



## Research Article

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# Sustainability of Service Culture in Higher Education Management: Scale Development

Samuel Eromosele Oikeh

Mosunmola Akinbode

Mary Oluwaseun Ogundipe

Eyitayo Ajayi

Tosin Araba

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### Abstract

*Building on higher education management, this study is based on culture which represent a set of shared knowledge and implicit theories within service culture most especially in higher education management. Using a scale development process, we surveyed 50 respondents from different higher institution with respondents ranging from students, lecturers, non-lecturing staff and management. The result from the exploratory factor analyses highlight the numerous dimensions of service culture within this study. Five dimensions were identified: shared perception, shared value, shared understanding, shared beliefs and shared style. The result showed that service culture within higher education community is affected by these five-dimension identified.*

**Keywords:** culture, cultural dimension, higher education management, service culture, scale development

## 1. Introduction

Culture is more than just the way of life it is also an identity which tell stories of human survival. The service industry is generally known as a major economic driver in various countries and it plays a major part in contributing to social and economic development around the world, with the educational industry been a key representative in this sector among various countries (Daniel, & Harrington, 2007). Educational institution serves a great part in countries as they don't just teach theory but also impact and inculcate their institutional culture and values in their students. And it is important to note that the ability to educate individuals and inculcate their institutions culture into them to become a person of relevance to the society is the one higher institution hold of high esteem (Stanley, 2007; Chan, Yim, & Lam, 2010).

There is an important gap that exist, which some researchers have mentioned when measuring the knowledge of culture and academics in higher institutions (Adela, & Catalina, 2016). Which has led to some evidence that the idea of culture that most higher institutions inculcate into their students cannot be easily interchanged with the idea of culture in various other service sector (Sierra, & McQuitty, 2005; Weru, & Fwaya, 2017). A good example will be the culture of teamwork as a driver in the fast delivery of goods to customers around the world that exist in the international shipping services like (DHL, FedEx, UPS) (Chan, Yim, and Lam (2010). This culture shows the importance of teamwork as a driver in helping them deliver joy, prosperity and trust to all their customers worldwide.

In higher education, institutions continue to look for ways to show their uniqueness as excellence is one of the cores aims of higher institutions in this present age. They seek to provide quality service while considering the cost to make sure that they stand out from their counterparts in the industry (Sierra, & McQuitty, 2005). They seek to be recognized according to their enterprise, excellence, knowledge base and good service track record based on their flexibility and innovation (Adela & Catalina, 2016). And due to this excellence, individuals seek this service that will provide them with the intellectual capacity to change and transform their environment.

This research work is based on culture which “represent implicit theories and shared information about the world including convictions, attitudes, qualities and various construct expected to translate and explore different conditions” (Hong et al. 2000; Plyush 2010). In order to explore cross cultural difference in the conceptual framework Hofstede dimension of national culture is the framework that will be used to provide a theoretical foundation to explore the behavior of individuals in higher education. Even at individual level the dimension of the national culture is the same with the five cultural dimensions.

For the conceptualization of Hofstede dimensions of national culture, the level of the dimensions were discovered from factor analysis which was used on the national score for work related values that was found. (Hofstede, 2011) stated that “individualism-collectivism, power distance, masculinity/femininity, uncertainty avoidance and long vs short-term orientation are the measures and extend the use of the cross-cultural dimension”. The absence of valid measure of service culture limits the extent to which Hofstede dimension can be used. So, to render a service that is termed good service the customer expectation have to be exceeded which will enable the customer to perceive value in the service rendered and lead to the consumer loyalty's and dedication which ought to be the main need for the administrators of higher institution.

There has been extraordinary advancement of technology in the educational sector, economic development and industrialization, global sharing, national and global cultures are becoming increasingly collective (Hofstede, 2011). Numerous factors have been the current field of study which plays a part to the advancement of Hofstede cross cultural dimension, first as one of the few empirical studies of service culture in higher education and a range of shared dimension was identified in this context. Secondly, it shows how learning style is affected by the culturally based educational experience since it affects the way learners participate in education.

In the next section an overview of the theoretical framework of Hofstede dimensions of national culture is provided, after which other existing studies relating to service culture in higher education is discussed. The process is associated with the quantitative and qualitative studies, including the five cultural dimensions were discussed. The last section of this study provides a general description of the conclusion, the managerial implications and provides some light for future research.

## 2. Conceptual Development

### 2.1 Hofstede cultural dimension

A good theoretical foundation was provided by Hofstede cultural dimension for the purpose of exploring cross cultural differences in the behavior of consumers. Hofstede did a survey of IBM between the late 1960s and 1971 where over 116,000 employees from 40 countries participated in the study which included 32 items that was described as a work-related goal or value (Piyush, 2010). During his research of the employees at IBM he found four cultural dimensions after he used factor examination on the normal national scores of the business-related esteem. “The four cultural measurements are individual vs. collectivism, power distance, masculinity/femininity, and uncertainty avoidance” (Hofstede, 2011). In his later study that he conducted with Bond in 1988, he came about with another cultural dimension namely long vs. short-term orientation which was the fifth of all the cultural dimensions (Hofstede, 2011).

Power Distance has been regarded as the degree to which the less mighty individuals of an organization or social establishment (like the family) accept and expect power to be distributed unequally. This speaks to disparity (less versus more), although it is characterized from below, not

from above. It recommends that both the followers and the leaders support the dimension of disparity of a general public. All social orders are unequal, however some of these orders are more unequal than others. Uncertainty avoidance is not the equivalent for risk avoidance, it manages the vagueness resistance of a general public (Piyush, 2010; Hofstede, 2011). It shows the degree to which a culture programs help its members in unstructured circumstances to feel either uncomfortable or agreeable. Cultural uncertainty attempts to limit the chance of such situations through strict codes of conduct, laws and principles, objections to degenerate assumptions, and a perception in the supreme truth ; there must be one truth and we have it (Hofstede, 2011). On one side, Individualism versus its inverse, Collectivism, as a societal, not as an individual trademark, is how well individuals are integrated into groups in a general public. On the other hand, we find out that the social orders in which the ties between people are free is due to the fact that everyone is dependent on taking care themselves and their close family (Li & Lerzan, 2007; Hofstede, 2011).

Masculinity versus its inverse Femininity again as a societal, not as a personal trademark, refers to the dispersion of qualities between the sexes which is another major issue for any general public, to which a range of arrangements can be found. The IBM study found that (a) the qualities of women differ less between social orders than the qualities of men ; (b) the qualities of men beginning with one nation to the next contain a measurement of exceptionally decisive and aggressive qualities of women on one hand, to unobtrusive and mindful qualities of women on the other (Hofstede, 2011).

Long term versus short term Orientation; the long-term shaft compares to Bond's Confucian Work Dynamism. Values discovered at this shaft are willpower, thrift, demanding connections by way of status, and having a feeling of disgrace; values on the contrary, here and now post were responding to social commitments, respect for convention, securing one's 'face', and consistent individual quality and strength.

Some critics suggest that it is necessary to expand the quantity of dimensions. This position has been shielded by Piyush (2010), and the GLOBE venture has truly tried to extend the five Hofstede measurements to 18. In any case, additional measurements are only important if they are both thoughtfully and truthfully independent from those that are effectively accessible, and they should also be approved by critical connections with reasonably related external measures. An undeniable shortcoming is that the information is moderately old and may not completely catch up with recent changes in the workplace despite the replications of the examination (more grounded spotlight on participation, knowledge sharing and strengthening) (Tierney & Landford, 2018). Besides, Hofstede's investigation was confined to information from a single organization.

Within the higher education context, the background of culture has an effect on the learning style and because of this culturally based education experience affects the learners. High power distance is reflected in the class room in higher institution. Where lectures lead the class and the students are told what to do and how it is done. In higher education, in individualist society students are encouraged to look for solutions to every challenge they encounter which makes the students independent (Tierney & Landford, 2018). While also in a collective higher education environment student don't have any opinion and lecturers expect them to do as they have been told or abide by the core values (Monta, Parin & Stephen, 2016).

## 2.2 Service Culture

The terms service, service culture, organizational culture in the service literature have been used interchangeably. Within the wide concept of organizational culture, this term is a specialized culture. Some scholars suggest that in service culture organization practice is not just the main thing but values, manner, beliefs and behavior of the employees and organization are also important (Gronroos, 2007). According to Ostrom et al., (2010) service climate is a tangible layer of service culture. Some have linked service culture to service quality as it exists when good service is appreciated. While some researchers also argued that service value, service quality and service culture are in stages of the service process in which service culture is a critical part (Gronroos, 2006; Vargo & Lusch, 2008). Some suggest that this has played a significant role in creation of value for both firm and the customer (Ostrom et al., 2010), while some are of the opinion that

service culture help develop a customer focused culture in an institution (Toister, 2017).

The term service culture is a mind-boggling concept and no single meaning or definition can be used to contain the whole concept. As a particular culture inside the broader thought of culture in the organization, service culture is a form of culture where good service is recognized, and great service are giving to both local and international clients (Grönroos, 2007). It is considered by everybody as a lifestyle and a standout amongst the most significant values (Feriha & Huseyin, 2017). Service culture alludes to hierarchical practices as well as identifies with way, qualities, and conduct of both the organization and its employees. In the event that an association has a solid service culture, it will bring about an inspirational state of mind of employees toward offering services to their clients (Grönroos, 2007). It resembles a paste to tick to employees' states of mind, conduct and duty toward giving great service to their clients (Feriha & Huseyin, 2017).

The definitions offer a few knowledge to the concept as it give emphasis to the appreciation of good services in order to add important value which is now given to their internal and external customers (Feriha & Huseyin, 2017). These gives a more detailed insight about this construct and define service culture as an important element.

Hofstede cultural dimension proffer a useful framework for understanding service culture, its activities where employees focus on creating value with a shared belief and understanding that will satisfy each customer (Hofstede, 2011). This enabled us to define the concept of service culture as an aspect of organizational culture that puts sole emphasis on service rendering industries where quality of service, orientation, climate of the organization help influences the shared belief, understanding and values that makes up the organization in which the customers perceive.

### 2.3 Service culture measure

Easterby-Smith, Malina and Yuan, (1995) stated that two things influence a firm practice in a cross-national context namely culture free and culture bound factors. Some researchers have mentioned that there is need to do further research on the conceptual model of service culture that can be generalized in different context. Toister, (2017); Feriha and Huseyin, (2017) suggested that service training and service rewards are the construct to measure service culture, while Gebauer, Edvardsson and Bjurko (2010) believes service orientation is the construct to measure service culture with others having opinion about climate and culture to be different side of a coin.

From the discussion above it suggest that there are several aspects to service culture and one aspect cannot define the true construct of the subject matter as so many researchers have conceptualized it in various ways. Ostrom et al. (2010) suggestion for further research of service culture was therefore considered as this study can be duplicated in numerous industries and cultural backgrounds to better appreciate the service culture model. The service culture is one of such operational models and as such the various component of culture (values and beliefs) and communication system are significant for customer service experience and need to be explored.

## 3. Method

In this section of literature, there is an establishment of the service culture dimension and the validation of various scales for measuring. This is because a strong culture has the potential to increase quality and sustain competitive advantage.

### 3.1 Item Generation and Content Validity

#### 3.1.1 Study 1

From the definition and literature of service and culture, the first stage of the scale is item generation which is put up in a questionnaire. These are the most common method of collecting data. Numerous scales under culture have been put in place to assess various perception, beliefs and values (Hinkin, 1995). Interviews were conducted with lecturers, students of the higher institutions and experts in education. The sample size was purposive which amounted to fifty

(Saunders, Lewis & Thornhill, 2000). The interview was conducted in regional higher institution whose world ranking has been on the rise since 2015. The institution size ranged from a student population of about seven thousand and a staff strength of over four thousand five hundred, although only two-third of the higher institution population were teaching staffs.

Questionnaire is a very effective way to get insight of the research area as it gives a more detailed context of the information that needs to be used to analyze the literature (Malhotra, Hall, Shaw & Oppenheim, 2002). The research first started with a brief description of the area of research, followed by a background information about the respondent gender, age, department and asked them the degree to which the culture of the organization affect the quality of service rendered. Numerous questions as it relates to the culture, service, quality was asked and the nature of this culture, service, quality activities. The questions asked were provided with scalar response for the respondents to answer as appropriate. Respondents were also encourage to give response to shared perception, shared values, shared understanding, shared beliefs and shared style. Each questionnaire took the respondent two minutes to fill and collect back immediately while for some of the respondent the questionnaire needed to be dropped and picked the next day.

The form of analysis used to analyze the questionnaire was qualitative analysis because this technique shows the significance of variable to the study rather than the mere use of words (Suellen, Geoffrey, Janet & Jilian, 2011). All questions were transcribed into the statistical package SPSS which is a generally accepted analytical tool for qualitative research. Questions associated with each code were inputted under variable view before finally coding under data view for final analysis. The findings are the outcome of proper structuring of the questionnaire and the coding and enhancing of variables.

Respondents portrayed a broad range of service culture dimension that was not limited to any specific geographic location or type of higher institution. Service culture was not only viewed by local higher institutions as significant but also by internationally recognized institutions to perceive the distinct shared value and beliefs of every higher institutions. The dynamic but yet simple manner in which the questions were asked allowed the participants to answer properly what their shared values were in the institution. The questionnaire did not impose any form of question on the respondents as all the participants in the research work answered the question based on their understanding of the items given which were under the following service culture measures 1. Shared perception 2. Shared values 3. Shared belief 4. Shared understanding 5. shared style.

From the already existing item generation procedure, service culture measures were looked at in this stage. Plyush, (2010) developed a scale which was reviewed. Looking at the questions from the questionnaire what's more, various things from these scales and underlying pool of 32 items was created and appraised utilizing a five-point scale (1=Strongly disagree, 2= disagree, 3= undecided, 4=agree and 5=strongly agree) which was based on the extent to which each of the service culture measures was represented.

The second stage of item generation was item refinement which was done to select the best items and validate their suitability through post graduate students and doctors. The doctors and post graduate students were asked to go through the items in the questionnaire and evaluate their relevance with respect to the dimensions for the five point like scale which ranges from strongly agree to strongly disagree. Also, the critics were asked if the questions were clear and concise and if it showed any reflection of more than one of the chosen dimensions for the research.

Continuing with the questionnaire, section A had a demographic information of the respondents which include gender, age, academic qualification, marital status and department. The second section comprises of the variables that was used to describe service culture which was made up of five. The post graduate students and doctors answered questions identified under the dimensions that showed the shared perceptions of the university society on the values of the institutions, the shared understanding of those values, their shared beliefs in those values and shared styles. A total of twenty-seven questions were asked in total under section B with each of the variables having not less than three questions as it relates to the dimensions.

### 3.2 Item purification

#### 3.2.1 Study 2

The sample population were members of the university community which comprise of the students, lecturers and since the research had a purpose of knowing the management role in the shared value, thus it measured the management. A paper and pencil base survey were carried out as this was seen as the most appropriate to gather information from the respondents. The questionnaires were given individually to the respondents and was collected immediately since it was filled that same day. The questions were easy for the respondent to understand as it took them little time to go through the questions and fill based on their preference.

The entire sample size was 50 in which each building item was purified and validated. Although stratified random sampling was used to have an adequate sample size leading to a sufficient size of high statistical power (Suellen, Geoffrey, Janet & Jilian, 2011).

From table 1.1 the total number of sample size used was 50 with the average age of the respondents been between 25-30 years. There was a total of 28 females which represents 56% and 22 males representing 44% that participated in the research. About 86% of the respondents had masters, 12% had a doctorate and 2% had a bachelor's degree. The category of marital status ranged from single, married and divorced. 62% of the respondents were single while 38% were married. The department category ranged from 42% for college of Business and social sciences, 28% for college of engineering, 28% for college of science and 2% for college of leadership.

**Table 1:** Dimensions of service culture

Service culture dimensions	Examples drawn from questionnaire
Shared perception	I think that most of the workers in the institution are very honest. I think that most of the workers in the institution are very hardworking. I think that most of the workers are very dutiful.
Shared values	Possibility mentality is a valuable factor for the university community. All members of the institution community (management, workers and students) believe in God. Both management and workers are willing to sacrifice for each other.
Shared Understanding	Most students understand the usefulness of spirituality in their academics. Most members of the institution community have very good understanding of the core values of the institutions.
Shared Beliefs	Most workers believe that spirituality helps them in their duties. The management believe that both staffs and students need to be responsible to succeed in academics.
Shared Style	Most worker style of living is in accordance with the core value. Most students style of living is in line with the core values of the institution.

**Table 1.1:** Mean score of service culture variables by gender, age, marital status, academic qualification and college

Indicators	Gender		Age			Marital status		Academic Qualification			College			
	Male (N=22)	Female (N=28)	18-24 years (N=8)	25-30 years (N=37)	30-35 years (N=5)	Single (N=41)	Married (N=9)	Bsc (N=1)	MSC (N=44)	Phd (N=5)	CBSS (N=21)	CST (N=14)	Engineering (N=14)	COL (N=1)
SP	3.98	3.96	3.80	4.03	3.84	3.98	3.96	4.20	3.97	3.92	3.8	3.99	4.20	4.20
SV	3.66	3.65	3.56	3.66	3.80	3.66	3.66	3.58	3.66	3.63	3.64	3.69	3.66	3.33
SU	4.33	4.13	3.96	4.26	4.33	4.20	4.30	4.00	4.21	4.4	4.14	4.29	4.29	4.00
SB	4.44	4.31	4.17	4.46	4.00	4.36	4.41	4.00	4.38	4.33	4.35	4.33	4.38	5.00
SS	4.14	3.79	3.66	4.03	3.75	3.95	3.92	3.50	3.99	3.65	3.79	4.05	4.13	3.25
TOTAL	4.11	3.97	3.83	4.09	3.94	4.03	4.05	3.86	4.04	3.99	3.94	4.07	4.13	3.96

## 4. Data Analysis

### 4.1 Item reduction and exploratory factor analysis

A number of confirmatory and exploratory factor analysis was conducted in order to get the validity of service culture scale (Bearden, et.al., 2001). Prior to this, the data were examined to recognize anomalies and to screen for the encroachment of the suspicion of multivariate examination. The social science statistical Package (SPSS 25) was utilized to embrace this primer analysis and the underlying exploratory factor analysis (EFA).

At first, a progression of exploratory factor analysis was embraced on the test using vital part examination and obliteration revolution as there was no motivation to expect the measurements to be unrelated.

The Kaiser– Meyer– Olkin Measure of Sampling Adequacy was 0.541, proposing that factor analysis was fitting. An iterative procedure was utilized to dispense with low loaded or high cross loaded items (Hair, et al., 2006), which prompted the maintenance of 27 things appeared in Table 2.

The last factor analysis found five components with more than one of their own values, which together clarified 54% of the total variance.

The second dimension reflects shared value (i.e., an higher institution ability to come up with core values that each member of the university community will abide by). The third dimension estimated shared understanding of the values of the higher institution (i.e., how well each member of the university community understands the core values that stands as a foundation of the institution). The fourth dimension estimated shared beliefs of the values (i.e., do the members of the institutions believe in the higher institutions laid down core values) while the final dimension measures shared style (i.e., the style each member of the institution use that is in accordance with the institution core value). Cronbach alphas for the five dimensions were 0.714, 0.624, 0.584, 0.431 and 0.546, and only shared perception separately exceeded the recommended lower limit of 0.70 (Hair et al., 2006), suggesting that not all scales are consistent.

Since Cronbach's alpha is delicate to the quantity of things inside a scale, the thing to-add up to connections were likewise inspected. All exceeded the proposed lower limit of 0.30, giving solid support to its dimension for each item contribution (Nunnally & Bernstein, 1994).

**Table 2:** Exploratory factor analysis for service culture

Scale items	Factor loadings
Shared perception (SP)	
Item_6 I think that most of the workers in the institution are very honest (SP)	0.503
Item_7 I think that most of the workers in the institution are very hardworking (SP)	0.457
Item_8 I think that most of the students in this institution are very responsible (SP)	0.314
Item_9 I think that most of the workers are very dutiful (SP)	0.541
Item_10 I think that the management and workers of the institution are very spiritual (SP)	0.445
Item_11 Possibility mentality is a valuable factor for the university community (SV)	0.418
Item_13 Both staffs and students have positive approach in carrying out their activities (SV)	0.528
Item_14 Both management and workers take spirituality as a priority in all their activities (SV)	0.330
Item_17 Both management and workers are very diligent (SV)	0.722
Item_19 Workers of the institution are very responsible (SV)	0.612
Item_21 Lecturers have possibility mentality towards their assignment (SV)	0.656
Inn_22 Both management and staffs are highly responsible (SV)	0.590
Inn_23 Most students understand the usefulness of spirituality in their academics (SU)	0.482
Inn_24 The lecturers understand that capacity building is essential for their work (SU)	0.580
Inn_25 Most members of the institution community have very good understanding of the core values of the institutions (SU)	0.497
Inn_26 Most workers believe that spirituality helps them in their duties (SB)	0.468
Inn_31 Most students style of living is in line with the core values of the institution (SS)	0.469

Shared value (SV)		
Inn_28	The management believe that both staffs and students need to be responsible to succeed in academics (SV)	0.389
Inn_30	Most of the workers in the institution attend church (SS)	0.429
Inn_32	Most of the lecturers pray before starting their class (SS)	0.585
Shared understanding (SU)		
Inn_16	Both management and workers are willing to sacrifice for each other (SV)	0.668
Inn_18	The workers take sacrifice to be important in making decisions (SV)	0.755
Inn_20	The management is willing to sacrifice for the welfare of the workers (SV)	0.859
Inn_29	Most worker style of living is in accordance with the core value (SS)	0.496
Shared belief (SB)		
Inn_15	Both management and workers agree to the fact that capacity building is essential for achieving organizational goals (SV)	0.418
Shared Style (SS)		
Inn_12	All members of the institution community (management, workers and students) believe in God (SS)	0.266
Inn_27	The management of the university believe that capacity building is essential for every staff (SB)	0.547

Note: Initial classification of items: SP =Perception; SV = Shared value; SU = Shared understanding; SB = Shared belief; SS = Shared style

#### 4.2 Confirmatory factor analysis

To additionally evaluate the scale's factor structure, a corroborative factor examination was additionally attempted on the examination test. Progressive alterations were made in which somethings were evacuated in every iteration until the point that the parameters and the fit files came to suggested values (Jöreskog & Sörbom, 1996; Suellen, Geoffrey, Janet & Jilian, 2011). Consequently, a few things have been removed, resulting in a one-dimensional scale of five-items that appears in Table 3. Table 3 shows the fit statistics for the service culture scale.

#### 4.3 Reliability and validity assessment

Coefficient alpha assessments were 0.714 for the shared perception culture dimension, 0.624 for the shared value culture dimension, 0.584 for the shared understanding culture dimension, 0.431 for the shared belief culture dimension and 0.546 for the shared style culture dimension in the analysis sample. Majority of the indicator t-values were important ( $p < 0.05$ ), supporting the convergence validity.

**Table 3:** Result of Validity and Reliability

	Loading	Indicator Reliability	Error Variance	Composite Reliability	Average	No. of Indicators
Variables	> 0.7		< 0.5	> 0.8	< 0.5	
Shared Value	Diligent	0.7220	0.5213	0.4787	0.5213	1
	Sacrifice	0.7550	0.5700	0.4300	0.5700	2
	Welfare	0.8590	0.7379	0.2621	0.7379	1
	Responsible	0.6120	0.3745	0.6255	0.3745	1
	Possibility mentality	0.6560	0.4303	0.5697	0.4303	1

All loading are significant at  $p < 0.0001$

## 5. Discussion and Conclusion

The present investigation makes a few critical commitments to hypothesis what's more, practice using a coordinated multi-strategy approach, what's more, thorough scale advancement strategies to empirically approve a psychometrically stable and closefisted development capacity scale in service culture setting. The investigation contributes to the service and culture of higher institution in a few critical ways.

First of all, the examination answers ongoing calls to quantify the ways through which higher institution benefit from service culture (Ostrom et al., 2010), since proof proposes the thought of development, which advanced dependent on ideas created in assembling and high-innovation enterprises, may not be the equivalent in administration enterprises (Hipp & Grupp, 2005). For instance, various researchers have recommended that there is a more prominent emphasis which has led to some evidence that the idea of culture that most higher institutions inculcate into their students cannot be easily interchanged with the idea of culture in various other service sector (Sierra & McQuitty, 2005; Weru & Fwaya, 2017).

The present discoveries bolster this conflict and give a more centred understanding of the service culture construct. From the knowledge of earlier research and interviews with specialist, we have conceptualized, developed, refined and tested a multidimensional scale that estimates service culture in the higher institution sector. In the primer scale development stage, we gained knowledge into the scope of measurements of service culture in this specific context, which shaped the reason for the resulting phases of scale improvement and refinement that utilized questionnaire to review (n=50). The procedure prompted the development of a five-dimensional (Shared perception, shared value, shared understanding, shared belief, shared style), twenty-seven service culture scale that mirrors the qualities of higher institutions core values and activities.

The examination gives an increasingly point by point and relevantly insightful conceptualization of service culture than what has been advertised. The shared perception measure reflects what the student and management think is the core value of the higher institutions. The shared value mirrors the higher institutions core values and how it is embraced by both students and management. The shared understanding showed what students understand about the usefulness of core value on their academics and the management the usefulness on their duties and actualising the vision of the institution. The shared belief measure reflects what students and management believe is the impact of the core value on their academics and duties respectively; while the shared style reflects the manner in which the style of living is in accordance with the core value of the institution.

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