

**INTENSIFYING FOCUS ON SERVICE  
QUALITY IN HIGHER EDUCATION  
INSTITUTIONS:**

# **THE EFFECT OF EMOTIONAL AND SPIRITUAL INTELLIGENCE**

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# INTRODUCTION

# 1



# 1

# INTRODUCTION

01

## QUALITY OF LIFE OF ACADEMICIANS

- It determines the service quality in higher education institutions
- The academicians are expected to have strong faith, fully integrated, holistic, and well balanced to be fully functioning in producing the best output

02

## HIGH QUALITY EDUCATION

- The Malaysian Education blueprint also contains a New Academia Talent Framework (NATF) model that highlights the government's intention of creating holistic academics through the setting up of high-quality tertiary education
- A high-quality education is only deemed possible when the quality of its academic community is also very high

03

## ASSESS ACADEMIC EXCELLENCE

- MOHE has put in place a university rating protocol and introduced the Malaysian Quality Evaluation System (MyQUEST) specifically for private colleges to raise its degree of competitiveness through continuous improvement and capacity building.
- SETARA: focuses on assessing items as shown in Table 1.

# 1

# INTRODUCTION

## RESEARCH QUESTION

Category of Institution			
Instrument	Mature University	Emerging University	University College
General	40%	40%	40%
Teaching & Learning	30%	40%	50%
Research	20%	15%	5%
Services	10%	5%	5%

(Source: Ministry of Education Malaysia, 2017)

# 1

DO EQ AND SQ  
MATTER  
FOR SERVICE  
QUALITY?

# 2

IF YES, WHICH TYPE  
OF INTELLIGENCE  
HAS A SIGNIFICANT  
DIFFERENCE ON  
SERVICE QUALITY?

# LITERATURE REVIEW

# 2



# 2

## LITERATURE REVIEW

### Emotional Intelligence & Service Quality

- **EQ:** The degree to which a person has the ability to perceive, understand, and regulate the emotions of other people and amalgamate their thoughts and actions (Basharat, 2013).
- EQ is one of the most important determinants of service quality
- Academics in any higher education institution are required to be receptive and adaptive towards the demands and behaviours of the students



### Aim

Aims to:

1. Introduce the concept of using students to measure service quality in tertiary education institutions
2. To set service quality standards from the student's perspective

**H1: EQ HAS A POSITIVE AND  
SIGNIFICANT INFLUENCE ON  
SERVICE QUALITY.**

# 2

## LITERATURE REVIEW



### Spiritual Intelligence & Service Quality

- **SQ** inspires a person to find a connection to something meaningful that transcends regular day to day actions (Zohar & Marshall, 2000).
- The students' psychological wellbeing enhances their emotions in a relationship while also showing more positive behaviour and attitude towards others in that relationship (Rani et al., 2017).
- Students change when their SQ increases as they become calmer and more patient, motivated and focused on academic affairs



Researchers encourage educators to emphasize SQ as a way of approaching students nowadays

**H2: SQ HAS A POSITIVE AND SIGNIFICANT INFLUENCE ON SERVICE QUALITY**

# RESEARCH METHODOLOGY

# 3





# 3

## RESEARCH METHODOLOGY

### Population

- Population of interest: all private university lecturers in Selangor
- Total of private universities in Malaysia: 467 private universities with the highest number of registered private universities (29%) located in Selangor (KPM, 2018)

### Sampling Technique

Using a systematic sampling method, 20 universities were carefully selected for the data collection

### Data Analysis

This study employs SmartPLS version 3.0.

Best population for current research: the lecturers who are working in Selangor, particularly those in private-owned universities

# RESULTS AND FINDINGS

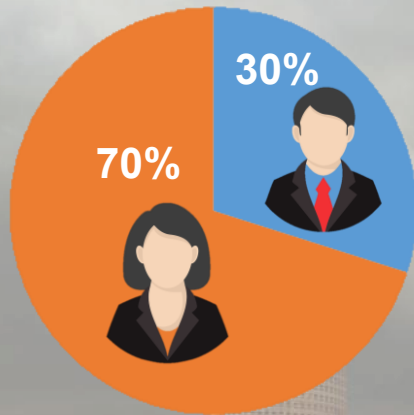
# 4



# RESPONDENTS PROFILE

## 1

### Gender



## 2

### Ethnicity



## 3

### Age



**Majority:**

**Age 26-35  
Years Old**

# RESPONDENTS PROFILE

**4** Relationship status

**68%**  
married



**6** Education & Work Experience

**74.8%**



**Has Master Degree**

**And**



**Has 2-5 teaching experiences**

**5** Average Salary

**43.3%**  
**> RM5,000**



# MEASUREMENT MODEL ANALYSIS

1

## Convergent validity

- Degree to which multiple items assessed have the same concept and are in agreement

2

The study uses **factor loadings**, **composite reliability (CR)** and **average variance extracted (AVE)** to assess convergent validity

3

Recommended values for the loadings are set at  $>0.5$ , the AVE should be  $> 0.5$  and the CR should be  $>0.7$

First-order constructs	Second-order construct	Item	Loadings	AVE	CR
Self-Awareness		SA2	0.806	0.656	0.851
		SA4	0.814		
		SA5	0.809		
Self-regulation		SR1	0.794	0.602	0.858
		SR2	0.806		
		SR5	0.675		
		SR6	0.821		
Self-motivation		SM2	0.867	0.655	0.883
		SM3	0.820		
		SM4	0.771		
		SM5	0.775		
Social Awareness		SOCA3	0.841	0.658	0.852
		SOCA4	0.898		
Social Skills		SS2	0.871	0.752	0.859
		SS4	0.864		
		Self-Awareness	0.851		
	<i>Emotional Intelligence (EQ)</i>	Self-regulation	0.704	0.540	0.891
		Self-Motivation	0.831		
		Social Awareness	0.636		
		Social Skills	0.537		
Grace		G1	0.905	0.746	0.854
		G5	0.821		
Transcendence		T3	0.882	0.752	0.858
		T5	0.852		
Meaning		M2	0.805	0.645	0.844
		M3	0.735		
		M4	0.864		
Consciousness		C2	0.813	0.707	0.879
		C3	0.837		
		C5	0.872		
		Grace	0.860		
		Transcendence	0.698		
	<i>Spiritual Intelligence (SQ)</i>	Meaning	0.786	0.538	0.874
		Consciousness	0.786		



## Second-order Constructs

Table 2 shows that this study has conceptualized EQ and SQ as the second-order constructs.



## Sufficient Convergence Validity

Based on the Table 2, the results of the measurement model exceeded the recommended values, thus indicating sufficient convergence validity .



# MEASUREMENT MODEL ANALYSIS

## 1. Discriminant Validity

Refers to the degree in which items differentiate among constructs or measure distinct concepts.

## 2. Method

This study has used the second method which is to compare the square root of the AVE with the correlations as shown in Table 3

## 3. Measurement

If the **square root of the AVE is > than the values** in the row and columns of that particular construct, then the measures are discriminant

## 4. Results

The results in Table 3 indicate that the measures used in this study are distinct and demonstrate adequate discriminant validity



Thus, this study found a positive relationship between EQ and service quality as well as SQ and Service Quality.

Constructs		1	2	3
1.	Service Quality	0.816		
1.	EQ	0.589	0.735	
1.	SQ	0.535	0.546	0.734

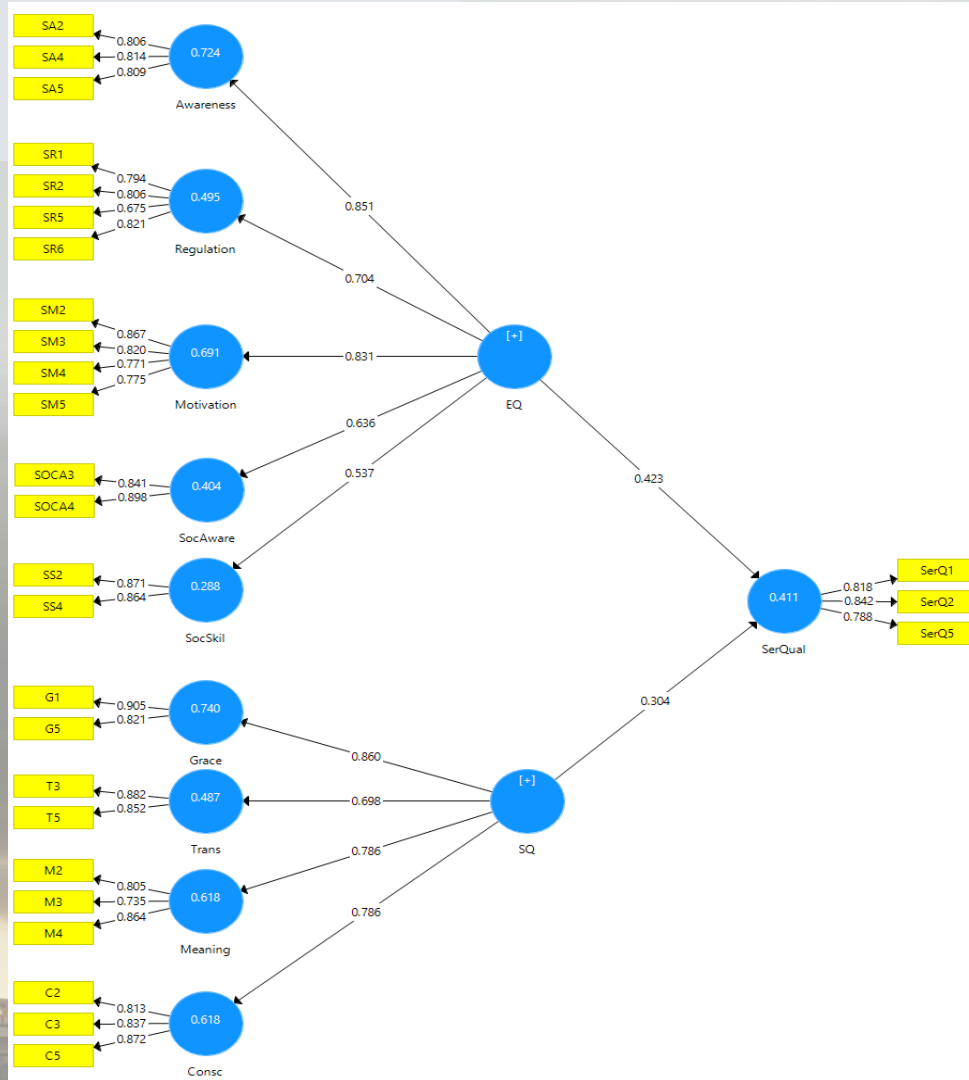
Notes: Diagonals represent the square root of the AVE, while the off diagonals represent the correlations

# STRUCTURAL MODEL ANALYSIS

Figure 1 shows that  $R^2$  is calculated to evaluate the structural models' predictive power in this study.

All three variables together explained 41.3 per cent of the variance

Using a bootstrapping technique with a re-sampling of 500, the path estimates and t-statistics were calculated for the hypothesized relationships.





# STRUCTURAL MODEL ANALYSIS

Table 4 shows the structural model analysis.

Hypothesis	Beta	SE	t-value	Decision
H1 EQ -> SerQual	0.423	0.110	3.841	Supported
H2 SQ -> SerQual	0.304	0.111	2.734	Supported

Notes:  $p < 0.05$

It was found that **EQ ( $\beta = 0.423$ ,  $p < 0.05$ )** was positively related to Service Quality.

**SQ ( $\beta = 0.304$ ,  $p < 0.05$ )** was positively related to Service Quality.

# EMOTIONAL INTELLIGENCE ON SERVICE QUALITY

## Results

All EQ dimensions ( $\beta = 0.423$ ,  $t = 2.841$ ,  $p < 0.05$ ) positively affect Service Quality in this study

## Consistent with previous study

Our results are consistent with the results of some previous studies that found a positive relationship between EQ and service quality:

- Opuni and Adu-Gyamfi (2015): a good customer-organization relationship is demonstrated by the personnel's EQ in service delivery ( the  $\uparrow$  level of EQ, the  $\uparrow$  quality of services provided)

## Findings

- EQ skills play an essential role in effective teaching and in increasing the teaching performance of the lecturers.
- It enhance service quality as well as academic achievements and personal professional excellence.
- Hence, lecturers who successfully foster emotional skills and form emotionally intelligent behaviour gain greater success and satisfaction in their professional career and life

# SPIRITUAL INTELLIGENCE ON SERVICE QUALITY

The correlation coefficient of SQ and its components with service quality ( $\beta = 0.304$ ,  $t = 2.734$ ,  $p < 0.05$ ) indicates a positive correlation between the two variables

Consistent with the findings of studies by Opuni and Adu-Gyamfi (2015), Shah, Saad, Mohan and Poniran (2017), and Saad et al. (2019)

- When a person with a high SQ works in an organization with a better service quality, he/she is likely going to be more satisfied with the job
- A spiritual workplace environment will directly reduce employees' transfer of jobs, absenteeism, fatigue and stress, thus influencing employee performance and the overall success of organizations

- Lecturers' SQ can directly heighten their service quality level
- Low-level SQ reduces the service quality level somewhat, causing job dissatisfaction and reluctance
- Creating a friendly atmosphere based on cooperation instead of competition can increase job satisfaction and a sense of solidarity and unity among the staff

## Results

Consistent with  
previous study

## Findings

# CONCLUSION & RECOMMENDATION

# 5



# 5 CONCLUSION & RECOMMENDATION

01

## HEALTHY QUALITY

Integrity of life, intellect, future generations could be preserved through healthy quality of academicians' life.

02

## IMPORTANCE OF SQ & EQ

Both SQ and EQ are crucial to sustain academicians' efforts and struggles in delivery expected Service Quality of private university lecturers

03

## EMERGENCE OF THE INTANGIBLE ELEMENT OF INTELLIGENCE

- The findings reflect on the emergence of the intangible element of intelligence that will help the lecturers cope with existing responsibilities and also achievements in their career
- Emotionally and spiritually intelligent lecturers understand their basic roles and responsibilities and are able to use this intelligence effectively at the workplace.

# 5

## CONCLUSION & RECOMMENDATION



### BENEFITS OF THE STUDY

- Provide university policymakers additional insights into emphasizing the development of this intelligence for both the academics and students.
- The focus could be on professional initiatives like increasing knowledge level, skills, abilities, values, and social assets



### RECOMMENDATION

Future researchers of such a study expand this study on a bigger population in reconfirming the findings.

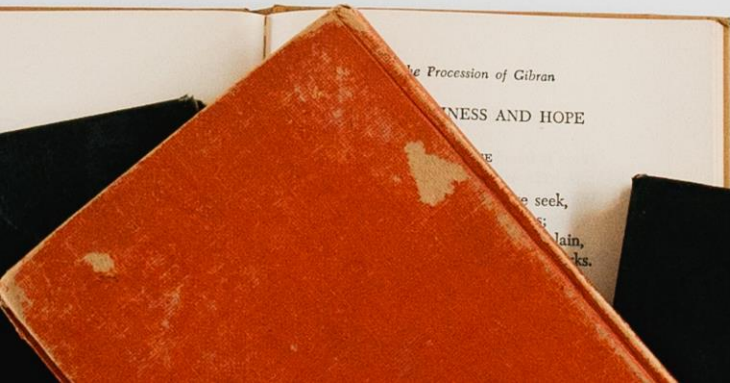


# Thank You!

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# Q&A SESSIONS

Any questions?