Mediating Impact of Emotional Intelligence Competencies on the Relationship of Conflict Management Styles and Service Quality of Higher Education: A Pakistan Based Study

[1] Umair Asghar, [2] Khalid Pervaiz

[1] Ph.D. Scholar (Management Sciences) at Hajvery University Lahore. umairscholar@gmail.com
[2] Dean, Faculty of Management Sciences, Hajvery University Lahore. khalidpervaiz@hu.edu.com

ARTICLE DETAILS	ABSTRACT
History *Revised format: 30 Nov 2019* *Available Online: 31 Dec 2019* **Keywords** *Conflict Management Styles; Emotional Intelligence Competencies; Service Quality of Higher Education* **JEL Classification:** *D74, D79, L15, L19*	This quantitative, investigation was to explore mediating impact of emotional intelligence competencies on the relationship between conflict management styles and service quality of higher education. In this study, multi-stage cluster sampling technique was applied for the selection of sample whereas SPSS was used for testing the hypothesis which measures the direct and indirect effect. Structured questionnaires were used for data collection which comprised of 5 points Likert scale. The findings proved partial mediation to emotional intelligence competencies between the relationship of conflict management styles and service quality of higher education which indicates higher the emotional intelligence competency the staff has, would have the higher the ability to resolve day to day conflicts. The research suggests that faculty and staff training programs, workshops to improve service quality would help to narrow the gap between customer's perceptions and expectations.

1. Introduction

The educational system in Pakistan is not very encouraging (Rasool, 2007). We cannot change the education system to change the quality of educational services. This persistent low quality problem has made the institutional environment more hostile and violent. The causes of poor quality differ greatly in services and products. The main causes of service failure are lack of leadership, care or kindness, lack of training or anxiety (Sallis, 2014). Higher education institutions (HEIs) are therefore crucial to meeting the challenges of a rapidly changing world (Haider, 2008). According to Luan (2011), the higher education sector has not responded to the needs of society and the economy for two decades because it is growing rapidly, neglecting and neglecting the quality assurance mechanisms cited (Hilman et al., 2017). Another group of scholars argue that educational services are generally intangible and measurable because outcomes translate into student transformation, characteristics, knowledge and behavior (Tsinidou et al., 2010). Due to the consistency of the product, the quality of services is a major concern for education. Education has been shown to play a key role in the creation of human capital. This will increase people's

productivity and strength by creating talented employees who can steer the economy toward sustainable economic development. A team of social scientists supports the idea of "client", ie. They clearly agree with the ambiguous idea of "customers" in education, but that does not diminish the power to provide the simplest services offered to buyers. In this way, there is a change in the paradigm from 'student' to 'client' in universities and public services to corporate or managerial approaches (Wong, 2008). To understand the concept of quality of service in educational institutions, it is divided into two parts; 1) academic quality and 2) non-academic quality. This study deals only with the non-academic quality of university services. The process of improving the quality (quality of service) of the higher education subsector can provide us with a rational strategy for what affects the quality of service in higher education. The main objective of the study is to identify the mediating effect of emotional intelligence on the relationship between conflict management styles and the quality of higher education services, in order to understand the importance of emotional intelligence in higher education.

This study bridges the customer perception gap of service quality in education which distinctively sought to improve the service quality of higher education in the light of emotional intelligence competencies to handle day to day conflicts among faculty to improve service quality. This study is a unique pursuit to find a mediating impact of emotional intelligence competencies evaluated by faculty as internal customers.

This investigation answers the following research question:

- Whether conflict management styles have a significant positive impact on the service quality of higher education institutions of Pakistan?
- Whether emotional intelligence competencies mediate between the relationship of conflict management styles and service quality of higher education institutions of Pakistan?

2. Literature Review
2.1   Conflict Management Styles (Cm)
Conflict is inevitable in individuals, it is the natural result of human interaction, relationships between individuals or organizations become incompatible or inconsistent when two or many of them crave a similar resource, which is rare when they do not share behavioral preferences about their joint actions or with completely different attitudes, values, beliefs and skills (Rahim, 2017). Some scholars believe that conflict management is better than avoiding it (Algert & Watson, 2002), as reported in (Din et al., 2011). Conflict, if managed well, will cause growth and development. People have one dominant style when dealing with conflict, although different conflicts require different methods (Din et al., 2011). Academic administrators must address all structural issues, increase employee frustration, which would have negative consequences (Galtung, 1964), as outlined in (Kriesberg, 2007). Universities have unclear lines of authority, role, and communication. Structural problems and limited resources are key sources of conflict in the identified university context (Holton, 1998). Rahim and Bonoma (1979) and Rahim (2002) categorize conflict management into two main dimensions; i.e. concerns for oneself and concerns for others. These five completely different types of conflict management avoid, threaten, dominate, integrate, and engage. It is a proven fact that conflict can have positive or negative consequences. If the impact of a conflict is positive, then it is known as a deliberate conflict, and if the impact is negative, then it is known as a negative conflict. Similarly, methods of conflict management have negative or positive consequences. Many of these methods are also non-functional, while some are also effective (Afzalur Rahim, 2002).

2.2   Conflict Management and Service Quality of Higher Education
The academic institution is ripe for conflict (Hartman & Crume, 2014; Kantek & Gezer, 2009). Because these institutions value free thinking, they are academic autonomy, conflict is inevitable and therefore can arise in any combination of students, teachers, and administrators (Bess & Dee, 2014). In particular, if educational institutions do not give their leaders sufficient time to resolve conflicts, this will take up to

25% of the time of the manager suffering from a significant human resources outflow. Conflict must vary depending on the environment. Factors such as location, campus, authority, student population, and unions will all influence the conflict. Conflict resolution methods are as complex as the conflict itself (Garcia, 2015). Social conflicts increase diversity, friendliness and complexity. The current context of the university is much more difficult than before and so many conflict and governance forums are longer than before (Fatile & Adejuwon, 2011). Another researcher also added, as others, Conflict is inevitable and considered a standard phenomenon. There are total human relationships in all styles of organizations (Ahamefula, 2014). Educational institutions are experiencing quite different styles of conflict, despite the recent advances in conflict management theory, if the conflict is managed properly, it will become a positive experience (Khamkhong & Tayco, 2018). The researcher thus uses a tool previously developed by Rahim (1995) ROCI-II in the following areas. These are:

- Integration (High concern for self and high concern for others);
- Domination (High concern for self and low concern for others);
- Obligation (Low concern for self and high concern for others);
- Avoidance (Low concern for self and low concern for others), and
- Compromise (Intermediate levels of concern for both self and others)

2.3   Emotional Intelligence Competencies (EI)

According to Gardner's Theory of Intelligence (1983), the emotional person is an important measure of organizational behavior. There are seven different forms of intelligence. Five of them consist of cognitive knowledge that can be functional for scientists. The practice of two of them - interpersonal and intra-personal - confirms the high chance of success. The first type of intelligence describes the ability of someone to define their criteria and use them throughout their lives. Gardner's theory plays an important role in psychology and health care. In addition to Gardner, there are three key theories in the field of emotional intelligence: Bar-On, Salovey, Mayer, and Goleman. However, with the decline in emotional intelligence, academic success and stimulating communication seem to be diminishing. People with greater emotional intelligence are more interested in their own and other emotions. Coates and Anderson's (2007) study concludes that self-confidence, commitment, sensitivity, tenacity and inspiration are the most important indicators of emotional intelligence among successful higher education leaders. After an in-depth review of the literature, it was concluded that a range developed (Sala, 2002a) could be used that could address the need to assess the emotional intelligence competencies of four clusters;

- Self-awareness
- Self-management
- Social awareness
- Relationship management

2.4   Relationship of Conflict Management Styles and Emotional Intelligence

Confidence, creative ideas and behavior and adaptability are the emotional skills needed to effectively manage conflicts. According to Barry (1999), efficiency, creativity, and productivity are, in themselves - and not supported by emotional control - detrimental to conflict management. This is because negotiation and conflict resolution require emotional interactions (Barry, 1999). Successful conflict managers must therefore be able to evaluate the emotions of all stakeholders in order to achieve maximum success. The different dimensions of emotional intelligence are critical aspects of successful decision making, leadership, transparent communication, teamwork, relationships, loyalty and innovation within jobs and companies (Cooper & Sawaf, 1997). By adding intent and emotion to rational assumptions, Thomas (1992) builds on his model of conflict. He explained this: "I tried to integrate emotions into the conflict process and to show how emotions respond to both types of thinking and how they add more force to conflict episodes" (Thomas, 1992). As emotional expression is the key to individual and organizational growth, conflict management procedures need to recognize the impact of emotional conflict outcomes

(Bar-On, 1997). The link between emotions and emotional intelligence and conflict resolution is a popular course.

2.5   The Concept of Service Quality of Higher Education Institutions (SQHE)

"Quality is difficult to outline and is an elusive concept" (Sallis, 2014). Another group of scholars even describe quality as a "slippery concept" (Pfeffer & Coote, 1991). According to Crosby (1994), "Quality meets the requirements; poor quality is a disagreement". According to Juran (1988) quality is suitable for use. Deming (1982) argues that higher quality leads to higher productivity, which in turn leads to long-term competitiveness. The purpose of the organization is to optimize the whole system, not to optimize the individual subsystems. In the context of higher education, the exact concept of quality is not an easy job. The term quality education is considered infamous (Pounder, 1999, 2001) and is a very vague and tainted term (Cheong Cheng and Ming Tam, 1997). The definition of quality, adopted by most analysts and policy makers in the classroom, is a definition of proportionality for the goals of pro-rectors and more. (1989) further cited (Sahney et al., 2006). Exhibitors of this approach claim that quality is intelligent because it looks at the purpose of the product or service. Quality is judged by the extent to which the product or service meets its goals (Green, 1994; Tight, 2012a). According to Deming (1982), deviations or discrepancies in customer service are disappointing and affect the reputation of companies. This is one of the main causes of poor quality. According to Aldridge and Rowley (2001), interest in the organization becomes clear when students recognize the quality of the institution's services and the standardized learning environment provided by intellectual educators, appropriate training and infrastructure services, their interest will be reserved explicitly. Students are motivated by both the academic ability and the administrative effectiveness of the institution (Aldridge & Rowley, 2001). Maintaining other important quality services in education, such as well-maintained libraries, security systems, medical equipment, multimedia classes and equipment, conference arrangements and collaboration among administrative staff, assumes a significant job in of help for training and development (Dick & Basu, 1994; Oliver, 2014). Service organizations have achieved the need to treat their employees as internal customers and deliver them with high quality services to each external customer. As per Juran (1988), internal customers are directly involved in the production of a product or service. The task of management is therefore to systematically improve the system with the input of employees and management. According to the literature, education mainly affects the services sector. After reviewing the literature researcher hypothesizes;

H1: There is a significant positive relationship between conflict management styles and service quality of higher education.
H2: There is a significant positive relationship between conflict management styles and emotional intelligence competencies.
H3: There is a significant positive relationship between emotional intelligence competencies and service quality of higher education.
H4: Emotional intelligence competencies mediate between the relationship of conflict management styles and service quality of higher education.

3. Conceptual Framework of the Research

In the light of the above discussions, the researcher infers the accompanying conceptual framework for the investigation.
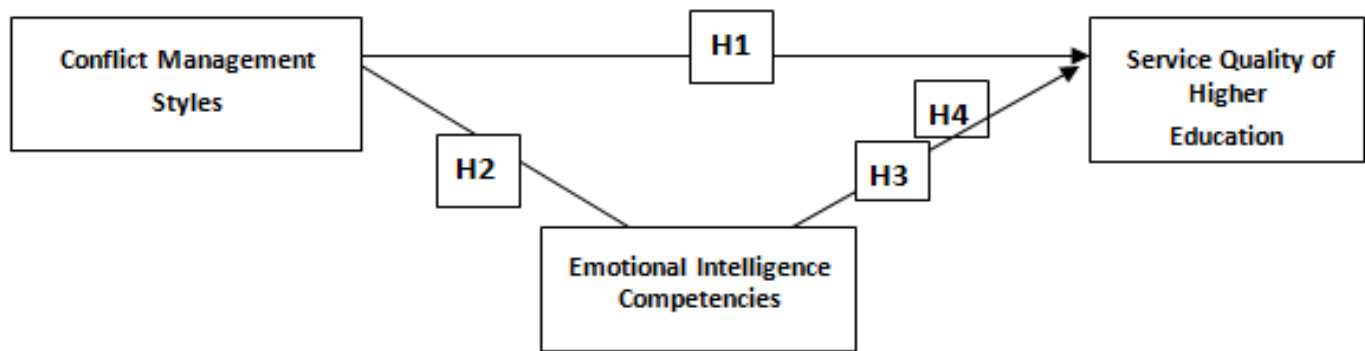
Figure: 1 Conceptual Framework of the Research

4. Methodology

Quantitative method was used for this investigation; only 18 universities gave positive response from 62 universities / institutes of Punjab province. The analytical unit in this study was all faculty members either full-time or visiting were considered of the Punjab province of Pakistan. The instruments were composed of a 5-point Likert scale. For this empirical study, "SPSS" was used for the analysis and it was found the best to know the direct and indirect effects to achieve the objectives of the study. In addition, the Taro Yamani (1967) formula was used to calculate the sample size as shown in (Singh and Masuku, 2014).

Formula to calculate sample size, $n = N/1 + N (e)^2$

n = Sample size,
N = Population size, 5876 faculty members of 18 universities
e = Sampling error 5% or Margin of error

Sample Size = 375 by keeping 20% (expected non- response rate) suggested by expert we added 20% of 375, so it became 450 faculty members.

5. Results and Discussion
5.1   Demographic Statistics

The descriptive statistics data part of the questionnaire comprises five questionnaires. In this study 460 questionnaires were sent to the faculty members of randomly selected universities in Punjab, Pakistan, only 12 questionnaires were misplaced and could not be delivered to the faculty members. Finally, 448 questionnaires were returned after continues and massive follow-ups due to doubt of frivolous responses and missing information, 29 responses were discarded. A total of 419 useful questionnaires were utilized for data analysis with a response rate of 91%. The table of demographic information received regarding the Gender, Age, Education, Experience and Marital Status from the respondents is as under.

Table 1: Gender Wise Response Rate

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	313	74.7	74.7	74.7
Female	106	25.3	25.3	100.0
Total	419	100.0	100.0	
20-25 Years	10	2.4	2.4	2.4
26-31 Years	36	8.6	8.6	11.0
32-37 Years	133	31.7	31.7	42.7

38-43 Years	105	25.1	25.1	67.8
44-49 Years	82	19.6	19.6	87.4
50 & Above	53	12.6	12.6	100.0
Total	419	100.0	100.0	
Graduation	81	19.3	19.3	19.3
Masters	150	35.8	35.8	55.1
MS/M.Phil.	172	41.1	41.1	96.2
Ph. D	16	3.8	3.8	100.0
Total	419	100.0	100.0	
1-5 Years	270	64.4	64.4	64.4
6-10 Years	140	33.4	33.4	97.9
11-15 Years	8	1.9	1.9	99.8
16 & Above	1	.2	.2	100.0
Total	419	100.0	100.0	
Married	382	91.2	91.2	91.2
Un-married	37	8.8	8.8	100.0
Total	419	100.0	100.0	

5.2   Mean, Min, Max, and Standard Deviation of CM Styles, EI Competencies and SQHE
Table: 2 shows highe rscore, means greater usage of CM styles. The Avoiding style is the largest (M = 3.25), followed by the compromising and dominating style (M = 3.24). As per the analysis Relationship Mgt. (M= 3.94) is the frequently used emotional intelligence competency among all followed by Social Awareness (M =3.88), and, lastly Tangibility remained highest (M = 3.36) followed by Responsiveness and Assurance (M =3.28) as the most responded items among all.

Table: 2 Descriptive Statistics

Constructs	N	Item	Min	Max	Mean	SD
Integrating	419	7	1	5	3.18	1.119
Obliging	419	6	1	5	3.17	1.133
Dominating	419	5	1	5	3.24	1.134
Avoiding	419	6	1	5	3.25	1.076
Compromising	419	4	1	5	3.24	1.099
Self Awareness	419	17	1	5	3.84	1.052
Self Mgt	419	22	1	5	3.78	1.042
Social Awareness	419	8	1	5	3.88	1.055
Relationship Mgt	419	4	1	5	3.94	1.037
Tangibility	419	4	1	5	3.36	1.141
Reliability	419	5	1	5	3.22	1.163
Responsiveness	419	4	1	5	3.28	1.170
Assurance	419	4	1	5	3.28	1.225
Empathy	419	5	1	5	3.22	1.175
Valid N (Listwise)	419					

5.3   Composite Reliability and Cronbach's Alpha

The value of Composite Reliability and Cronbach's Alpha should be greater than 0.7(Hair et al., 2014).

Table: 3 Reliability Analysis

	Cronbach's Alpha	Composite Reliability
Conflict Management	0.937	0.952
Emotional Intelligence	0.927	0.948
Service quality of Higher Education	0.946	0.958

In our research value of all variables are meeting the threshold value except and Composite reliability also showing reliable results for all the variables as shown in Table: 3.

5.4   Collinearity Statistics/ Variation Inflation Factor (VIF)

There is criterion value for the values of VIF according to which if the value is less than 5 i.e. (VIF <5), and a value if close to 1 indicates that there is no collinearity (Joseph, 2014).

Table: 4 Multicollinearity Test

Variables	Collinearity Statistics	
	Tolerance	VIF
Conflict mgt. styles	.952	1.050
Emotional intelligence competencies	.952	1.050

Dependent Variable: Service quality of higher education

Table: 4 shows the inner VIF values of all the variables except the dependent variable because it doesn't show the value of the dependent variable. The values of CM, EI are less than 5 and near to 1 which shows that these values lie within the threshold value thus showing that there is no multicollinearity and showing the goodness to fit.

5.5   Test of the Hypotheses

In order to test the hypotheses, multiple regressions and the correlation method were utilized. Multiple regressions were used in order to identify the relationship between two or more independent variables whereas the Pearson correlation was used to test the relationship between one dependent and one independent variable.

5.6   Pearson Correlation Test

The results of the relationship between the independent variables and the dependent variable are shown in Table:5 below. The result indicates that there is a significant relationship between is a significant positive relationship between conflict management styles and service quality of higher education, the result is r = .559** while p < .01. There is significant relationship between conflict management styles and emotional intelligence competencies, the result is r = .219** while p < .01 and, lastly significant positive relationship found between emotional intelligence competencies and service quality of higher education, r = .309** while p < .01.

Table : 5 Correlations

		CM	EI	SQHE
CM	Pearson Correlation	1	.219**	.559**
	Sig. (2-tailed)		.000	.000
	N	419	419	419
EI	Pearson Correlation	.219**	1	.309**
	Sig. (2-tailed)	.000		.000
	N	419	419	419
SQHE	Pearson Correlation	.559**	.309**	1
	Sig. (2-tailed)	.000	.000	
	N	419	419	419
**. Correlation is significant at the 0.01 level (2-tailed).				

5.7   Mediator Regression Analysis

Multiple regressions were performed to assess the direct and indirect relationships within the proposed model and the stated hypotheses. Testing of the stated hypothesis was done so in accordance with Baron and Kenny's (1986) was given preference over (Preacher & Hayes, 2004) mediation technique because Baron and Kenny's approach fulfills the need of investigation and hypothesis testing. A variable functions as a mediator when it meets the following conditions: (a) variations in levels of the independent variable significantly account for variations in the presumed medication (i.e., Path a), (b) variations in the mediator significantly account for variations in the dependent variable (i.e., Path b), and (c) when Paths a and b are controlled, a previously significant relation between the independent and dependent variables is no longer significant, with the strongest demonstration of mediation occurring when Path c is zero.
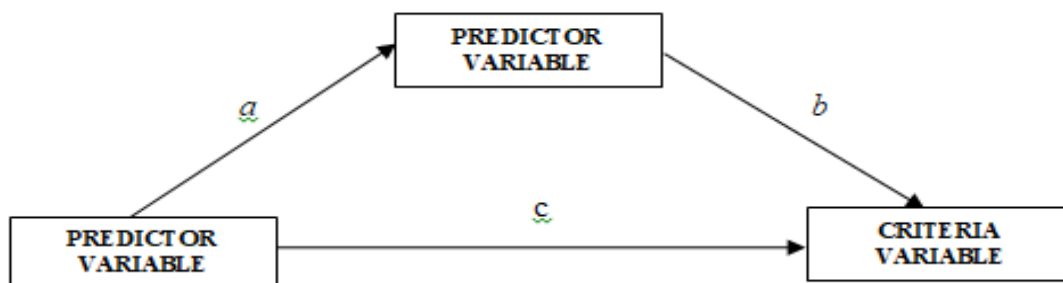
FIGURE:2

Mediation Paths as described by (Baron & Kenny, 1986)

H1: There is a significant positive relationship between conflict management styles and service quality of higher education.

In order to assess this relationship, a regression analysis was conducted and provided an r2 = .312, p < .05. There is a significant positive relationship between conflict management styles and service quality of higher education (β = .586*, t = 13.757, p < .05). As per the criteria t-statistics value must be above than 1.96, and p-value needs to be lesser than 0.05 (Hair, Hult, Ringle, & Sarstedt, 2014), therefore Hypothesis: 1 was not rejected because it is meeting the threshold criteria.
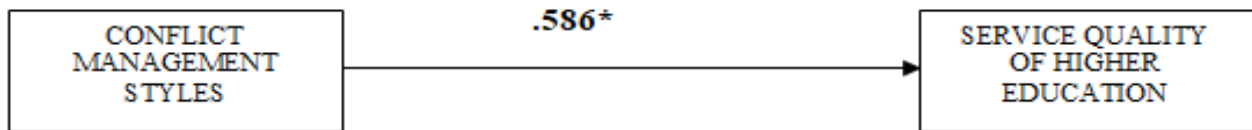
Figure: 3

Table:6

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.392	.143		9.735	.000
	CM	.586	.043	.559	13.757	.000

a. Dependent Variable: SQHE

Figure: 3 Depicts the direct relationship (note: bold represents a significant finding).

H2: There is a significant positive relationship between conflict management styles and emotional intelligence competencies.

In order to assess this relationship, a regression analysis was conducted and provided an r2 = .048, p < .05. There is a significant positive relationship between conflict management styles and emotional intelligence competencies (β = .204*, t = 4.581, p < .05). As per the criteria t-statistics value must be above than 1.96, and p-value needs to be lesser than 0.05 (J. F. Hair et al., 2014), therefore Hypothesis: 2 was not rejected because it is meeting the threshold criteria. Figure:4 depicts the direct relationship (note: bold represents a significant finding).
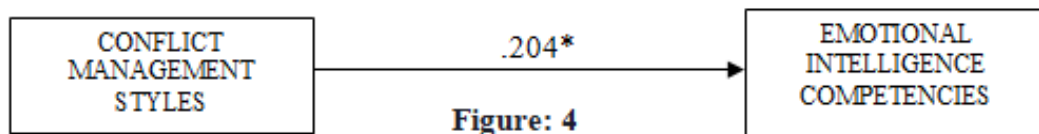

Figure: 4

Table: 7

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.205	.149		21.470	.000
	CM	.204	.044	.219	4.581	.000

a. Dependent Variable: EI

H3: There is a significant positive relationship between emotional intelligence competencies and service quality of higher education.

In order to assess this relationship, a regression analysis was conducted and provided an r2 = .095, p < .05. There is a significant positive relationship between emotional intelligence competencies and service quality of higher education (β = .348*, t = 6.642, p < .05). As per the criteria t-statistics value must be above than 1.96, and p-value needs to be lesser than 0.05 (J. F. Hair et al., 2014), therefore Hypothesis: 3

was not rejected because it is meeting the threshold criteria. Figure: 5 depicts the direct relationship (note: bold represents a significant finding).
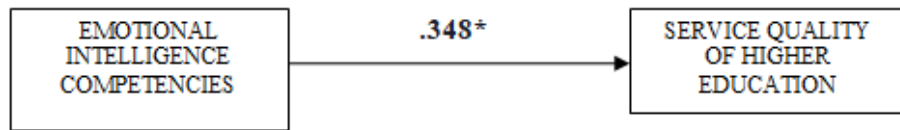

Figure: 5

Table 8:

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.927	.208		9.260	.000
	EI	.348	.052	.309	6.642	.000

a. Dependent Variable: SQHE

H4: Emotional intelligence competencies mediate between the relationship of conflict management styles and service quality of higher education.

In order to assess this hypothesis Baron and Kenny's (1986) criteria for mediation was followed. Path a (conflict management styles and emotional intelligence competencies) was assessed through a regression analysis and revealed an r2 = .048, p < .01. The first requirement, a significant Path a was supported (β = .204**, t = 4.581, p < .01). Next, the second requirement for mediation, Path b (emotional intelligence competencies and service quality of higher education) was assessed through a regression analysis and revealed a significant relationship (β = .348**, t = 6.642, p < .01). Finally, the third criterion for mediation, Path c (when Paths a, and b are controlled for, a previously significant, Path c [as supported in Hypothesis 1] will be non-significant) was assessed through a regression analysis and revealed significant relationship Path c (β = .541, t = 12.72, p < .01). As per the criteria t-statistics value must be above than 1.96, and p-value needs to be lesser than 0.05 (J. F. Hair et al., 2014), therefore It was concluded that Hypothesis 4 was not rejected as the data supported which means emotional intelligence competencies partially mediates the relationship between conflict management styles and service quality of higher education. Figure:6 depicts the significant indirect relationship (note: bold represents a significant finding),
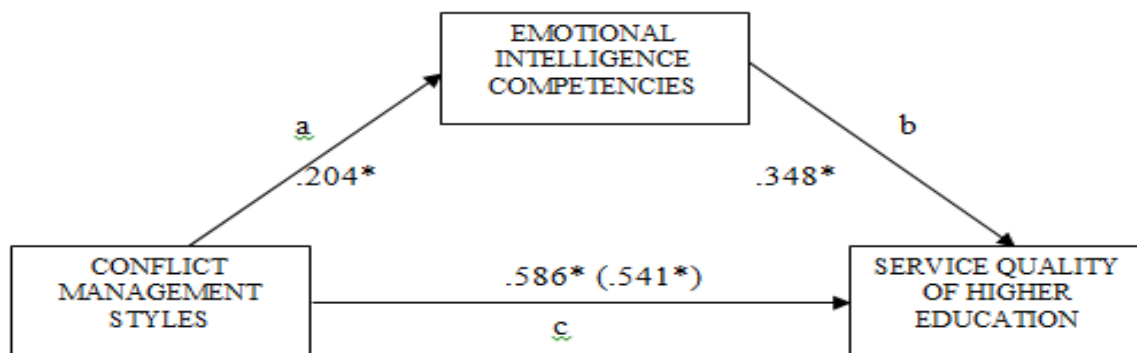

Figure: 6

Emotional intelligence competencies mediate between the relationship of conflict management styles and service quality of higher education.

Table: 9 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.683	.202		3.378	.001
	CM	.541	.043	.516	12.720	.000
	EI	.221	.046	.196	4.845	.000
a. Dependent Variable: SQHE						

6. Scope and Limitations

The survey instruments applied in the current research study contained multiple-choice items and did not include open-ended questions. As a result, the argument of the study findings is limited to a reliable source of the chosen research instruments. Consequently, in this research study, only student perception was considered to gauge service quality of higher education when rating provided by faculty as internal customer particularly to nonacademic departments and the demographics remain restricted to one province (Punjab).

7. Recommendations

Researchers can replicate current research at other larger private and state universities, institutes in different provinces of Pakistan. An additional consideration for future research would be to carry out a qualitative approach, and future researchers could consider the extended role of environmental or cultural factors on the relationship between faculty and students. And furthermore, there is a requisite to replicate this research model to the faculty's perception of academic and nonacademic quality of higher education institutions of Pakistan.

8. Conclusion

The fallouts of this study seem most probable agreeing to the culture or norms of Pakistan as faculty, most often chosen avoiding style, followed by dominating and compromising style for handling conflicts and commonly used relationship management followed by social awareness among emotional intelligence competencies, while repeatedly chosen tangibility followed by assurance among all dimensions of service quality. It would be relatively practical for higher education institutions to offer policies, practices, and procedures, clearly formulated, understood well, humane and fair to provide quality services and support to all departments to improve the satisfaction of internal and external customers. The institutions would respond to customers' perceptions by narrowing the gap between expectations and perceptions through training of faculty and staff. The research also suggests that higher the emotional intelligence competency would increase the capability to resolve day to day conflicts to improve the service quality of higher education in Pakistan.

References

Afzalur Rahim, M. (2002). Toward a theory of managing organizational conflict. International journal of conflict management, 13(3), 206-235.

Ahamefula, O. P. (2014). Conflict Management in the Workplace. [sn].

Aldridge, S., & Rowley, J. (2001). Conducting a withdrawal survey. Quality in higher Education, 7(1), 55-63.

Algert, N., & Watson, K. (2002). Conflict management: introductions for individuals and organizations.

Bryan, TX: Center for Change and Conflict Resolution.

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal of personality and social psychology, 51(6), 1173.

Bar-on, R. (1997). BarOn emotional quotient inventory, Multi-Health Systems.

Bar-on, R. E. & Parker, J. D. (2000). The handbook of emotional intelligence: theory, development, assessment, and application at home, school, and in the workplace, Jossey-Bass.

Barry, F. (1999). Understanding Ireland's economic growth: Springer.

Bess, J. L., & Dee, J. R. (2014). Bridging the divide between faculty and administration: A guide to understanding conflict in the academy: Routledge.

Cheong Cheng, Y. & Ming Tam, W. (1997). Multi-models of quality in education. Quality assurance in Education, 5, 22-31. Crosby, Philip. (1994)Completeness. New York, NY: Penguin Books, 1994.

Cronin Jr, J. J. & Taylor, S. A. (1992). Measuring service quality: a reexamination and extension. the Journal of Marketing, 55-68.

Deming, W. E. (1982). Quality, productivity, and competetive position. MIT Center for Advanced Engineering, Cambridge.

Dick, A. S. & Basu, K. (1994). Customer loyalty: toward an integrated conceptual framework. Journal of the academy of marketing science, 22, 99-113.

Cooper, R. K., & Sawaf, A. (1997). Emotional intelligence in leadership and organizations. New York: Grosset/Putnam.

Fatile, J. O., & Adejuwon, K. D. (2011). Conflict and conflict management in tertiary institutions: The case of Nigerian universities. European journal of humanities and social sciences, 7(1).

Garcia, E. O. F. (2015). The relationship between faculty conflict management, emotional intelligence, leadership and quality in higher education.University of Phoenix.

Gardner, H. (1983). Frames of Mind. New York: Basic Books Inc.

Goleman, D. (2000). Leadership that gets results. Harvard business review, 78(2), 4-17.

Goleman, D. (1998). Working with Emotional Intelligence. Bloomsbury. Inc., New York, NY, England.

Green, D. (1994). What Is Quality in Higher Education?, ERIC.

Hair, F., J., Hult, M., G., Ringle, M., C., & Sarste. (2014). A PRIMER ON PARTIAL LEAST SQUARES STRUCTURAL EQUATION MODELING (PLS-SEM). Thousand Oaks: Sage.

Haider, S. Z. (2008). Challenges in higher education: Special reference to Pakistan and South Asian developing countries. Nonpartisan education review, 4(2).

Hartman, R. L., & Crume, A. L. (2014). Educating nursing students in team conflict communication. Journal of Nursing Education and Practice, 4(11), 107.

Hilman, H., Abubakar, A. & Kaliapan, N. (2017). The effect of quality culture on university performance. Journal of Business and Retail Management Research, 11.

Joseph F, H., Jr., G. Tomas M. Hult, Christian M. Ringle, Marko Sa rstedt. (2014). A PRIMER ON PARTIAL LEAST SQUARE STRUCTURE EQUATION MODELLING (PLS-SEM).

Kantek, F., & Gezer, N. (2009). Conflict in schools: Student nurses' conflict management styles. Nurse education today, 29(1), 100-107.

Khamkhong, Y., & Tayco, N. (2018). Managing Conflicts in a Multicultural Organization: A Perspective of Educators. Available at SSRN 3096834.

Kriesberg, L. (2007). Constructive conflicts: From escalation to resolution: Rowman & Littlefield.

Oliver, R. L. (2014). Satisfaction: A Behavioral Perspective on the Consumer: A Behavioral Perspective

on the Consumer, Routledge.

Parasuraman, A., Zeithaml, V. A. & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. the Journal of Marketing, 41-50.

Pfeffer, N., & Coote, A. (1991). Is quality good for you?: a critical review of quality assurance in welfare services: Institute for Public Policy Research.

Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. Behavior research methods, instruments, & computers, 36(4), 717-731.

Pounder, J. (1999). Institutional performance in higher education: is quality a relevant concept? Quality assurance in Education, 7, 156-165.

Rahim, A. & Bonoma, T. V. (1979). Managing organizational conflict: A model for diagnosis and intervention. Psychological reports, 44, 1323-1344.

Rahim, M. A. (1983). Rahim organizational conflict inventories: Professional manual: Consulting Psychologists Press.

Rahim, M. A., & Magner, N. R. (1995). Confirmatory factor analysis of the styles of handling interpersonal conflict: First-order factor model and its invariance across groups. Journal of applied psychology, 80(1), 122.

Rahim, M. A. (2017). Managing conflict in organizations: Routledge.

Rasool, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges. Journal of Management and Social Sciences, 3, 47-55.

Sahney, S., Banwet, D. & Karunes, S. (2006). An integrated framework for quality in education: Application of quality function deployment, interpretive structural modelling and path analysis. Total Quality Management & Business Excellence, 17, 265-285.

Sala, F. (2002). Emotional competence inventory: Technical manual. Philadelphia, PA: McClelland Center For Research, HayGroup.

Sallis, E. (2014). Total quality management in education, Routledge.

Singh, A.S. and Masuku, M.B., (2014). Sampling techniques & determination of sample size in applied statistics research: An overview. International Journal of Economics, Commerce and Management, 2(11), pp.1-22.

Thomas, K. W. (1992). Conflict and negotiation processes in organizations.

Tight, M. (2012). Researching higher education: McGraw-Hill Education (UK).

Tsinidou, M., Gerogiannis, V. & Fitsilis, P. (2010). Evaluation of the factors that determine quality in higher education: an empirical study. Quality assurance in Education, 18, 227-244.

ud Din, S., Khan, B., Rehman, R., & Bibi, Z. (2011). An investigation of conflict management in public and private sector universities. African Journal of Business Management, 5(16), 6981-6990.

Wong, M. (2008). Entrepreneurialism from the ground up: entrepreneurialism, innovation, and responsiveness in a start upuniversity. Doctoral Dissertation.