

## RESEARCH

includes research articles that focus on the analysis and resolution of managerial and academic issues based on analytical and empirical or case research

# Teacher Proactivity Influencing Student Satisfaction and Loyalty Role of Job Crafting and Work Engagement

Adil Zahoor

VIKALPA  
The Journal for Decision Makers  
43(3) 125–138

© 2018 Indian Institute of  
Management, Ahmedabad  
SAGE Publications

sagepub.in/home.nav  
DOI: 10.1177/0256090918785046  
<http://journals.sagepub.com/home/vika>



## Executive Summary

During the recent past, various researchers have argued that educational institutions fall within the domain of service industry (Joseph & Beatriz, 1997, *Journal of Marketing for Higher Education*, 8(2), 1–13). Consequently, service marketers have placed unprecedented attention on education sector to explore the marketing aspect of academic institutions. Furthermore, because of intensifying global competition and increasing cost of education, academic institutions are placing additional emphasis on student-related outcomes rather than merely concentrating on the skills and abilities of their graduates.

In this backdrop, this study investigates the hitherto unexplored antecedents of two significant student-related outcomes (student satisfaction and loyalty), that is, proactive personality of teachers. The study also provides a possible explanation of this relationship through the mediating role of job crafting and work engagement. This would help academicians to develop broader insights into the domain of antecedents of positive student experiences.

## KEY WORDS

Higher Education

Job Crafting

Proactive Personality

Student Satisfaction

and Loyalty

Work Engagement

Dyads of 159 teachers from 20 universities in India were created and responses were collected on job crafting and work engagement (self-ratings) and proactive personality (peer-ratings) using a structured questionnaire. About 608 students were approached from the same universities to collect data regarding their satisfaction and loyalty. The sample universities included both central and state universities. All constructs were measured using previously developed scales. The hypothesized relationships were tested in AMOS 20 using structural equation modeling.



Creative Commons Non Commercial CC-BY-NC: This article is distributed under the terms of the Creative Commons Attribution-NonCommercial 3.0 License (<http://www.creativecommons.org/licenses/by-nc/3.0/>) which permits non-commercial use, reproduction and distribution of the work without further permission provided the original work is attributed as specified on the SAGE and Open Access pages (<https://us.sagepub.com/en-us/nam/open-access-at-sage>).