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Service Quality of Higher Education in pursuance of Corporate Entrepreneurship: A Pakistan based study

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ABSTRACT

This quantitative, investigation was to explore mediating impact of corporate entrepreneurship on the relationship between emotional intelligence, conflict management styles, leadership styles and service quality of Higher Education if rating provided by faculty as an internal customer. In this study, multi-stage cluster sampling technique applied for the selection of sample whereas Smart-PLS was used for testing the hypothesis which measures the direct and indirect effect between the dependent and independent variables. Structured questionnaires were used for data collection which comprised of 5 points Likert scale. The findings proved partial mediation to CE between the relationship of CM, EI and SQHE. On the other hand, full mediation proved to CE between the relationship between LS and the SQHE. Research suggests that faculty and staff training programs, workshops to improve service quality would change the customer perception. The research also proposes the need to allow room for entrepreneurial activities, develop entrepreneurial principles, opportunities, and encourage entrepreneurial contribution towards improving SQHE.



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1. Introduction

According to Luan (2011), the higher education sector has not responded to the needs of society and the economy for two decades as it is rapidly expanding, neglectful and disregards the quality assurance mechanisms cited by (Hilman et al., 2017). Another scholar, Memon (2007), pointed out that Pakistan's education system is not very auspicious. We cannot revolutionize education system until to improve the service quality of education (Asghar & Pervaiz, 2019). The constant problem of low quality has made the environment of the institutes more unfriendly and more turbulent. Higher education institutions (HEI) are therefore crucial to responding to the challenges of the rapidly changing world (Haider, 2008).

An ambiguous idea of "customers" in the education business, but this does not reduce the strength to provide the simplest service offered to buyers. Thus, there is a paradigm shift from 'student' to 'customer' in HEIs and from public service to business or management approaches (Wong, 2008). Hence, education services are in a general sense intangible and hazardous to quantify, as the results are reflected in student transformation, characteristics, knowledge, and behavior (Tsinidou et al., 2010).

Students will portray the standard of any institute as outcome that they're the most clients/customers nevertheless if we incline to postulate the term customers, it might be of two diversities internal and external (Sallis, 2014). To understand the concept of service quality in educational institutions, it is divided into two parts; 1) academic quality and 2) non-academic quality. In this study, only the non-academic service quality of higher education institutions is addressed. This study focuses on customers and their behavior which leads to an entrepreneurial mindset in a highly dynamic environment. This study addresses the three factors: 1) Conflict Management, 2) Emotional Intelligence, and 3) Leadership Styles of the faculty of Higher Education in Pakistan (HE) to Improve Service Quality. The main objective of the study is to develop an entrepreneurial model to examine the rationale of faculties and students at Pakistani universities when rated by internal customer.

2. Problem Statement

This quantitative research addresses the general problem of confusion regarding the definition of the service quality of higher education in the light of corporate entrepreneurship. Measurement is also controversial because of the difficulty of applying quality definitions. Thus, there is no better way to gauge the nature of quality of higher education services. This study bridges customer perception of service quality in education under the light of corporate entrepreneurship. Studies have not yet been conducted to examine the mediating effects of corporate entrepreneurship on the relationship between conflict management styles, emotional intelligence competencies, leadership styles of faculty, and service quality of higher education evaluated by faculty as internal customers.

3. Research Questions

This investigation answers the following research question.

- 1) Whether conflict management styles, emotional intelligence competencies, and leadership styles of faculty have a significant positive impact on service quality of higher education institutions of Pakistan?
- 2) Whether corporate entrepreneurship mediates the relationship between conflict management styles, emotional intelligence competencies, leadership styles on service quality of higher education institutions of Pakistan?

4. Literature Review

4.1. Conflict Management Styles (CM)

Conflict has been identified as a major problem in educational institutions (Ayodele & Adewumi, 2007). If managed well, it can be used as an instrument for the development of the organization (Vokić & Sontor, 2009), although in different minds there is a different picture of the conflict, hence, conflict management is difficult (Adebayo et al., 2014). Rahim and Bonama (1979) classify the five styles of CM model established on two basic dimensions: "concern for self" and "concern for others". These five types of CM styles are "compromising, integrating, avoiding, obliging and dominating". Carroll, Rizzo, and Tosi (1995) argue that conflict management is avoided when managers do not appear to be physically or emotionally involved in the conflict. According to "Hocker and Wilmot (1998), people use the avoiding style by using jokes, making irrelevant comments, to avoid conflicts" quoted by (Yu, Sardesai, Lu, & Zhao, 2005). The compromising style is generally referred to as a no-win / loss style for dealing with conflicts. It is relatively successful and is halfway between adequacy and effectiveness (Gross & Guerrero, 2000). According to Rahim, if ultimate solutions are not possible, those responsible

usually opted for the compromising style (Rahim, 1983, 2017). Rahim (2017) argued that one dominant-style party gave priority to its concern even to the second party at any cost that correlates with the dominating style includes antagonism, rejection, threats and accusations, denial of responsibility, confrontation, and criticism in this style matter, which may sooner or later dissolve, but is more likely to be a one-sided, entertaining solution. Integrating the style creates a win-win position by emphasizing joint problem-solving. "Rahim (2004) describes that there is always a solution that satisfies both sides. This style is associated with forms of problem-solving and confrontation and a link with the discovery of creative solutions" (Rahim 2004), cited in (Boucher, 2013). According to Gross and Guerrero, (2000) obliging style is not effective. In this style, one party must ignore itself to meet the needs of the other party, resulting in a situation of lost profit. We used the ROCI-II instrument previously developed by Rahim (1995). Therefore, the researcher hypothesizes;

H1: There is a significant positive impact of conflict management styles on service quality of higher education

4.2. Emotional Intelligence Competencies (EI)

Emotional intelligence is the skill to actively recognize, use, comprehend and manage emotions to lessen stress, communicate efficiently, deal with others, over whelmed tasks and resolve conflicts. Testifying Salovey and Mayer's model (1997), Goleman outlined emotional intelligence as a way of, "managing feelings so that they are expressed fitly and effectively and enabling people to figure along smoothly toward common goals" (Goleman, 1998). The five facets of the Bar-on model are (a) interpersonal skills (consisting of interpersonal relationships, empathy and social responsibility and), (b) intrapersonal capabilities (including assertiveness, self-esteem, independence, self-esteem, and self-actualization) (c) overall mood (consisting of optimism and happiness) (d) adaptability (consisting of reality checking, problem solving, flexibility), general mood (consisting of happiness and optimism) and (e) stress management (consisting of impulse control and stress tolerance) (Bar-On & Parker, 2000). Coates and Anderson (2007), explain self-esteem, commitment, responsiveness, consistency, and inspiration are the key indicators of EI among effective higher education managers. Emotional intelligence and its link to educational achievement among students are worth revealing. After a detailed review of the literature, it is clinched that the scale developed by (Sala, 2002) describes EI competencies with four clusters.

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

Therefore, the researcher hypothesizes;

H2: There is a significant positive impact of emotional intelligence competencies on service quality of higher education.

4.3. Leadership Styles (LS)

Leadership style refers to the deeds and behaviors they show (Hersey & Blanchard, 1981). According to normative thinking, the best effective form of leadership must be related to all situations. The style of leadership must follow each state (Muczyk & Reimann, 1987, Somech, 2006). Theorists generally agree that there is no definite style of leadership. It is also possible that managers should regulate their style of leadership depending on specific situations, disputes or circumstances (Aldoory & Toth, 2004, Hersey & Blanchard, 1982). Leaders who are aware of the best practices to achieve successful outcomes are familiar with various types of leadership styles (Goleman, 2000). A leadership style should not bind effective leadership in employment or organizational situations (Chen & Silverthorne, 2005). Le (2013) made clear that leadership style is a combination of organizational culture and norms and beliefs, values and preferences. "Leadership styles fluctuate so much that it's almost impossible to introduce an extraordinary style. Leaders must choose a style that depends not only on circumstances but also on their

preferences and those of their team members (Hershey & Blanchard, 1996; Kay, 2004)"cited in (McCleskey, 2014).

Successful leaders have a combination of authoritarian, participatory and delegative style (Le, 2013). Autocratic leaders are usually determined when decisions are made. Authoritative leaders must be careful not to be bossy as this may affect unwanted team struggles (Goleman, 2000). "Yulk (2002) reported the concerns of participatory or democratic leaders over unanimous decision-making. They would certify that sufficient time was available for the decision-making process and that important individual would include it. On the other hand, Yukl (2002), showed participatory leadership deals with the division of supremacy and the delivery of admirers", quoted by (Buble, Juras, & Matić, 2014). Chaudhry and Javed (2012), recognize the administration of Laissez-Faire as a pioneer who avoids or misses when a choice is to be made. This style as often as possible pursues when the leader has slight or no direction and workers can freely unravel objectives, settle on choices and take care of issues. Therefore, the researcher hypothesizes;

H3: There is a significant positive impact of leadership styles on service quality of higher education.

4.4. Service Quality of Higher Education (SQHE)

According to Sallis (2014), the qualitative characteristics of the services are more difficult to define than the physical properties of the products. With regards to higher education to characterize precisely a term quality isn't an easy job. According to Crosby (1994) "Quality is conformance to requirements; non-quality is nonconformance." Deming (1982) guaranteed that higher quality intimations to higher efficiency, which thus prompts long haul aggressiveness. The term quality education considers, notoriously ambiguous (Pounder, 1999) and it's a very ambiguous and notorious conception (Cheong Cheng & Ming Tam, 1997). The definition of quality adopted by most analysts and policymakers in higher education is that of adequacy to objectives (Vice-Chancellors, Kingdom, & Reynolds, 1989) cited by (Sahney, Banwet, & Karunes, 2006). Exhibitors of this approach argue that quality only makes sense regarding the persistence of the product or service. Quality is arbitrated by the degree to which a product or service encounters stated objectives (Green, 1994; Tight, 2012a). To understand the concept of quality in educational institutions, it is divided into two parts; 1) academic quality and 2) non-academic quality. This study deals only with the quality of non-academic services providing by higher education institutions. Reichheld & Sasser (1990) suggests that greater employee satisfaction means greater chances for customer satisfaction and retention. For the measurement of service quality by both intellectuals and industry consultants, the outline of the SERVQUAL model inspired the exploration for universal scale and tool (Parasuraman et al., 1988). If you want your business to stand out in a competitive market in today's life, both internal and external customers must achieve the greatest satisfaction.

4.5. Corporate Entrepreneurship (CE)

The word "entrepreneurship" comes from the French verb "entreprendre", which means doing something different because it has been used for a long time in the twelfth century. Richard Cantalion uses the word "Entrepreneur" in the eighteenth century in his essay. Schumpeter (1883/1950) presented Economic Development Theory, which is related to the economic development of dynamic and innovative entrepreneurs. Schumpeter describes the entrepreneur in a way that invented or discovered the possibilities, and in practice introduced inventions and opportunities. So entrepreneurs are ultimately the people who innovatively combine all kinds of resources. The CE is mainly characterized into three dimensions: Risk Taking, Innovativeness, and Pro-Activeness (Covin & Slevin, 1991). According to a group of researchers, "CE is reflected in the member's attitude towards:

- a) Anticipatory, forward learning planning i.e. pro-activeness:

b) Creative, novel problem solving (i.e. innovation):

c) Calculated experimenting (i.e. risk-taking)” (Duane Ireland, Kuratko, & Morris, 2006a)

The transformative business qualities of entrepreneurship are often reflected in higher education organizations (Wong, 2008). Langhorn (2004) argues that emotional intelligence can improve the quality and performance of governance. They supported Alessandra's (1996) proposal that the main leaders are those whose social intelligence places them at the center of the communication networks that arise during a conflict, crisis or innovation cited by (Langhorne, 2004). Participation in decision-making is a proven dimension of social entrepreneurship (Bakar & Mahmood, 2013). According to Sharlow (2007), the participant leader develops flexibility and responsibility and can help to find new ways to do things with brilliant ideas. This style is based on participation and teamwork to achieve collaborative solutions and increase job satisfaction by involving team members on what is happening. Thinking as an entrepreneur no longer applies only to people who take risks to implement a new business plan. Attitude is now a renewal strategy in existing organizations. This new type of entrepreneurial university skillfully seeks to apply and fight for change in any method and therefore ends up tackling change (Clark, 1998). Quality, productivity, innovation and creativity are some of the essential components for the survival of this globalized market. Therefore, the corporate entrepreneurship is the collective thinking of all members of the organization means the firm is proactive, innovative and having the ability to take risk. Consequently, the researcher's hypothesis;

H4: There is a mediating impact of corporate entrepreneurship on the relationship of Conflict management styles and service quality of higher education.

H5: There is a mediating impact of corporate entrepreneurship on the relationship of emotional intelligence competencies and service quality of higher education.

H6: There is a mediating impact of corporate entrepreneurship on the relationship of leadership styles and service quality of higher education.

5. Conceptual Framework

In the light of the above discussions, the researcher infers the accompanying conceptual framework for the investigation.

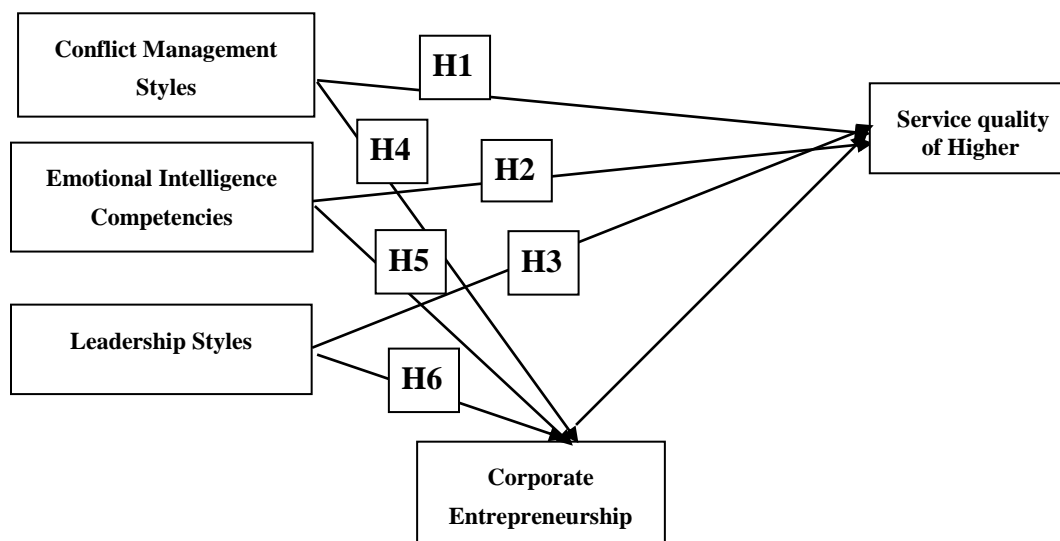


Figure: 1 Conceptual Framework of the Research

6. Methodology

According to the nature of the study and the strict indication of research questions, the quantitative research method proved to be the most suitable for this type of research, in this study, a multi-stage sampling technique was used. Multi-stage cluster sampling is a more complex form of cluster sampling; in this form of sampling large groups of the population are divided into small clusters into several stages after making clusters, samples are selected through random selection. For this investigation, only 18 universities gave a positive response out of 62 universities/institutes of the province of Punjab. Unit of analysis in this study was all faculty members either male or female, full time, adjunct or visiting, from the province of Punjab, Pakistan. The instruments were comprised of a 5-point Likert scale. For this empirical study "Smart PLS" was used for analysis; it was found best to know the direct and indirect effects to achieve the objectives of the study. Furthermore, Taro Yamani (1967) formula was used to calculate sample size as cited 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.

7. Results and Discussion

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 continuous 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.

Mean, Composite Mean and Standard Deviation of CM Styles

Higher the score, means greater usage of CM styles. Result shows composite mean ($M = 3.76$) of dominating style was the largest one in number, followed by the avoiding style ($M = 3.74$), the obliging style ($M = 3.67$), the compromising style ($M = 3.63$) and the total CM score ($M = 3.68$).

Mean, Composite Mean and Standard Deviation of EI Competencies

The composite mean of social awareness was found the highest, followed by relationship management, self-management, and social awareness ($M = 3.51$), ($M = 3.50$), ($M = 3.48$), and ($M = 3.47$) correspondingly.

Mean, Composite Mean and Standard Deviation of LS

The highest composite mean ($M = 4.09$) belongs to Participative style, followed by Delegative style ($M = 4.01$) while the composite mean ($M = 4.05$) was prominent for LS.

Mean, Composite Mean and Standard Deviation of CE

The highest composite mean ($M = 3.65$) stands innovative, followed by pro-activeness ($M = 3.63$) and risk-taking ($M = 3.63$).

Mean, Composite mean and Standard deviation of SQHE

The composite mean of assurance was the highest followed by tangibility, empathy, responsiveness, and reliability ($M = 3.85$), ($M = 3.82$), ($M = 3.81$), ($M = 3.70$) and ($M = 3.64$) respectively. Total SERVQUAL mean was ($M = 3.76$), While the highest mean belonged to assurance.

GAP / PARAMETER = PERCEPTION-EXPECTATION

Tangibility gap was -.69 and mean was 3.82, reliability gap was -.76 which was found higher dissatisfaction level while mean was eminent 3.64, responsiveness gap had -.75 and mean was 3.70, assurance gap was -.72 and mean was 3.85 whereas empathy gap was lowest -.68. As per the standard, higher the negative result means higher dissatisfaction level.

Average Variance Extracted (AVE)

The AVE evaluation is the average variance that a latent construct can describe in the detected variables to which it is theoretically interrelated (Farrell, 2010).

Table: 1 Average Variance Extracted

Variables	(AVE)
Leadership Style	0.943
Conflict Management	0.799
Emotional Intelligence	0.820
Corporate Entrepreneurship	0.648
Service Quality of Higher Education	0.822

According to Joseph (2014), the AVE value must be more than 0.5. So, all values in Table: 1 show good AVE average.

Discriminant Validity (DV)

The DV is demonstrated by evidence that measures of structures which are theoretically unrelated to each other are not strongly interrelated. DV can be calculated by two measures:

- a. Fornell-Larcker criterion(Fornell & Larcker, 1981)
- b. Cross-loadings

a) Fornell-Larcker Criterion

Table:2 Fornell-Larcker Criterion

	CE	CM	EI	LS	SQHE
Corporate Entrepreneurship	0.805				
Conflict Management	0.216	0.894			
Emotional Intelligence	0.337	0.239	0.905		
Leadership Style	0.121	0.026	0.062	0.971	
Service Quality of Higher Education	0.522	0.611	0.325	0.107	0.906

The values greater than 0.6 show valid results, and negative values show inverse results. All values stated above are in criterion.

a) Cross Loading (CL)

The CL is essentially used to show that the loading value of one indicator is the highest with its own construct and the lowest with other constructs / variables (Chin, 2010). This displays that the estimation model which is indicating the DV.

Table:3 Cross Loading

	LS	CM	EI	CE	SQHE
Delegative	0.976	0.039	0.070	0.125	0.115

Participative	0.966	0.010	0.049	0.109	0.090
Integrating	-0.011	0.893	0.175	0.141	0.531
Obliging	-0.011	0.924	0.212	0.172	0.536
Avoiding	0.088	0.862	0.225	0.213	0.541
Compromising	0.040	0.878	0.234	0.240	0.580
Dominating	0.006	0.911	0.217	0.190	0.534
Self-Awareness	0.075	0.310	0.865	0.379	0.339
Self Mgt	0.053	0.164	0.936	0.275	0.275
Social Awareness	0.051	0.151	0.921	0.245	0.256
Relationship Mgt	0.040	0.202	0.897	0.289	0.286
Innovative	0.131	-0.016	0.132	0.787	0.265
Proactiveness	0.086	0.328	0.403	0.928	0.586
Risk Taking	0.131	-0.058	0.088	0.680	0.190
Reliability	0.129	0.562	0.303	0.509	0.931
Responsiveness	0.123	0.524	0.301	0.492	0.901
Empathy	0.061	0.576	0.305	0.446	0.901
Tangibility	0.114	0.578	0.310	0.494	0.921
Assurance	0.053	0.524	0.251	0.421	0.877

Outer Loading (OL)

Chin, (1998) privileges that factor loadings should be momentous at the 0.5 level and the best above 0.7. On the other side, lower values such as 0.45, are acceptable for exploratory research (Lewis, Templeton, & Byrd, 2005). The factor loading value of the first dimension of leadership style questions i.e. Authoritative was not laying in the acceptance criteria so it had to be removed for the sake of further analysis.

Table:4 Outer Loading

Items	LS	CM	EI	CE	SQHE
Delegative	0.976	0.000	0.000	0.000	0.000
Participative	0.966	0.000	0.000	0.000	0.000
Integrating	0.000	0.893	0.000	0.000	0.000
Obliging	0.000	0.924	0.000	0.000	0.000
Avoiding	0.000	0.862	0.000	0.000	0.000
Compromising	0.000	0.878	0.000	0.000	0.000
Dominating	0.000	0.911	0.000	0.000	0.000
Self-Awareness	0.000	0.000	0.865	0.000	0.000

Self-mgt.	0.000	0.000	0.936	0.000	0.000
Social Awareness	0.000	0.000	0.921	0.000	0.000
Relationship Mgt.	0.000	0.000	0.897	0.000	0.000
Innovative	0.000	0.000	0.000	0.787	0.000
Proactiveness	0.000	0.000	0.000	0.928	0.000
Risk Taking	0.000	0.000	0.000	0.680	0.000
Empathy	0.000	0.000	0.000	0.000	0.901
Tangibility	0.000	0.000	0.000	0.000	0.921
Assurance	0.000	0.000	0.000	0.000	0.877
Reliability	0.000	0.000	0.000	0.000	0.931
Responsiveness	0.000	0.000	0.000	0.000	0.901

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). Values of all variables are meeting the threshold value.

Table: 5 Reliability Analysis

	Cronbach's Alpha	Composite Reliability
Leadership Style	0.940	0.971
Conflict Management	0.937	0.952
Emotional Intelligence	0.927	0.948
Corporate Entrepreneurship	0.790	0.845
Service Quality of Higher Education	0.946	0.958

Multicollinearity 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 multicollinearity (Joseph, 2014).

Table:6 Variation Inflation Factor

Variables	Inner VIF
CE	1.167
CM	1.084
EI	1.167
LS	1.015

The values of all the constructs lie within the threshold value thus showing that there is no multicollinearity and showing the goodness to fit.

PLS-SEM Check Structural Model

The Path Coefficient i.e. (β) determines intensity of relationship between latent variables and an indication that path coefficient is to be positive or negative compared to the predicted hypothesis (Urbach and Ahlemann, 2010). The Path coefficient (β) should be considered better if based on 0.050 levels (Henseler, Ringle and Sinkovics, 2009; Urbach and Ahlemann, 2010); figure: 2 illustrates the results.

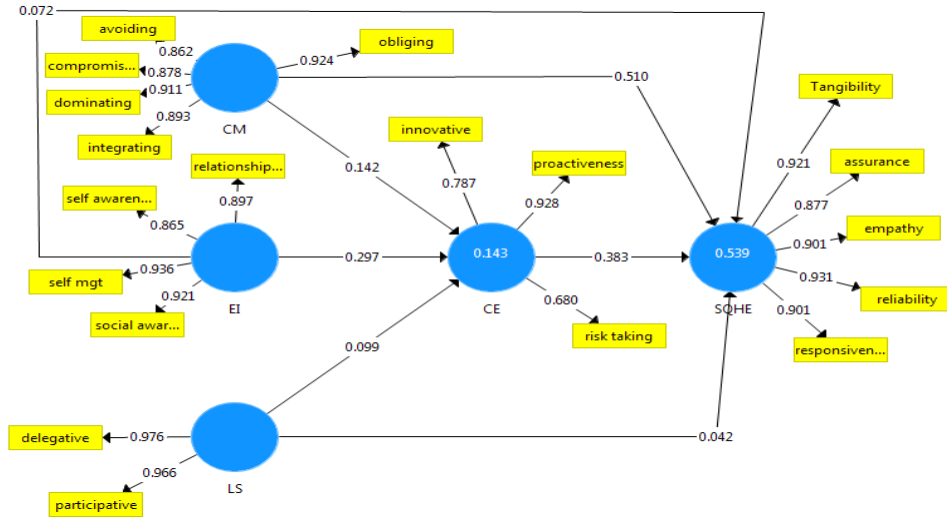


Figure: 2 PLS-SEM Structural Model

Link between CM and SQHE shows that the beta (β) value is 0.510 which means with one unit increase in CM it will absolutely affect SQHE by 0.510 units, or by 100% increase in conflict management, it will increase the quality of services of the higher education by 51% due to CM.

Similarly value between faculty EI and SQHE is 0.072 which shows somehow weak but positive relation as compared to conflict management such that by one unit increase in EI the SQHE would increase by 0.072 points, or by 100% increase in EI the service quality of higher education would increase by 7.2% due to EI. Meanwhile, value between LS and SQHE is 0.042 which shows somehow weak but positive relation as compared to conflict management and emotional intelligence such that by one unit increase in LS the service quality of higher education would increase by 0.042 points, or by 100% increase in LS the service quality of higher education would increase by 4.2% due to LS.

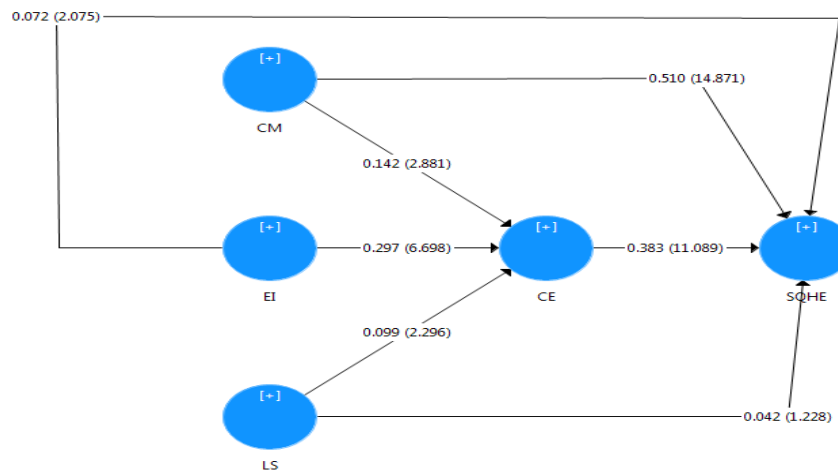


Figure 3: Bootstrapping Analysis

The above model shows the mediating effect of CE on the relationship of CM, EI, LS with SQHE which is illustrated in the table:7.

	Original Sample	Sample Mean	T Statistics	P Values
CM->SQHE	0.510	0.512	14.871	0.000
EI -> SQHE	0.072	0.072	2.075	0.039
LS-> SQHE	0.042	0.044	1.228	0.220
CM -> CE	0.142	0.144	2.881	0.004
EI -> CE	0.297	0.298	6.698	0.000
CE-> SQHE	0.383	0.383	11.089	0.000
LS -> CE	0.099	0.100	2.296	0.022

Table:7 above demonstrates the results of the path analysis, indicates t-statistics and P-value used to don't reject or reject the theory. The t-statistic ought to be higher than 1.96 and the P-value (Probability value) ought to be under 0.05 (Hair et al., 2014). All the values except relationship of LS and SQHE remains insignificant.

8. Findings

Findings conclude in Table: 8, which displays the path coefficient i.e. β values. This table signifies the impact of an exogenous variable on the endogenous variable and also displays the t-statistics, p-values for testing the hypothesis. Consequently t-statistics value must be above than 1.96, and p-value needs to be lesser than 0.05(Hair et al., 2014).

Table 8: Findings

Hypothesis	Path Coefficients	T Statistics	P Values	Supported
Positive impact of conflict management styles on SQHE H1	0.510	14.871	0.000	Yes
Positive impact of emotional intelligence competencies on SQHE H2	0.072	2.075	0.039	Yes
Positive impact of leadership styles on SQHE H3	0.042	1.228	0.220	No
Mediating impact of corporate entrepreneurship on the relationship of conflict management competencies and SQHE education H4	0.142	2.881	0.004	Yes
Mediating impact of corporate entrepreneurship on the relationship of emotional intelligence competencies and SQHE H5	0.297	6.698	0.000	Yes
Mediating impact of corporate entrepreneurship on the relationship of leadership styles and SQHE H6	0.099	2.296	0.022	Yes

Table 9, shows that mediation paths result in i.e. 51% for the direct path of CM and 14.2% with mediation path results. While hypotheses of both of these direct and indirect paths proved, so, resultantly partial mediation exists of CE between CM and SQHE. Table 9 shows, Mediation paths result i.e. 7.2% for the direct path of EI and 29.7% with mediation path results. While hypotheses of both of these direct and indirect paths proved, so, there is partial mediation exists between CE, EI, and SQHE. In the end, Mediation paths result from i.e. 4.2% for the direct path of LS and 9.9% with mediation path results. While hypotheses of direct relationship was rejected and while indirect path was proved perfectly which leads to full mediation of CE between LS and SQHE.

Mediation Test (Table: 9)

Path	Path Coefficients	T Statistics	p-values	Supported
CM -> SQHE	0.510	14.871	0.000	Yes
CM -> CE-> SQHE	0.142	2.881	0.004	Yes
EI -> SQHE	0.072	2.075	0.039	Yes
EI -> CE -> SQHE	0.297	6.698	0.000	Yes
LS -> SQHE	0.042	1.228	0.220	No
LS -> CE-> SQHE	0.099	2.296	0.022	Yes

9. Scope and Limitations

The study's limitations include the validity of research instruments. 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. Only customer 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).

10. Recommendations for Future Study

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 it is also necessary to shift the paradigm into the context of corporate entrepreneurial mindset 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.

11. Conclusion

The fallouts of this study seem most probable agreeing to the culture or norms of Pakistan as faculty, most often chosen dominating style for handling with conflicts and commonly used social awareness emotional intelligence competencies, while faculty repeatedly used participatory leadership style. And finally, innovativeness originated the utmost in number among the facets of corporate entrepreneurship. 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 under the light of results of this empirical study 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 the requisite for initiating entrepreneurial activities, developing entrepreneurial principles and opportunities, and developing an entrepreneurial mindset to progress the SQHE in Pakistan.

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