

**CHRIST**(DEEMED TO BE UNIVERSITY)
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Notice for the PhD Viva Voce Examination

Mr Parthiban R, Registration Number: 2070023, PhD Scholar at the Department of Commerce, School of Commerce, Finance and Accountancy, CHRIST (Deemed to be University) will defend his PhD thesis at the public viva-voce examination on Tuesday, 12 May 2026 at 02.30 pm in Room No. 628, 6th Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

Title of the Thesis	:	Scale Development and Validation of Internal Service Quality in Higher Education Institutions: A Service Provider Perspective
Discipline	:	Commerce
External Examiner - I	:	Dr Sathyanarayana S Professor Department of Finance M P Birla Institute of Management Bharatiya Vidya Bhavan, Race Course Road Bengaluru - 560001 Karnataka
External Examiner - II	:	Dr Arindam Banerjee Associate Professor School of Commerce and Management Shiv Nadar University Rajiv Gandhi Salai (OMR), Kalavakkam Chennai – 603110 Tamil Nadu
Supervisor	:	Dr Shefali Srivastava Assistant Professor Department of Professional Studies School of Commerce, Finance and Accountancy CHRIST (Deemed to be University) Bengaluru - 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva–voce examination.

Registrar (Academics)

Place: Bengaluru
Date: 07 May 2026

ABSTRACT

The present study aims to develop and validate a comprehensive scale for measuring Internal Service Quality (ISQ) in higher education institutions from the perspective of teachers. While existing service quality research has predominantly focused on students as external customers, limited attention has been given to internal service systems that support faculty members. Recognizing teachers as key internal stakeholders, this study seeks to bridge this gap by conceptualizing ISQ as a multidimensional construct and examining its impact on faculty outcomes. The study adopts a systematic scale development approach comprising both qualitative and quantitative methods. Initially, dimensions and items were identified through focus group discussions and an extensive review of literature. The preliminary scale was subjected to face and content validation using expert evaluation to ensure conceptual clarity and relevance. Subsequently, empirical data were collected from faculty members of private deemed-to-be universities, and Exploratory Factor Analysis (EFA) was conducted to refine the scale structure. Confirmatory Factor Analysis (CFA) was then employed to validate the measurement model, establishing reliability, convergent validity, and discriminant validity. The final scale consists of eight dimensions: teaching and learning support, research and publication support, administrative responsibilities, professional development programs, faculty well-being, rewards and recognition, community engagement, and institutional leadership and governance. Further, the study establishes nomological validity by examining the relationship between ISQ and work-life fulfilment, demonstrating that effective internal service systems significantly enhance faculty well-being and satisfaction. The findings highlight that internal service quality is a critical determinant of teachers' professional experiences and institutional effectiveness. By providing a validated measurement framework, this study contributes to both theory and practice, offering insights for policymakers and institutional leaders to strengthen faculty-centric support systems. Ultimately, the research underscores the importance of internal service quality as a strategic driver of sustainable excellence in higher education institutions.

Keywords: *Internal service quality, Higher education Institution, Work life fulfilment, Scale development*

Publications:

1. **Parthiban, R.**, & Srivastava, S. (2026). *Faculty festing model for enhancing teaching quality in higher education institutions in India* (Patent Application No. 202641002510 A). Published January 31, 2026.
2. **Parthiban, R.** (2025). Examining the impact of work dynamics on internal service quality in higher education: The mediating role of employee engagement and administrative support with the moderating effect of departmental focus. *International Journal of Process Management and Benchmarking*. <https://doi.org/10.1504/IJPMB.2025.10070619>