



# Service-orientation and teaching quality: business degree students' expectations of effective teaching

Expectations of effective teaching

163

Muhammad Kashif  
*GIFT University, Gujranwala, Pakistan, and*  
Hiram Ting  
*Universiti Malaysia Sarawak, Sarawak, Malaysia*

Received 2 June 2013  
Revised 29 July 2013  
7 January 2014  
Accepted 22 January 2014

## Abstract

**Purpose** – Higher education teaching is analogous to delivering services in various business sectors. Students are regarded as customers of universities having specific needs and wants, which, if well recognized, can lead to creating delightful student experiences. This paper aims to identify the core ideas about excellent teaching in business schools which faculty members may notice in order to achieve excellence in teaching.

**Design/methodology/approach** – The study is epistemologically framed to focus on interpretivism. The qualitative data have been collected from 30 business degree students, following a naturalistic paradigm. The case study method has been employed to conduct face-to-face interviews.

**Findings** – The results revealed five core themes pertaining to teaching excellence in business education. These include; communication style, knowledge, positive attitude, creative work, and courtesy of the instructor as postulated by the students.

**Originality/value** – The insights are purposeful and contribute substantially to theory development in the area of service-oriented teaching delivery in business education.

**Keywords** Pakistan, Business education, Qualitative research, Co-creation, Service orientation, Higher education teaching

**Paper type** Research paper

## Introduction

Services have been co-produced where customers and frontline employees play their actual roles in a supportive environment (Vargo and Lusch, 2004). This value creation is only possible where both the parties understand each other's expectations, roles, and needs. Failing to do so can result in value co-destruction, which leads to customer dissatisfaction, anxiety, and switching (Loïc and Cáceres, 2010). More importantly, co-destruction is a product of customer misbehavior that occurs when frontline employees do not understand the customer expectations in a service setting. Higher education has been considered a business-like industry, where student needs are actively pursued in order to ensure higher levels of service quality. It is believed that students, who pay fees for their degrees, tend to behave like customers and expect a significant return on their investment (Watson, 2003). Because students are now acknowledged as "customers" of education (Maringe, 2005), their satisfaction is of supreme importance to higher education policy makers who are striving hard to retain existing and attract new students (Helgesen and Nettet, 2007). Business educators, in an effort to keep abreast with changing needs and expectation levels of students, value student retention and positively link it with higher learning, which is purely a function

