

**Effect of Emotional Intelligence on  
Students' Loyalty, and the Mediating Role  
of Education Service Quality and Students'  
Satisfaction: Middle East University Case  
Study**

أثر الذكاء العاطفي على ولاء الطلبة، والدور الوسيط  
لجودة الخدمة التعليمية ورضا الطلبة : دراسة حالة جامعة  
الشرق الأوسط

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Master's Degree In Business Administration

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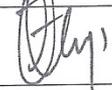
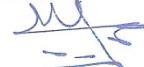
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**COMMITTEE DISCUSSION & DECISION**

This thesis was discussed under the title:

“Effect of Emotional Intelligence on Students’ Loyalty, and the Mediating Role of Education Service Quality and Students’ Satisfaction: Middle East University Case Study”

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## DEDICATION

*With honor, I dedicate this thesis to my family, friends, faculty members and fellow students. A special gratitude is to my loving mother for her endless love, support, and encouragement.*

## TABLE OF CONTENTS

AUTHORIZATION .....	ERROR! BOOKMARK NOT DEFINED.
COMMITTEE DISCUSSION & DECISION .....	ERROR! BOOKMARK NOT DEFINED.
ACKNOWLEDGMENT .....	IV
DEDICATION .....	V
TABLE OF CONTENTS .....	VI
LIST OF TABLES .....	VIII
LIST OF FIGURES.....	IX
ABSTRACT .....	X
ARABIC ABSTRACT .....	XI
<b>1 CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 INTRODUCTION.....	1
1.2 PROBLEM STATEMENT.....	2
1.3 STUDY QUESTIONS .....	3
1.4 STUDY OBJECTIVES .....	4
1.5 STUDY HYPOTHESES .....	4
1.6 STUDY MODEL .....	6
1.7 STUDY SIGNIFICANCE.....	8
1.8 OPERATIONAL DEFINITIONS AND TERMINOLOGY: .....	9
1.9 STUDY SCOPE.....	12
1.10 STUDY LIMITATION .....	12
<b>2 CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>13</b>
2.1 CHAPTER'S OVERVIEW .....	13
2.2 BACKGROUND .....	13
2.2.1 HIGHER EDUCATION IN JORDAN .....	13
2.2.2 THE MIDDLE EAST UNIVERSITY (MEU) .....	14
2.2.3 EMOTIONAL INTELLIGENCE .....	15
2.2.3.1 EMOTIONAL INTELLIGENCE IMPORTANCE.....	17
2.2.3.2 EMOTIONAL INTELLIGENCE MODELS .....	18
2.2.3.3 EMOTIONAL INTELLIGENCE DIMENSIONS.....	19
2.2.4 EDUCATION SERVICE QUALITY .....	22
2.2.4.1 SERVICE QUALITY IMPORTANCE .....	24
2.2.5 STUDENTS' SATISFACTION.....	27
2.2.6 STUDENTS' LOYALTY .....	31
2.2.7 EMOTIONAL INTELLIGENCE, SERVICE QUALITY, STUDENTS'	
SATISFACTION & LOYALTY RELATIONSHIP .....	34
2.3 PREVIOUS STUDIES.....	35
<b>3 CHAPTER THREE: METHODS AND PROCEDURES .....</b>	<b>44</b>
3.1 CHAPTER'S OVERVIEW .....	44
3.2 METHODOLOGY.....	44
3.3 STUDY POPULATION.....	46
3.4 STUDY SAMPLE.....	46
3.5 DEMOGRAPHIC DESCRIPTION OF THE STUDY SAMPLE .....	46
3.6 STUDY TOOLS AND DATA COLLECTION .....	50
3.7 STATISTICAL TREATMENT .....	54

3.7.1	DESCRIPTIVE STATISTICS METHODS .....	54
3.7.2	INFERENCE STATISTICS METHODS.....	55
3.8	STUDY TOOL VALIDITY .....	55
3.9	STUDY TOOL RELIABILITY .....	56
4	CHAPTER FOUR: STUDY RESULTS.....	58
4.1	CHAPTER'S OVERVIEW .....	58
4.2	DESCRIPTIVE ANALYSIS OF STUDY VARIABLES.....	58
4.2.1	EMOTIONAL INTELLIGENCE ANALYSIS .....	58
4.2.2	EDUCATION SERVICE QUALITY ANALYSIS .....	60
4.2.3	STUDENT SATISFACTION ANALYSIS .....	62
4.2.4	STUDENTS' LOYALTY ANALYSIS.....	63
4.3	STUDY HYPOTHESES ADEQUACY ANALYSIS.....	64
4.3.1	STUDY HYPOTHESES TESTING.....	66
5	CHAPTER FIVE: DISCUSSION, CONCLUSIONS & RCOMMENDATIONS ..89	
5.1	CHAPTER'S OVERVIEW.....	89
5.2	RESULTS DISCUSSION .....	89
5.3	CONCLUSIONS .....	94
5.4	RECOMMENDATIONS:.....	96
5.4.1	SUGGESTIONS FOR FURTHER RESEARCH: .....	98
	REFERENCES.....	99
	APPENDIXES:.....	109
	APPENDIX 1: STUDENT QUESTIONNAIRE .....	109
	APPENDIX 2: INSTRUCTOR QUESTIONNAIRE.....	114
	APPENDIX 3: INITIAL QUESTIONNAIRE REVIEWERS: .....	119
	APPENDIX 4: INITIAL QUESTIONNAIRE .....	120
	APPENDIX 5: ARABIC QUESTIONNAIRE .....	124

## LIST OF TABLES

TABLE 3-1 DEMOGRAPHIC DESCRIPTION .....	47
TABLE 3-2 QUESTIONNAIRE RELIABILITY .....	57
TABLE 4-1 EMOTIONAL INTELLIGENCE MEAN, SD & IMPORTANCE LEVEL.....	59
TABLE 4-2 EDUCATION SERVICE QUALITY MEAN, SD & IMPORTANCE LEVEL.....	61
TABLE 4-3 STUDENTS' SATISFACTION MEAN, SD, AND IMPORTANCE LEVEL .....	62
TABLE 4-4 STUDENT LOYALTY MEAN, SD, AND IMPORTANCE LEVEL.....	63
TABLE 4-5 EMOTIONAL INTELLIGENCE VIF, TOLERANCE AND SKEWNESS COEFFICIENT.....	65
TABLE 4-6 MULTIPLE REGRESSION ANALYSIS OF THE EMOTIONAL INTELLIGENCE EFFECT ON EDUCATION SERVICE QUALITY.....	66
TABLE 4-7 EMOTIONAL INTELLIGENCE EFFECT ON STUDENT SATISFACTION MULTIPLE REGRESSION TEST .....	68
TABLE 4-8 EMOTIONAL INTELLIGENCE EFFECT ON STUDENTS' LOYALTY MULTIPLE REGRESSION TEST .....	70
TABLE 4-9 EDUCATION SERVICE QUALITY EFFECT ON STUDENTS' SATISFACTION MULTIPLE REGRESSION TEST .....	72
TABLE 4-10 EDUCATION SERVICE QUALITY EFFECT ON STUDENT LOYALTY MULTIPLE REGRESSION TEST .....	74
TABLE 4-11 STUDENTS' SATISFACTION EFFECT ON STUDENTS' LOYALTY SIMPLE REGRESSION TEST.....	76
TABLE 4-12 EMOTIONAL INTELLIGENCE EFFECT ON STUDENTS' LOYALTY THROUGH EDUCATION SERVICE QUALITY-PATH ANALYSIS.....	77
TABLE 4-13 EMOTIONAL INTELLIGENCE EFFECT ON STUDENTS' LOYALTY THROUGH STUDENTS' SATISFACTION PATH ANALYSIS .....	80
TABLE 4-14 EMOTIONAL INTELLIGENCE MEAN, SD & IMPORTANCE LEVEL- INSTRUCTORS PERSPECTIVE.....	84
TABLE 4-15 EDUCATION SERVICE QUALITY MEAN, SD & IMPORTANCE LEVEL -INSTRUCTORS PERSPECTIVE.....	86
TABLE 4-16 THE GOODNESS OF FIT BETWEEN THE INSTRUCTORS' & STUDENTS' PERSPECTIVE -CHI <sup>2</sup> .....	88

## LIST OF FIGURES

<b>FIGURE 1 - STUDY MODEL .....</b>	<b>7</b>
<b>FIGURE 2 THE EFFECT VALUE AND COEFFICIENT OF (EI, ESQ, AND SL).....</b>	<b>79</b>
<b>FIGURE 3 THE EFFECT VALUE AND COEFFICIENT (EI, SS, AND SL).....</b>	<b>82</b>

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## ABSTRACT

Emotional Intelligence has become a major area of research studies for individuals and organizations. This quantitative study examined the relationship between emotional intelligence, education service quality, students’ satisfaction and students’ loyalty, at the Middle East University. A sample of 450 Middle East University’s students was used for this study. Statistical package for social sciences (SPSS, ver. 21) was used for descriptive statistics, to understand the underlying components of the study variables; secondly, regression and path analysis using (Amos Ver.21) were performed to investigate the direct and indirect effect of emotional intelligence, education service quality and students’ satisfaction on students’ loyalty. The findings indicate that the levels of emotional intelligence, education service quality, students’ satisfaction, and students’ loyalty from the students’ perspective were medium, while the level of emotional intelligence and education service quality from the educational staff’s perspective was high. Furthermore, the findings indicates that emotional intelligence has a significant positive effect on education service quality, students’ satisfaction , and students’ loyalty at level( $\alpha \leq 0.05$ ), each, education service quality has a significant positive effect on students’ satisfaction and students’ loyalty, both at level ( $\alpha \leq 0.05$ ), and students’ satisfaction has a significant positive effect on students’ loyalty at level ( $\alpha \leq 0.05$ ). It was also found that emotional intelligence has a significant positive indirect effect on students’ loyalty through education service quality mediating effect at level ( $\alpha \leq 0.05$ ), and has a significant positive indirect effect on students’ loyalty through students’ satisfaction mediating effect at level ( $\alpha \leq 0.05$ ). The study concluded that high emotional intelligence level has a significant role on improving education service quality, students’ satisfaction and students’ loyalty, consequently. The study recommended that Middle East University could emphasize on the use of emotional intelligence at the University, and that Middle East University might need to look into improving the service delivery. Moreover, Middle East University’s Management could focus on developing the educational staff’s emotional intelligence as it would influence the service delivery positively, and would improve the students’ satisfaction and their loyalty to the university.

**Keywords:** *Emotional Intelligence, Education Service Quality, Students’ Satisfaction, Students’ loyalty.*

## ARABIC ABSTRACT

أثر الذكاء العاطفي على ولاء الطلبة، والدور الوسيط لجودة الخدمة  
التعليمية ورضا الطلبة : دراسة حالة جامعة الشرق الأوسط

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### ملخص

بات الذكاء العاطفي مجالاً هاماً في الدراسات البحثية للأفراد والمؤسسات. بحثت هذه الدراسة الكمية العلاقة بين الذكاء العاطفي، جودة الخدمة التعليمية، رضا الطلبة وولاء الطلبة في جامعة الشرق الأوسط. تم انتقاء 450 طالب من جامعة الشرق الأوسط كعينة لهذه الدراسة. استخدمت الحزمة الإحصائية للعلوم الاجتماعية (SPSS, ver. 21) لإجراء الإحصاءات الوصفية بغرض فهم المكونات الأساسية والكامنة لمتغيرات الدراسة، ثانياً: تم إجراء تحليل المسار و الانحدار باستخدام (Amos ver.21) لإختبار الأثر المباشر و الغير مباشر للذكاء العاطفي، جودة الخدمة التعليمية، و رضا الطلبة على ولاء الطلبة. وتشير نتائج الدراسة من وجهة نظر الطلبة إلى أن مستويات الذكاء العاطفي و جودة الخدمة التعليمية إضافة إلى مدى رضاهم وولائهم جميعها متوسطة المستوى. بينما كان مستوى الذكاء العاطفي و جودة الخدمة التعليمية من وجهة نظر الكادر التدريسي مرتفعاً. وعلاوة على ذلك، تشير النتائج ان للذكاء العاطفي أثراً إيجابياً كبيراً على جودة الخدمة التعليمية، و رضا الطلبة، وولاء الطلبة بمستوى معنوي (  $\alpha \leq 0.05$ ) لكل منها، و لجودة الخدمة التعليمية أثراً إيجابياً كبيراً على مستوى رضا الطلبة وولائهم، كلاهما بمستوى معنوي (  $\alpha \leq 0.05$ )، وكان لرضا الطلبة أثراً إيجابياً كبيراً على ولاء الطلبة بمستوى معنوي (  $\alpha \leq 0.05$ ). كما تبين أيضاً أن للذكاء العاطفي أثراً إيجابياً كبيراً غير مباشر على ولاء الطلبة بوساطة جودة الخدمة التعليمية بمستوى معنوي (  $\alpha \leq 0.05$ )، و له أثراً إيجابياً كبيراً غير مباشر

على مستوى ولاء الطلبة بوساطة رضا الطلبة. واستنتجت هذه الدراسة أن ارتفاع مستوى الذكاء العاطفي له دورا كبيرا في تحسين جودة الخدمة التعليمية، رضا الطلبة، و ولائهم تباعا. واوصت الدراسة إلى إمكانية تركيز جامعة الشرق الأوسط على إستخدام الذكاء العاطفي في الجامعة . كما أوصت إلى حاجة جامعة الشرق الأوسط الى النظر في تحسين اىصال و تقديم الخدمة. إضافة إلى تركيز إدارة جامعة الشرق الأوسط على تطوير الذكاء العاطفي لدى الكادر التدريسي وذلك لما في هذا التطوير من أثر ايجابي على اىصال الخدمة التعليمية بطريقة تسهم في تحسين مستوى رضا الطلبة و لائهم للجامعة .

**الكلمات الدالة: الذكاء العاطفي، جودة الخدمة التعليمية، رضا الطلبة، ولاء الطلبة .**

# **1 CHAPTER ONE: INTRODUCTION**

## **1.1 INTRODUCTION**

During the past ten years, the sector of higher education in Jordan witnessed significant development as well as progress evidenced by the increasing number of higher education institutions, enrolled students, administrative and academic members (MOHE website, 2014). As a result of this development and rapid increase in the number of universities; competition has rapidly increased among higher education institutions, and that urges universities to keep pace with this competition through providing the best quality of educational services. Therefore, educational staff members at the universities are required to be receptive and adaptive towards the demands and behaviors of the students who are the primary service recipients. In order for the educational staff to be able to understand the students' behaviors to include their actions and reactions through the educational process, they are required to have high emotional intelligence, which helps them respond effectively towards the students' needs, wants, and expectations.

Emotional intelligence is proven to enhance service quality (Radha, 2013), given that emotional intelligence appraising, understanding emotions and managing self and others as well as utilizing emotions to facilitate performance, would guarantee that educational services are delivered as expected by the university and the students, and since service quality is linked to customer satisfaction and customer loyalty evidenced by Dado et al. (2011)

who concluded that there is a significant influence of service quality on customer satisfaction, and that directly influences their purchase intentions which is sign of their loyalty. Furthermore, (Yusof et al., 2012) reported that quality of teaching is the most important determinant of student satisfaction, and (Rasli et al., 2012) found support for service quality leading to satisfaction and loyalty.

## **1.2 PROBLEM STATEMENT**

With this rapid increase in competition in education industry in Jordan; educational institutions are in constant search for ways to improve their educational services in order to attract and retain more students'. Previous studies have proved that emotional intelligence improves employees' performance who are likely to succeed in building relationships with their customers which will lead to customer satisfaction (Opuni & Adu-Gyamfi, 2014). Additionally, it has been suggested that emotional intelligence has a role in improving service quality (Gupta, 2012). However, these direct and indirect relationships of emotional intelligence, service quality, customer satisfaction and customer loyalty, have not been empirically examined previously, particularly in educational context where the student is the primary service recipient. Therefore, it is proposed that high emotional intelligence could be a competitive advantage for educational instructions, due to its positive effect on education service quality, students' satisfaction and loyalty (Gupta, 2012).

Thus, this study aims to prove this proposition using the Middle East university (MEU) as case study, through assessing the level of emotional intelligence of the educational staff from the students' and the educational staff perspective, then investigating the relationship and the extent to which the educational staff's emotional intelligence influences the education service quality they provide to the students, and its role in improving the students' satisfaction and their loyalty.

### **1.3 STUDY QUESTIONS**

The following questions are answered through this study:

- What is the level of the educational staff's emotional intelligence, the level of education service quality, the level of students' satisfaction and students' loyalty at the Middle East University from the students' perspective?
- What is the relationship between emotional intelligence, education quality, students' satisfaction and students' loyalty?
- What are the levels of emotional intelligence and education service quality from the educational staff's perspective, and the level of conformation level between their perspective and the students' perspective?

## 1.4 STUDY OBJECTIVES

The study questions will be answered through the following objectives:

- Test the level of emotional intelligence, education service quality, students' satisfaction and students' loyalty at the Middle East University from the students' perspective.
- Examine the relationship between emotional intelligence, education service quality, students' satisfaction, and students' loyalty.
- Test the level of emotional intelligence and service quality from the educational staff's perspective, and compare it to the students' perspective, to assess the level of conformation between the two perspectives

## 1.5 STUDY HYPOTHESES

The hypothesized relationships of the proposed structural model guiding this study are illustrated in figure (1) below. To examine these relationships; the following hypotheses have been formulated:

H: Emotional intelligence (self-awareness, self-management, social-awareness, and relationship- management) has a significant positive effect on education service quality at level ( $\alpha \leq 0.05$ ).

H2: Emotional intelligence (self-awareness, self-management, social-awareness, and relationship- management) has a significant positive effect on students' satisfaction at level ( $\alpha \leq 0.05$ ).

H3: Emotional intelligence (self-awareness, self-management, social-awareness, and relationship- management) has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).

H4: Education service quality (assurance, responsiveness, reliability, empathy, and tangibility) has a significant positive effect on students' satisfaction at level ( $\alpha \leq 0.05$ ).

H5: Education service quality (assurance, responsiveness, reliability, empathy, and tangibility) has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).

H6: Student satisfaction has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).

H7: Emotional intelligence (self-awareness, self-management, social-awareness, and relationship- management) has a significant positive indirect effect on student loyalty through education service quality as a mediator at level ( $\alpha \leq 0.05$ ).

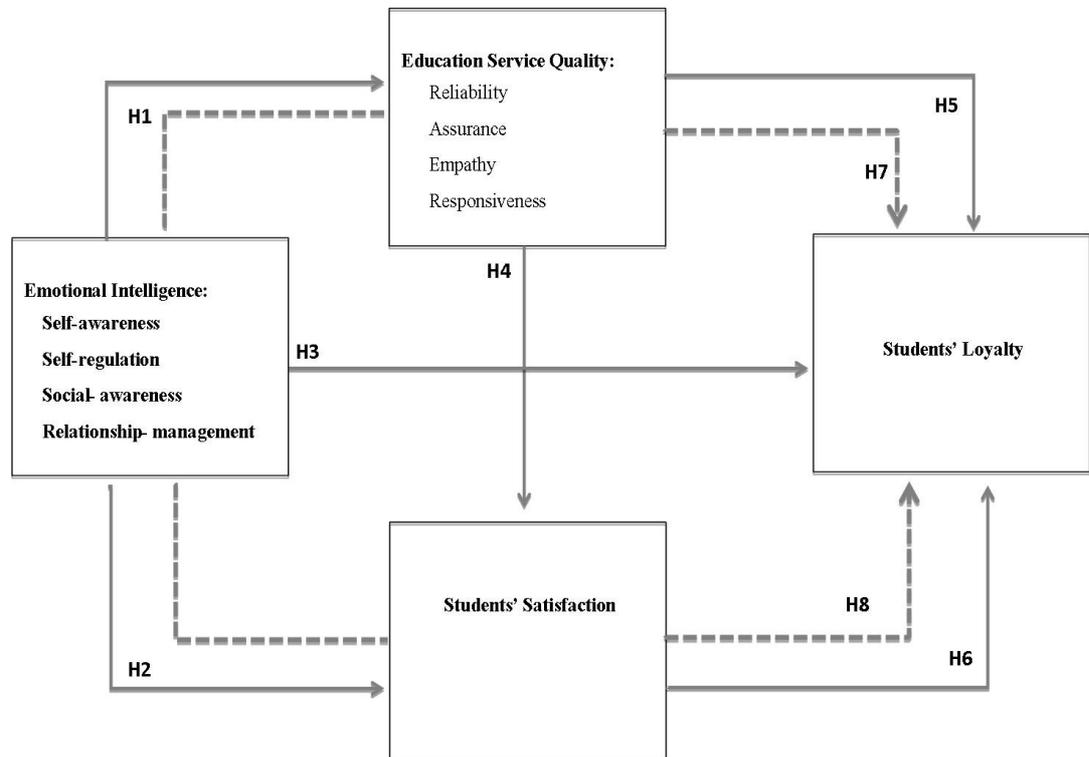
H8: Emotional intelligence (self-awareness, self-management, social-awareness and relationship- management) has a significant positive indirect effect on student loyalty through students' satisfaction as a mediator at level ( $\alpha \leq 0.05$ ).

H09: There is no difference between the students' and the Instructors' perspective of the educational staff emotional intelligence level and the level of educational service quality at level ( $\alpha \leq 0.05$ ).

## 1.6 STUDY MODEL

The proposed structural model guiding this study is depicted in Figure (1) below. It is built upon core linkages between the study variables of emotional intelligence, education service quality, and students' satisfaction and students' loyalty. As shown in Figure (1); emotional intelligence as an independent variable consists of four dimensions: self-awareness, self-management, social-awareness, and relationship-management. Student satisfaction is a mediating variable, and education service quality is another mediating variable, and consists of five dimensions: assurance, responsiveness, reliability, empathy, and tangibility, and finally, students' loyalty as an independent variable. It is proposed that emotional intelligence affects education service quality, students' satisfaction and students' loyalty. Additionally, education service quality affects students' satisfaction and students' loyalty. Furthermore, it is proposed that students' satisfaction affects students' loyalty. It is also proposed that on emotional intelligence affects students' loyalty through education service quality and students' satisfaction as mediating variables. Finally, it is proposed that there is no difference between the students' and the Instructors' perspective of the educational staff emotional intelligence level and the level of educational service quality

**Figure 1 - Study Model**



References: (Khatani, 2013; Fall, 2013, Scott et al. 2010; Farahbakhsh, 2013, Naybzadeh et al., 2013; Archakova, 2013)

## **1.7 STUDY SIGNIFICANCE**

The Middle East University (MEU) vision is "A serious, committed and seeking to learn University ". This vision is the basis for its mission "preparing leaders through creating an environment to stimulate learning, scientific research and community service". MEU has built an effective strategy based on its mission that goes in line with the international standards; this strategy aims to ensure quality and academic excellence in scientific research, to gather remarkable and knowledgeable members of administrative and teaching staff, and gathering talented and distinguished students belonging to different cultures. Furthermore, the strategy aims to animate and developing the skills and abilities of administrative and teaching staff in accordance with technological and scientific recencies (MEU, 2014). This study will be conducted in support MEU's vision, mission and strategy. It is believed that the results of this study could be of benefit to the higher education institutions in general, and the Middle East University in particular, by identifying the causal link between emotional intelligence, and the overall quality of the educational service provided, which in turn creates a positive marketing atmosphere for the University represented by the students' satisfaction and loyalty. By identifying this crucial link, it is proposed that educational institutions could develop a new successful strategy of identifying emotional intelligence role in this strategy, and adopting managerial styles to achieve competitive advantage with a proper implementation plan to improve the education service quality.

## 1.8 OPERATIONAL DEFINITIONS AND TERMINOLOGY:

**EMOTIONAL INTELLIGENCE:** is the ability and capacity for recognizing our own feelings, and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and others. The Emotional intelligence includes competencies organized into four dimensions: Self-awareness, Self-management, Social-awareness, and Relationship-management or what is referred by other researchers as Social- skills (Austin, 2008):

***Self-Awareness:*** is knowing one's internal states, preferences, resources, and intuitions. This dimension contains three competencies: *Emotional Self-awareness*, which is recognizing one's emotions and their effects, *Accurate Self-Assessment*, which is knowing one's strengths and limits, and *Self-Confidence*, which is a strong sense of one's self-worth and capabilities.

***Self-management:*** refers to managing ones' internal states, impulses, and resources. The dimension contains six competencies: *Emotional Self-Control*, which is keeping disruptive emotions and impulses under control, *Transparency*, is to maintain integrity, acting congruently with one's values, *Adaptability*, and it means flexibility in handling change, *Achievement*, which means striving to improve or meeting a standard of excellence, *Initiative*, means the readiness to act on opportunities, and finally; *Optimism* which is persistence in pursuing goals despite obstacles and setbacks.

***Social-awareness:*** refers to how people handle relationships and awareness of others' feelings, needs, and concerns. This dimension contains three competencies: *Empathy* which is sensing others' feelings and perspectives, and taking an active interest in their concerns, *Organizational Awareness* means reading a group's emotional currents and power relationships, and *Service Orientation* which is anticipating, recognizing, and meeting customers' needs.

***Relationship-management:*** concerns the skill or adeptness at inducing desirable responses in others. This dimension contains six competencies: *Developing Others*, which is sensing others' development needs, and bolstering their abilities, *Inspirational Leadership*, which is inspiring and guiding individuals and groups, *Change Catalyst*, means initiating or managing change, *Influence*, and it includes wielding effective tactics for persuasion, *Conflict Management*, to include negotiating and resolving disagreements, and finally, *Teamwork & Collaboration*, which means working with others toward shared goals and creating group synergy in pursuing collective goals (Parrish, 2011).

**SERVICE QUALITY:** service quality is “a measure of how well the service level delivered matches customer’s expectations.” Service quality consists of five dimensions: assurance responsiveness, reliability, empathy and tangibility (Ramaiyah et al., 2007).

***Assurance:*** The knowledge and courtesy of employees and their ability to inspire trust and confidence.

***Responsiveness:*** is willingness to help customers and provide prompt service.

***Reliability:*** The ability to perform the promised service dependably and accurately.

***Empathy:*** the provision of caring, individualized attention to customers

***Tangibility:*** the appearance of physical facilities, equipment, personnel and communication materials.

**STUDENT SATISFACTION:** satisfaction is the consumer's fulfillment response. It is the judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under-or over fulfillment (Grigoroudis & Siskos, 2010).

**STUDENT LOYALTY:** loyalty is "the totality of feelings or attitudes that would incline a customer to consider the re-purchase of a particular product, service or brand or re-visit a particular company, shop or website" (Dado, et al., 2011).

## 1.9 STUDY SCOPE

The study was conducted at the Middle East University, during the study year 2014.

## 1.10 STUDY LIMITATION

**Human Limitations:** the study was conducted during the transition period of hiring new educational staff members; therefore, it was somewhat hard for the students to include the newly hired staff members in their assessment while completing the questionnaire.

**Place Limitations:** the study was limited to the Middle East University, due to the time constraints.

**Time Limitations:** The study was conducted during study year 2014. Additionally, the university summer holiday coincided with some of the study processes.

**Scientific Limitations:** Some of the capabilities/skills of educational staff were hard to assess by the students, particularly, the self-awareness capabilities, as it requires deep knowledge of the educational staff member in order to assess his emotional awareness, his strengths and limitations and his self-confidence level, also this capability is a self-assessed capability in most cases.

## **2 CHAPTER TWO: LITERATURE REVIEW**

### **2.1 CHAPTER'S OVERVIEW**

This chapter examines the relevant literature relating to the dimensions of emotional intelligence, service quality, customer satisfaction and customer loyalty. In particular, it seeks to unravel and critically analyze the relevant theories, models and concepts from key authors in the subject fields, whilst addressing the role played by emotional intelligence on service quality in a higher education context, and its role in student satisfaction and their loyalty.

### **2.2 BACKGROUND**

#### **2.2.1 HIGHER EDUCATION IN JORDAN**

Higher education system of Jordan has evolved considerably during the past ten years. Since 2000 to 2006, private universities have seen a rapid increase in enrollments as well. Enrollment in private universities grew considerably each year. However, enrollment numbers in community colleges declined noticeably. This decrease in enrollment rates is due to the fact that the quality and level of training given in these colleges is not what is in demand in the labor market of a knowledge based economy (World Bank Higher education project appraisal, 2009). With this rapid development and the increasing number of students going for the attainment of higher education; universities needs to allocate greater resources in improving their education systems, and has to ensure that the quality of education service, and the level of skills they develop, can help the new generation compete effectively in the national and

international arena. Middle East University is one of these educational institutions in Jordan that have witnessed a rapid development during the past years, and in order for the university to stay in top of a competitive industry, the management have to focus on delivering a high standard quality of education.

### **2.2.2 THE MIDDLE EAST UNIVERSITY (MEU)**

The Middle East University (MEU) is a national educational institution, owned by the Company of Middle East University which is administered by executive board; a large percentage of MEU staff members are Ph.D. holders. MEU focuses on knowledge, as the driving force in spreading culture and building high academic skills of students. The University aims at creating a favorable environment for academic interaction and keep pace with scientific and technical development. MEU will achieve this by attracting distinguished faculty members and outstanding students. This allows the University to develop scientific research, and prepare qualified graduates who are able to enter the labor market with a highly competitive skills and outstanding leadership (MEU, 2014).

For the purpose of improving the effectiveness in achieving the objectives and using the resources, MEU has built an effective strategy based on performance improvement that goes in line with the international standards to allow opportunities for its graduates to resume leadership positions in the workplace after graduation. To achieve this strategy, however, a time-based plan has been

adopted in order to create competitive advantages, which enable comparison with performance of the most distinguished universities in education, scientific production and research, consultancy, and community service (MEU website, 2014). This study is believed to help MEU management in considering new aspects for achieving a competitive advantage, particularly, the educational staff emotional intelligence aspect, which is proposed in this study as one of the crucial factors that positively influence the education service quality, and increases students' satisfaction, which is a main factor for the students loyalty to the Middle East University.

### **2.2.3 EMOTIONAL INTELLIGENCE**

There are several definitions of Emotional Intelligence in the current literature. Bar-On defined emotional intelligence as a multi-factorial group of interrelated emotional, personal, and social abilities that influence our overall ability to actively and effectively cope with daily demands and pressures (Carmeli, 2003). Higgs & Lichtenstein (2011) defined Emotional Intelligence as achieving one's goals, through the ability to manage one's own feelings and emotions, to be sensitive to, and influence and to balance one's motives and drives with conscientious and ethical behavior. Emotional Intelligence can be considered as emotional competencies that a person uses in self-management and in relationships with others, these competencies supply effective communication among individuals and control of emotions (Abraham, 2004).

According to Landy F.J (2005) emotional intelligence consists of the ability to identify and watching the emotions, using the emotions to easy cognition, understand and manage the emotions. In other words, emotional intelligence also can be said as the ability to identify emotional and physical state of a mind and others emotion. Salovey states that emotional intelligence is a part of social intelligence that involves the ability to control emotions and feeling of own self and others, to distinguish between these emotions, and use that information to guide the thinking and actions of a person (Crede, 2002).

According to Goleman emotional intelligence “is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” he also described emotional intelligence as the ability to identify our own feelings and others, to motivate our own self and manage the emotion in self and then in the relationship (Goleman. 2006). While Austin (2008) defined Emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others. Goleman listed four emotional intelligence dimensions (self-awareness, self-management, social-awareness, and relationship-management) and each dimension includes a set of competences, which are the sub-dimensions of emotional intelligence in this study (Parrish, 2011).

### **2.2.3.1 EMOTIONAL INTELLIGENCE IMPORTANCE**

Emotions have a variety of effects on everything that people do; it can cause an increase in the morale of employees, but also be destructive to the employee (Cote, et al., 2006).

Negative emotions could have adverse effects if not managed properly. For example, fear, anger, anxiety, and hostility consumes individual's energy, and could cause low morale, and this might lead to absenteeism and apathy at the work place (Cote, et al., 2006). Therefore, emotions should be managed properly, in order to direct negative energies to positive ones, and that will lead to trust, loyalty and commitment, and will have positive effect on productivity and performance in any organization. Other researches showed that Emotional Intelligence is also important, because it helps improve self-management, and improve problem solving techniques, EI is used to solve some of the conflicts, by providing a clearer understanding about the dilemma, and will help the person integrate the best thinking about the feelings and the thoughts, in order to choose the best course of action (Carmeli, 2009).

Furthermore, emotional intelligence plays an important role in the work place, as it influence the individual's job satisfaction, and job performance which will lead to a better quality of products or services (J.M. & Bettenhausen 1990; Brotheridge & Grandey, 2002; Rozell 2006; Carmeli, 2009). Emotional intelligence is also important because it improves the relationships quality in the workplace through understanding the emotions and intentions, and

therefore, would improve the communication process (Carmeli, 2009).

Emotional Intelligence is also important in communication. For example, the ability to understand the emotional facial expressions can help a person assess how other people respond to their words and actions, and can produce essential information to adjust the behavior of another person (Nehra, et al., 2012). Additionally, the employees of the organization who have high level of emotional intelligence, can sympathetically understand the needs of the customers, and can solve their problems. The employees will also have the ability to control their own emotions, and show a positive attitude when facing complaints, challenges and stress from customers (Cichy, 2009). Through this ability, it's easier to win trusts and satisfactions of the customers and will help improve the customer experience which is one of the domains of this study.

### **2.2.3.2 EMOTIONAL INTELLIGENCE MODELS**

There are three emotional intelligence models, the ability, traits and combination of the ability and traits, which is also known as mixed model of emotional intelligence. The ability model consists of the ability to monitor feelings and emotions of ourselves and others, to differentiate between feelings and the emotions, and also to use this information to guide the thinking and the actions of a person. Traits model is composed of non-cognitive competencies such as self-esteem, self-actualization, the general mood, and the general welfare. Then, the combination of model capabilities and the model of characteristics of emotional intelligence refer to the mixed model of emotional intelligence, which was the basis of the Goleman model

(Salovey et al., 2002). In conclusion, there are many models that have been developed to measure the emotional intelligence of someone. But, in this study Goleman's model was used to assess the emotional intelligence of the instructional staff, because this model is widely used as a conceptual model in other studies of similar concepts (Parrish, 2011), and the emotional intelligence in this study will be studied as competencies that can be learned and developed and this is the concept of Goleman's model.

### **2.2.3.3 EMOTIONAL INTELLIGENCE DIMENSIONS**

The Goleman's 2001 refined model appears to be the most prominent in this area of study. This model is based on his latest definition of emotional intelligence by Goleman: "the abilities to recognize and regulate emotions in ourselves and in others" (Austin, 2008). This definition suggests four major emotional intelligence domains, namely: self-awareness, self-management, social awareness, and relationship management. These four domains are shared by all the main variations of emotional intelligence theories, although the terms used by other researchers refer to them differently, for example, the relationship management domain is referred to as Self-Management by Bar-On, 2000 (Carmeli, 2003), but the overall theme and definition is similar. The first domain, self-awareness with its associated competencies, "emotional self-awareness," "accurate self-assessment," and "self-confidence" has to do with a deep understanding of one's emotions, as well as one's strengths and limitations, and one's values and motives. Goleman explained that people with strong self-awareness are usually realistic; they are honest with themselves,

about themselves, as well as honest about themselves with others. Self-management, with its associated competencies: “self-control,” “transparency,” “adaptability,” “achievement,” “initiative,” and “optimism” has to do with emotional self-control, managing disruptive emotions and impulses, to turn it one’s advantage. Self-controlled person stays calm and clear-headed in stressful situations or during crisis; “transparency” competence is the openness to others about one’s feelings, beliefs, and actions. Persons, who are transparent, live their values, and where necessary they openly admit mistakes or faults, and have the courage to confront unethical behavior in others, rather than turn a blind eye. Similarly, the competence of “adaptability” enables one to manipulate multiple demands without losing one’s focus or energy. Adaptable people are flexible in adapting to new challenges, adjusting to change easily, and flexible in their thinking in the face of new data or circumstances.

The competence of “achievement” is recognized in the emotional intelligence domains of “self-management.” People, who have strength in achievement, have high-personal standards that drive them to seek performance improvements constantly. In the same way, people who strongly believe that they have what it takes to control their own destiny normally excel in initiative. They create opportunities, rather than wait for them. Finally, in the domain of self-management, optimism is a very important competence. Optimistic people in any situation, see the opportunity rather than the threat. Such people perceive and respond to others positively and expect the best in

them. The third emotional intelligence domains is social awareness, and it has “empathy,” “organizational awareness,” and “service orientation” as the associated competencies. The empathy competence enables persons to see emotional signals, and sense the felt, but unspoken, emotions in a person or group. Such people demonstrate patience to listen actively, empathy makes it possible for a person to get along well with people of diverse backgrounds. Similarly, with the competence of organizational awareness, a person can be politically smart, able to detect crucial social networks and understand key power relationships. Also, persons who possess high-service orientation competence usually develop an emotional climate that keeps the relationship between them and their customers on the right direction. Such persons monitor customers’ or clients’ satisfaction carefully to ensure that their customers get what they need. The last domain is relationship – management, this domain has six competencies: inspiration, influence, developing others, change catalyst, conflict management, and teamwork and collaboration. People with inspiration competence, can move people to the desired direction, and guarantee to get what they ask of others, in a way that inspires them to follow. Influence is a very crucial resource for a person or a leader in any organization. People with influence know how to build support from key people and networks, they are persuasive. In the same way, people who are good at developing others and have the competence of being change catalysts, normally have the abilities to understand the goals of others, understand strengths & weaknesses, and work as mentors to them, to try to direct them to the right direction. Conflict management is equally important,

because people with this competence can solve conflicts in a win-win approach, and normally directs the conflict to the advantage of the organization, rather than being a disruptive factor. Finally, people who have the competencies of teamwork and collaboration, have the ability to build and teams, they have the ability to get the best of groups, and achieve collective objectives.

From the description of the competencies above, it can be concluded that emotional intelligence is an essential aspect of the personality of employees in general and educational staff at universities in particular.

#### **2.2.4 EDUCATION SERVICE QUALITY**

The perception of service quality has become an important factor for most organizations, due to its effect on the satisfaction and loyalty of the students (Scott, et al., 2010). Highly satisfied students are expected to have high loyalty level, and will most likely spread a positive word of mouth about the educational institution; therefore, attracting new students would lower the institution's marketing costs (Dado, et al., 2011).

Over the past ten years, numerous assessments were conducted to measure service quality in higher education (Scott, et al., 2010; Rasli, et al., 2012; Farahbakhsh, 2013; Yusof, et al., 2012; Ramaiyah, et al., 2007).

Sarbu, et al. (2009) claimed that service quality is a highly abstract construct in good quality, where technical aspects of quality are evident, while, Taylor & Baker have noted that service quality and customer satisfaction are widely recognized as key factors in the formation of consumers' purchase intentions in service environments (Zikmund, et al, 2012). Furthermore, many researchers have agreed on the importance and the significance of service quality for organizations to achieve higher customer satisfaction and loyalty (Dado, et al., 2011; Palli, 2012). Nevertheless, Lewis and Booms (1983) were one of the first to define quality in terms of services as: "a measure of how well the service level delivered matches customer's expectations" (Kang, 2004). In the context of higher education, students' perceive quality as an antecedent to satisfaction (Palli, 2012). It is noted that positive perceptions of service quality can eventually lead to students' satisfaction, thus, satisfied student are more likely loyal students.

Sarbu, et al., (2009) have highlighted the importance of using customers as the base to measure the service quality. Sarbu, et al., (2009) confirmed that higher education is a service that is predominantly intangible, perishable and heterogeneous. This is due to the service experience varying from one situation to the next, making higher education service more difficult to standardize.

With significant changes taking place in higher education institutions over the past decade, it seems that higher education should be regarded as a business-

like service industry, which focuses on meeting and exceeding the needs of students (Sarbu, et al., 2009). Many higher education institutions are beginning to realize this, and are competing for students, both in the local and international market. In terms of the student as the primary customers, higher education sector needs to continue to deliver a high quality service and satisfy students in order to succeed in a competitive service environment (Scott, et al., 2010).

In conclusion, evaluating the level of service quality, and understanding how different factors such as emotional intelligence impact the overall service quality is crucial, in order for higher education institutions to design and deliver their service in the best possible way to stay competitive in the education industry.

#### **2.2.4.1 SERVICE QUALITY IMPORTANCE**

The reason for the high interest in service quality is clear, due to the fact that poor quality puts the firm at a disadvantage to the rest of the competitors, as it leads to driving dissatisfied customers away (Dado, et al., 2011).

Due to the continuously changing environments; service managers realized that improving service quality is important for gaining a competitive advantage (Dado, et al., 2011). Accordingly, service quality is necessary for organizational growth and differentiating one service experience from another. Thus, service quality is regarded as a success factor for institutions' marketing and financial performance (Rasli, et al., 2012).

In sum, service quality is researched continuously due its positive relationship with profitability, customer satisfaction, customer retention, and customer loyalty (Nayebzadeh, et al., 2013).

#### **2.2.4.2 SERVICE QUALITY MODELS**

Berry & Parasuraman (1985) were one of the first to study the service quality determinants, and how the customer view the quality of services based on the Perceived Service Quality concept (Gronroos, 2005). The ten determinants of service quality were found to characterize customers' perception of the service. However, it was observed that some of the determinants are more or less related to the process of perceived quality (Gronroos, 2005). As a result of later study, the ten determinants of service quality were decreased to the following five (Gronroos 2005):

- **Tangibles:** this determinant is related to the appeal of facilities, equipment and material used by a service firm as well as to the appearance of service employees.
- **Reliability:** means that the service firm provides its customers with accurate service the first time without making any mistakes and delivers what it has promised to do by the time that has been agreed upon.
- **Responsiveness:** means that the employees of a service firm are willing to help customers and respond to their requests as well as to inform customers when service will be provided, and then give prompt service.
- **Assurance:** means that employees' behavior will give customers' confidence in the firm, and that the firm makes customers feel safe. It also means that the employees are always courteous and have the necessary knowledge to respond to customers' questions.

- Empathy: means that the firm understands customers' problems and performs in their best interests as well as giving customers individual personal attention and having convenient operating hour.

One of the models for measuring services quality used service assessment inventory or SERVQUAL which was presented by Parasuraman in mid- 1980. SERVQUAL is an instrument for measuring how customers perceive the quality of a service. This instrument is based on the five determinants mentioned above and on a comparison between customers' expectations of how the service should be performed and their experiences of how the service is rendered (disconfirmation or confirmation of expectations), 22 attributes are used to describe the five determinants and respondents are asked to state (on a seven or five- point scale from "Strongly Disagree" to "Strongly Agree") what they expected from the service and how they perceived the service. Based on the discrepancies between expectations and experience over the 22 attributes, and overall quality score can be calculated. The more this score shows that experiences are below expectation, the lower the perceived quality (Kotler& Keller p 399-401). SERVQUAL model provides a convenient starting point for practitioners and academics seeking to measure and monitor perceived service quality. It provides a platform that is capable of directing attention to issues of service quality, which can be built upon to generate a more comprehensive interpretation of service quality. Parasuraman assert that the SERVQUAL instrument could be applied to most service organizations. Therefore, the use of a SERVQUAL instrument is relevant in the context of

higher education (Rasli, 2012; Archakova, 2013). The Literature relating to the validity and reliability of the SERVQUAL model is extremely well documented (Zikmund, et al, 2012; Archakova, 2013). Therefore, SERVQUAL model will be used to measure education service quality in this study.

### **2.2.5 STUDENTS' SATISFACTION**

The interest in customer satisfaction is closely related to the quality concept that started with the start of Total Quality Management. TQM researchers indicated that the quality improvement of products and services require customers feedback, in addition to the internal metrics and standards of the business organizations. Furthermore, the quality should be noticed in ways relevant and perceptible to the total set of customers (Grigoroudis & Siskos, 2010). Therefore, customer satisfaction is considered subsequent condition for offering high quality products or services.

Satisfaction is defined by Oliver (1997) as: “the consumer’s fulfillment response. It is the judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under-or over fulfillment” (Grigoroudis & Siskos, 2010). Another definition of customer satisfaction is by Howard & Sheth (1969) they defined satisfaction as the buyer’s cognitive state of being adequately or inadequately rewarded for the sacrifices he has undergone (Kristensen, et al., 2000). While, Westbrook & Reilly (1983) defined it as an

emotional response to the experience provided by (or associated with) particular products or services purchased, retail outlets, as well as the overall marketplace (Kristensen, et al., 2000).

A review of customer satisfaction is maybe defined using two approaches, the first approach defines satisfaction as a final situation or as an end- state resulting from the consumption experience, and the second approach emphasizes the perceptual, evaluative and psychological process that contributes to satisfaction (Grigoroudis & Siskos 2010). Satisfaction is also “an outcome of purchase and use resulting from the buyer's comparison of the rewards and costs of the purchase in relation to the anticipated consequences” (Grigoroudis & Siskos 2010).

Previous research has found that customer perceptions of other forms of employee interpersonal behaviors (e.g. familiarity, care, commercial friendship, listening behavior, customer orientation) affect customer satisfaction (Kristensen, et al., 2000; Bateman & Organ, 1983).

Additionally, it was found that the assessment and regulation of customer emotions can help an employee customize the service offering to better address customer needs (Grigoroudis & Siskos 2010). The theory of affect infusion by Forgas in 1995 states that a person's affective state influences his or her judgment, this positive affective state is induced by an emotionally intelligent employee, who will have less critical customers and, thus, more

satisfied with the service encounter (Grigoroudis & Siskos 2010). Therefore, it is expected that emotional intelligence as a key component of employee interpersonal behaviors will directly and positively affect customer satisfaction.

#### **2.2.5.1 STUDENTS' SATISFACTION IMPORTANCE**

Cronin and Taylor (1992) examined the causal relationships among service quality, customer satisfaction, and purchase intention. The results of correlation analysis have suggested that service quality was an antecedent of consumer satisfaction, and service quality had less effect on purchase intentions than did consumer satisfaction, and finally, consumer satisfaction had a significant effect on purchase intentions (Wu, 2011). Additionally, it was also found that customer satisfaction strongly mediated the effect of service quality on behavioral intentions in (Wu, 2011). The result of the research supported the proposition that customer satisfaction had a stronger effect on behavioral intentions than service quality did.

In conclusion, customer satisfaction literature showed that there is a strong relationship between customer satisfaction, service quality, and customer loyalty (Wu, 2011). Moreover, previous researches showed that service quality is one of the antecedents of satisfaction and loyalty is one of the consequences of satisfaction (Dado, et al., 2011; Wu, 2011).

### **2.2.5.2 STUDENTS' SATISFACTION MEASUREMENT**

The Cardozo model (1965) is one of the first research efforts in the area of customer satisfaction measurement (Grigoroudis & Siskos 2010). This approach is based on some of the major theories of social psychology, aiming at understanding the impact of satisfaction to future customer purchase behavior. In particular, the model combines Helson's "contrast effect" and the Festinger's theory of cognitive dissonance. The adaptation level theory provides a conceptual framework, for understanding how consumers form product quality expectations, suggesting that the perceptual judgment of a person to incoming information depends on the individual's current expectation level. Adaptation level theory, proposes that stimuli, resulting in a displacement of the adaptation level may also change and individual's perception of other information in the series (i.e. a "contrast effect"). On the other hand, the theory of cognitive dissonance can account for the psychological consequences of disconfirmed expectations, since it proposes that people have a motivational drive to reduce dissonance by changing their attitude, beliefs and behaviors (Grigoroudis & Siskos 2010).

The total management school considers customer satisfaction as a quality component, as appearing in the major quality awards, emphasizing on the exploitation of customer satisfaction data within a business organization (Grigoroudis & Siskos 2010). The most important advantages of a customer satisfaction measurement survey may be summarized in the following (Grigoroudis & Siskov 2010): Customer satisfaction measurement programs

improve the communication with the total clients' experience, provided that they constitute continuous and systematic efforts of the business organization.

Business organizations may examine whether the provided services fulfill customer expectations.

Student satisfaction in this study was measured using components from customer satisfaction in total quality management as it relates to service quality based on (Grigoroudis & Siskov 2010).

#### **2.2.6 STUDENTS' LOYALTY**

A loyal customer is an individual who has a positive vision to the service provider, and who introduces the products or services that the company offers to others. Sasser (1995) claimed that customer loyalty is "a feeling of attachment to or affection for a company's people, products, or services" (Dado, et al., 2011). While, Yee (2001) preliminary identified eight measures in terms of behavioral, attitudinal and cognitive attribute: repeat Purchase Behavior, Word of Mouth, Period of Usage, Price Tolerance, repeat purchase intention, Preference, choice reduction behavior, first-in-mind. Oliver (1999) defined customer loyalty as "a deeply held commitment to repurchase a preferred product consistently in the future, despite situational influences and marketing efforts having the potential to cause switching behavior" (Dado, 2011). Many Researches of loyalty in the domain of marketing claimed that the customers remain loyal to an organization as long as that organization give them better services or products compared to another organization

(Nayebzadeh, 2013).

In conclusion, customers' loyalty depends on their satisfaction from the service features, and the quality of the service. Therefore, due to the increase in global competitiveness and the demand for developing the quality of services; institutions should continuously work on finding ways to satisfy the customer's needs and requirements, in order to achieve their loyalty, confidence and commitment.

#### **2.2.6.1 STUDENTS' LOYALTY IMPORTANCE**

There are many different benefits that a company may receive from loyal customers, the most well-known benefits are described by (Nayebzadeh, 2013; Archakova, 2013):

- Loyal customers are less price sensitive, because they have become familiar with the company services and their prices and loyalty does not stop them from using any services provided by the company at any price, since they are pleased and satisfied from the services.
- Loyal customers are cheaper to serve, because they buy repeatedly and their demands, needs and wants are already known for the company; therefore the company will always provide services that match with their interests.
- Loyal customers spend more time with the company, because if the customers are satisfied and pleased it become part of their attitude towards the company and will affect their behavior.

- Loyal customers work as marketing employees for the company, because they pass on their positive feeling about the company to others. When satisfied customers tell other people how much they like the company and its services, it is one of the most credible forms of advertising for the company.
- Loyal customers constitute a high market share and an ability to demand relatively higher prices compared to the competitors. When a customer is loyal for the company, it will be helpful for that company to gain competitive advantage and market share, since these are the most important elements of any company's objectives.

#### **2.2.6.2 STUDENTS' LOYALTY DIMENSIONS**

The customer loyalty has two dimensions: behavioral and attitudinal dimensions, the two dimensions are described below:

The behavioral response is expressed by some decision-making unit with respect to one or more alternatives". While, behavioral loyalty is a customer's act toward a specific product/service in terms of repeating purchasing patterns- a repeating purchasing pattern can be determined as actual purchase frequency. Behavioral loyalty is observed from the customer purchase behavior. It focuses on the value of the customer to the product/service, and for any organization, customer loyalty becomes more meaningful only when it is translated into purchase behavior. The customers are loyal if they buy repeatedly, as when we talk about behavior it means the customer's action

about something. Finally behavioral loyalty is defined as customer's action toward the services through repeatedly and continuously purchasing the services provided by the organizations.

On the other hand, attitudinal loyalty has been defined as "the desire on the part of the consumer to continue the relationship even if competitors lower price, and the willingness to recommend friends and intention to continue to patronize" (Dado, 2011).

The two dimensions of loyalty; attitudinal and behavioral were used in this study to measure student's loyalty, which was suggested by (Grigoroudis & Siskov 2010).

### **2.2.7 EMOTIONAL ELLIGENCE, SERVICE QUALITY, STUDENTS' SATISFACTION & LOYALTY RELATIONSHIP**

Emotional intelligence seems to be an emerging positive model for psychology that has recently emerged in both academic and popular literature as a concept with the potential to provide new insights in the field of service industry. The importance of having superior service quality has been stressed in the literature, as it has many advantages to educational institution because of the clear strong relationship between customer's satisfaction, customer's loyalty and service quality. As indicated earlier in service quality, customer satisfaction and customer loyalty literature; the perceptions of high service quality and high service satisfaction resulted in a very high level of purchase

intentions (Wu, 2011).

Literature review clearly indicates that there is a relationship between emotional intelligence, education service quality, students' satisfaction and students' loyalty, whether a direct or indirect relationship between two or three of the four variables. Therefore, the main objective of this study is to unravel the nature of this causal link between these four variables associated together.

### **2.3 PREVIOUS STUDIES**

Opuni & Adu-Gyamfi (2014) conducted a study titled "An Analysis Of The Impact Of Emotional Intelligence On Service Quality And Customer Satisfaction In The Telecommunication Sector In Ghana" This study examined the impact of service providers' emotional intelligence on service quality and customer satisfaction in the telecommunication sector of Ghana. A quantitative research technique was adopted to test hypotheses. Probability sampling methods were used to select 384 each of customers and employees of all telecommunication firms in Ghana. This study indicated that emotional intelligence is highly positively related to service quality, and customer satisfaction. Also, emotional intelligence moderates the relationship between service quality and customer satisfaction. Service quality and emotional intelligence make an interactive effect on customer satisfaction. Additionally, emotional intelligence and service quality significantly predict customer satisfaction. More importantly, emotional intelligence significantly predicts service quality. It was concluded that emotional intelligence significantly predicts both service quality and customer satisfaction, though it predicts

service quality more strongly.

Opuni et al., (2014) studied the “The Effect Of Relationship Marketing On Service Quality And Customer Satisfaction In The Hospitality Sector In Ghana: The Moderating Role Of Service Providers’ Emotional Intelligence” the study assessed the effect of relationship marketing on service quality and customer satisfaction from the perspective of the moderating role of emotional intelligence in the hospitality sector in Ghana. A descriptive quantitative research technique was employed, a random sample of 384 each of customers and customer service attendants of hotels, leisure centers, resorts and five-star restaurants in Accra were used as the source of data. The finding showed that emotional intelligence makes a strong positive effect on relationship marketing, though relationship marketing makes a strong positive effect on service quality and customer satisfaction. Therefore the study recommended that firms in the hospitality sector give priority to equipping their customer service attendants with emotional intelligence to maximize service quality and customer satisfaction

Another study was conducted by (Nayebzadeh, et al, 2013) titled “Satisfaction, Inertia, and Customer Loyalty in the Varying Levels of the Zone of Tolerance and Alternative Attractiveness”. The study aimed at investigating the influence of satisfaction on customer loyalty regarding to moderating role of the Zone of Tolerance. The survey studied mobile phone industry, a standardized questionnaire in the international researches was used to collect

the data, path analysis model have been used to analyze the data. One of the study conclusions was; customer satisfaction has a positive and significant impact on customer loyalty, also it was concluded, as satisfaction increases, customer loyalty increases.

Moreover, Fall (2013) studied the “Intercultural Communication Apprehension and Emotional Intelligence in Higher Education” to examine emotional intelligence as a predictor of intercultural communication apprehension among university students. The study examined emotional intelligence as a predictor of intercultural communication apprehension among university students ( $N = 425$ ). The results indicated that the emotional intelligence subscales predict intercultural communication apprehension: emotionality, sociability, and self-control. These results support the premise that emotional intelligence manages and/or reduces intercultural communication apprehension and therefore should be integrated in business curriculum.

Additionally, Raja (2013) conducted a study “Emotional Intelligence and Service Quality: An Empirical Study of Pakistani Telecommunication Sector” a sample study from Pakistani Telecommunication Sector was selected to investigate the relationship between emotional intelligence and service quality, and the result showed that the emotional intelligence is the positive predictor of the service quality.

Radha (2013) conducted “ A Study on Customer Orientation as Mediator between Emotional Intelligence and Service Performance in Banks” The quantitative research paper examined the mediating effect of customer orientation (CO) on the relationship between EI and the service performance (SERVPERF) of the employees. The data has been analyzed using SPSS version 16. The study concluded that even though customer orientation acts as mediator only partial mediation occurs indicating that the employees’ behavior is solely responsible for high degrees of customer service.

Furthermore, Kahtani (2013), studied “Employee Emotional Intelligence and Employee Performance in the Higher Education, Institutions in Saudi Arabia: A Proposed Theoretical Framework”. The study explored the definition and measurement of emotional intelligence, the different dimensions of EI, and the impact of EI on employees’ performance, a sample of 418 employees from higher education institutions in the Kingdom of Saudi Arabia was used for the study, and the results proposed a theoretical framework that can be used by the higher education institutions in the Kingdom of Saudi Arabia. This study shed light on the definition and measurement of emotional intelligence, the different dimensions of EI, and the impact of EI on employees’ performance. It also highlighted the definition of job performance, the purpose of performance appraisal, the performance appraisal methods, and the measurement for employee performance. Finally, the paper proposed a theoretical framework that can be used by the higher education institutions in

the Kingdom of Saudi Arabia.

Furthermore, Gupta (2012) studied “ The Role Of Emotional Intelligence In Improving Service Quality & Work Effectiveness In Service Organizations With Special Reference To Personality Traits” This study reviewed the literature on emotional intelligence (EI) in maintaining work Effectiveness (WQ) in different business organizations; service shop, professional service and mass service. The study concluded that the role of emotional intelligence in improving service quality is dependent on the type of service organizations with the help of personality traits.

Yaghoubi (2011) studied “The Effect of Emotional Intelligence on Relationship Marketing”. This study examined the links between emotional intelligence and relationship marketing. The study data was collected with Bradberry and Travis Emotional Intelligence Questionnaire from branches of Ansar bank, in Iran from 250 employees in Ansar bank. The findings illustrated a positive association between various components of EI and relationship marketing.

A study by Delcourt et al., (2011) under the name “Effects of perceived employee, emotional competence on customer satisfaction and loyalty, the mediating role of rapport” was conducted to investigate the effects of customer perceived employee emotional competence on satisfaction and loyalty. The paper developed a structural model on a sample of 247 customers

in a personal service setting. The findings of this study were Customer perceptions of emotional competence positively influence customer satisfaction and loyalty.

A study by Safarnia, et al., (2011) “A Review of Emotional Intelligence and Market Orientation in the Industrial Estates Companies in the Kerman City (Iran)”, was conducted to assess the impact of emotional intelligence on the market orientation of the organization; the study sample was selected from industrial estates companies in Kerman, Iran. The results of the study found a positive association between emotional intelligence and market orientation of companies in the Iran context. The main finding was that emotional intelligence leads to market orientation.

Dado, et al (2011) conducted a study under the name “empirical examination of the relationships between service quality, satisfaction and behavioral intentions in higher education setting”, was conducted to examine the relationship between service quality and customer satisfaction and their impact on behavioral intentions in higher education setting in Serbia. Two competing models, revealed during the literature review, have been tested on a sample of Engineering Management students by means of structural equation modeling, performed via LISREL 8. The results of the study indicated that satisfaction is influenced by service quality and directly related to behavioral intentions, thus offering support for Oliver’s (1999) cognition-affect-conation sequence of causal relationships in loyalty formation.

S. Hein (2007) studied “Emotional intelligence and its impact on service quality- empirical Evidence from the Pakistani Banking Sector” was designed to examine the relationship between the two variables. A sample from Pakistani Banking Sector was selected for the study. The results of the study revealed that emotional intelligence is a strong predictor of service quality in case of foreign banking in Pakistan.

Furthermore, Singh (2007) studied the “Role of Emotional Intelligence in Organizational Learning: An Empirical Study”, the study examined the impact of emotional intelligence on organizational learning. Based on a sample size of 280, the results depicted emotional intelligence as being positively and significantly related with organizational learning. The study concluded that emotional intelligence is positively and significantly related with organizational learning.

Kang et al, (2004) conducted a study under the name “Service quality dimensions: an examination of Gronroos’s service quality model, managing Service Quality”, the study has empirically examined the Gronroos’ model in measuring service quality, the results revealed that Gronroos’ model is a more appropriate representation of service quality than other models limited concentration on the dimension of functional quality. The results from a cell phone service sample revealed that Gronroos’ model is a more appropriate representation of service quality than the American perspective with its limited

concentration on the dimension of functional quality.

It is clear that previous studies supported the effect of service quality on satisfaction and direct relatedness of service quality to behavioral intentions. It has also been concluded that service quality is an antecedent to both; customer's satisfaction and behavioral intentions (Bitner, 1990) in (Dado, 2011). Additionally, previous studies relating to emotional Intelligence indicated that emotional intelligence leads to employee satisfaction, improved performance, which leads to improved service quality, customer satisfaction and customer loyalty is believed to be influenced consequently, therefore, its presence in any organization is considered very important among the service providers. Moreover, previous researchers have found that customer perceptions of employee interpersonal behaviors (e.g. familiarity, care, commercial friendship, listening behavior, customer orientation) affect their satisfaction (Mishra, 2010), and as a key component of employee interpersonal behaviors; Emotional intelligence is expected to directly affect customer satisfaction. The theory of affect infusion (Forgas, 1995) in (Thai lam, 2002), positing that a person's affective state influences his or her judgment, supports this expectation in a positive affective state induced by an emotionally competent employee, customers are less critical and, thus, more satisfied with the service encounter.

In conclusion, numerous researchers have shown a positive relationship between service quality, students' satisfaction and students' loyalty. Other researches illustrated a positive relationship between emotional intelligence and service quality, or emotional intelligence and customer orientation.

However, no research was found on examining the causal relationship between emotional intelligence, service quality, customer satisfaction and customer loyalty, particularly in education setting, where the service is education and the students are the primary service recipients. Therefore, this study was conducted to examine the causal link between emotional intelligence, service quality, students' satisfaction and students' loyalty.

### **3 CHAPTER THREE: METHODS AND PROCEDURES**

#### **3.1 CHAPTER'S OVERVIEW**

This chapter describes in detail the methodology used in this study, the study population and its sample. The chapter shows the study model and explains the study tools and the method of data collection. The statistical treatment that was used in the analysis of the collected data is also discussed. In the final section the validation of the questionnaire and the reliability analysis that is applied is clearly stated.

#### **3.2 METHODOLOGY**

The study is quantitative in nature, aiming to develop a better understanding of the relationships among the four study variables; emotional intelligence, education service quality, students' satisfaction and students' loyalty at the Middle East University. More specifically, the study empirically investigated the direct and indirect effect of emotional intelligence on the education service quality, student satisfaction and student loyalty as perceived by the Middle East University students. Additionally, the study assessed the educational staff emotional intelligence, and educational service quality as perceived by the instructional staff, and compared their perception with the students' perception. A mixed mode method of data collection incorporating both quantitative and qualitative data has been employed in this study. Empirical data were collected and analyzed through a quantitative investigative approach. This approach was chosen because the current study was concerned

with testing the validity and discerning the suitability of the constructed model. Investigation research was deemed the most suitable technique of measuring the quantitative data (Neuman, 2003). Leedy and Ormrod (2005) defined Investigation research as a research that includes gathering of information about the subject of the object to be measured from the members of the study sample, and analyzing their responses to a set of predetermined questions Zikmund (2012).

The questionnaire was based on literature written on emotional intelligence, education service quality, customer satisfaction and customer loyalty. For the EI part; the researcher used scales measuring EI and its relationship with the study variables using Goleman's model, 2002, which tested EI and its four dimensions: self-awareness, self-management, social-awareness, and relationship- management.

SERVQUAL model was used to measure the education service quality; the desirable and current state of quality of educational services in relation to its dimensions of assurance, responsiveness, and reliability, empathy and tangibility. Students' satisfaction was measured using components from customer satisfaction in total quality management as it relates to service quality based on (Grigoroudis & Siskov 2010), and students' loyalty was measured through measuring the two dimensions of loyalty; attitudinal and behavioral as suggested by (Yang & Peterson, 2004 in Dado, 2011).

### **3.3 STUDY POPULATION**

The population of this study was the Middle East university students.

### **3.4 STUDY SAMPLE**

The study sample was the Middle East University students. The researcher has randomly distributed (500) students' questionnaires (see [appendix 1&5](#)). A total of (468) answered questionnaires were retrieved, of which (18) were invalid; therefore, (450) answered questionnaires were valid for study, based on the 10 percent rule (Scheaffer, 1996), as this number was ten (10) percent of the total population. Additionally, a (120) Instructors' questionnaires (see [appendix 2](#)) were distributed on instructors, to examine hypothesis number 9. A total of (103) answered Instructor questionnaire was retrieved, of which (39) were invalid, therefore, (64) answered questionnaires - more than 10 percent of the population- from Instructors was valid for the study.

### **3.5 DEMOGRAPHIC DESCRIPTION OF THE STUDY SAMPLE**

Tables (3-1) show the Demographic variables of the study sample (Gender; Employment Status; Marital Status; Age; College; Study Level and Academic Year).

**Table 3-1 Demographic Description**

<b>Variables</b>	<b>Categorization</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	288	64
	Female	162	36
Student Status	Unemployed	293	65.1
	Employed	157	34.9
Marital Status	Married	68	15.1
	Unmarried	382	84.9
Age	20 Years or less	108	24
	From 21 – 25 Years	227	50.4
	From 26 – 30 Years	69	15.3
	From 31 – 35 Years	23	5.1
	36 Years and older	23	5.1
College	Arts and Sciences	40	8.9
	Law	16	3.6
	Business	188	41.8
	Information Technology	20	4.4
	Educational Sciences	14	3.1
	Engineering	111	24.7
	Media	34	7.6
	Architecture and Design	23	5.1
	Pharmacy	4	0,9
Study Level	Bachelor	347	77.1
	Master	103	22.9
Academic Year	First Year	55	12.2
	Second Year	154	34.2
	Third Year	121	26.9
	Fourth Year	120	26.7
<b>Total</b>		<b>450</b>	<b>100%</b>

Table (3-1) shows the gender of the study sample, (64%) of the study sample were males and (36%) were females. It appeared that the male's point of view was dominant in this study. The student employment status; (65.1%) of the study sample were unemployed, and (34.9%) of the study sample were employed. Since, one third of the students have jobs in addition to their study at the university, this could be an advantage to this study, as their opinion in the educational staff emotional intelligence could be more objective since they are exposed to dealing with others at the professional level.

The marital status of the study sample, (15.1%) of the study sample were married, and (84.9%) of the study sample were unmarried. This result shows that a low percentage of the students had additional responsibilities, to include familial duties and commitments, which may affect their responses to the study questionnaire, negatively or positively, based on the marriage life they are living, whether their marriage is an additional burden that is full of negativity, or an experience that adds more stability and support to their lives.

The table shows that (24%) of the sample were less than 20 years old, (50.42%) ranged between 21 – 25 years old, (15.3%) were between 26 – 30 years old, (5.1%) of the sample ranged between 31 – 35 years old, while, (5.1%) of the sample were 36 years old and older. It is clear that the majority of the study sample were above 21 years old, this means that they are either in their final year, or Master's degree students, and that could indicate a more mature and objective point of view while answering the study questionnaire.

The table lists the colleges of the sample, their frequency and percentages, the tables shows (8.9%) were from Arts and Sciences Faculty, (3.6%) of were from law Faculty, (41.8%) were from Business Faculty, (4.4%) were from Information Technology Faculty, (3.1%) were from Educational Sciences Faculty, (24.7%) of the study sample were from Engineering Faculty, while, (7.6%) were from Media Faculty, and (5.1%) were from Architecture and Design Faculty, and finally, (0.9%) were from Pharmacy Faculty. It appears that the majority of the study samples were from the Business, and engineering faculties; this result could be due to their semester schedule, which could coincided with the researcher's availability for them to distribute and collect the questionnaires during their lectures' breaks. The table also shows the Study Level of the study sample, (77.1%) were Bachelor level students, and (22.9%) were Master level students. The result shows that the majority of the study sample were bachelor level students, and that could have been due to the fact that the majority of the students in the University are undergraduate level students.

Finally it is shown that the academic year of the study sample, (12.2%) were first year students, (34.2%) were in their second year, (26.9%) were in the third year; finally, (26.7%) were in their Fourth year. This result confirms the previous result that the majority of the students are either Bachelor level in their third and final year or Master's level in their first or second year.

### 3.6 STUDY TOOLS AND DATA COLLECTION

The current study is of two folds, theoretical and practical. In the theoretical aspect, the researcher relied on the scientific studies that are related to the current study. Whereas in the practical aspect, the researcher relied on descriptive and analytical methods using the practical manners to collect, analyze the data and test the hypotheses.

In this study, both primary and secondary sources were used:

1. Secondary sources: books, journals, were used to review the theoretical framework of the study.
2. Primary source: a questionnaire that was designed to reflect the study objectives and questions, after conducting a thorough review of the literature pertaining to the study variables, two questionnaires have been formulated as an instrument for this study, a student questionnaire that consisted of five sections, and another questionnaire for instructional staff that consisted of three sections.

**(A) Students' Questionnaire**, consisted of five sections:

Section One: **Demographic Variables**: The demographic data was collected with closed-ended questions, to answer questions on (7) variables (gender; student status; marital status; age; college; study level and academic year).

Section Two: **Emotional Intelligence**. This section measured the instructional staff Emotional Intelligence (4) dimensions (self-awareness; self-management; social awareness and relationship- management, using closed-ended questions on (22) items:

<b>Emotional Intelligence</b>	Self-awareness	Self-management	Social-awareness	Relationship-management
<b>No. of items</b>	4	7	3	8
<b>Items Arrangement</b>	1- 4	5-11	12-14	15-22

All items of Emotional Intelligence were measured using the following Likert-scale:

Always	Often	Sometimes	Rarely	Never
5	4	3	2	1

Section Three: **Educational Service Quality**. This section measured the Educational Service Quality (5) dimensions (Reliability; Responsiveness; Assurance; Tangibles and Empathy); using closed-ended questions on (17) items:

<b>ESQ</b>	Reliability	Responsiveness	Assurance	Tangibles	Empathy
<b>No. of items</b>	3	4	3	3	4
<b>Items Arrangement</b>	23-25	26-29	30-32	33-35	36-39

All the items of Educational Service Quality were measured using the following Likert- scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Section Four: **Students' satisfaction.** This section measured students' satisfaction using closed-ended questions on (5) items from (40 to 44).

Section Five: **Students' Loyalty.** This section measured the students' loyalty using closed-ended questions on (5) items from (45 to 49).

All items of student satisfaction and loyalty were measured using the below Likert-scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

**(B) Instructors' Questionnaire,** consisted of three sections:

Section One: **Demographic Variables.** The demographic data was collected using closed-ended questions on (5) variables (gender; level of education; marital Status; age and college).

Section Two: **Emotional Intelligence.** This section measured the instructional staff Emotional Intelligence (4) dimensions (Self-awareness; Self-management; Social awareness and Self-Management); using closed-ended questions on (22) items:

<b>Emotional Intelligence</b>	Self-awareness	Self-management	Social-awareness	Relationship-management
<b>No. of items</b>	4	7	3	8
<b>Items Arrangement</b>	1-4	5-11	12-14	15-22

All items of Emotional Intelligence were measured using the Likert- scale below:

Always	Often	Sometimes	Rarely	Never
5	4	3	2	1

Section Three: **Educational Service Quality**. This section measured the Educational Service Quality (5) dimensions (Reliability; Responsiveness; Assurance; Tangibles and Empathy); using closed-ended questions on (17) items:

<b>Educational Service Quality</b>	Reliability	Responsiveness	Assurance	Tangibles	Empathy
<b>No. of items</b>	3	4	3	3	4
<b>Items Arrangement</b>	23-25	26-29	30-32	33-35	36-39

All items of Educational Service Quality were measured using the Likert-scale below:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

### **3.7 STATISTICAL TREATMENT**

The data collected from the respondents of the study questionnaire were entered in Statistical Package for Social Sciences (SPSS Ver.21) & Amos Ver.21 for analysis. Then, the suitable statistical methods that consisted of: descriptive and inference methods were used.

#### **3.7.1 DESCRIPTIVE STATISTICS METHODS**

- 1 Percentage and Frequency.
- 2 Arithmetic, to identify the study sample level of response on the study variables questions.
- 3 Standard Deviation, to measure the distance degree from the Arithmetic Mean.
- 4 Relative importance, assigned as follows:
  - The Low degree from 1- 2.32
  - The Medium degree from 2.33 – 3.66
  - The High degree from 3.67 -5

The relative importance was assigned based on the equation:

Relative Importance = Maximum range - Minimum range / Number of items

### 3.7.2 INFERENCE STATISTICS METHODS

- Cronbach Alpha reliability ( $\alpha$ ) to measure the strength of the correlation and coherence between the questionnaire's items.
- Variance Inflation Factor and Tolerance, to make sure that there are no Multicollinearity between independent variable dimensions.
- Multiple Regression analysis to measure the effect of Emotional Intelligence on Educational Service Quality, Students' satisfaction and Students' Loyalty, as well as to Measure the effect of Educational Service Quality on Students' satisfaction and Students' Loyalty.
- Simple Regression analysis to measure the effect of Students' satisfaction on Students' Loyalty.
- Path Analysis to test the indirect effect of Emotional intelligence on students' loyalty through the mediating effect of education service quality.
- Path Analysis to test the indirect effect of Emotional intelligence on Student's loyalty through the mediating effect of students' satisfaction.
- $\chi^2$  - the goodness of fit was used to test whether the instructors' perspective is consistent with the students' perspective of emotional intelligence and education service quality level.

### 3.8 STUDY TOOL VALIDITY

The questionnaire (see [appendix 4](#)) was tested for clarity and coherence with the study questions through a macro review that covered all the study dimensions, the review was thoroughly performed by academic reviewers from Middle East University specialized in faculty and practitioners of business administration and marketing. Some items were added, while others

were omitted based on their valuable recommendations. Some others were reformulated for more accuracy, and enhancement of the study instrument. The academic reviewers were nine (9) and the overall percentage of response was (100%) (See [appendix 3](#)).

### **3.9 STUDY TOOL RELIABILITY**

Cronbach's alpha, was used to determine the internal consistency and reliability of the elements comprising the four dimensions as suggested by Gregory (2004). Reliability should be (0.60) or higher to indicate adequate convergence or internal consistency (Sekaran & Bougie, 2010). The results are shown in Table (3-2).

Table 03-2 Questionnaire Reliability

<i>No</i>	<i>Variable</i>	<i>Dimensions</i>	No of items		Cronbach's alpha Value	
			<i>Student</i> <i>s</i>	<i>Instructor</i> <i>s</i>	<i>Student</i> <i>s</i>	<i>Instructor</i> <i>s</i>
1	<b>Emotional Intelligence</b>		<i>Student</i> <i>s</i>	<i>Instructor</i> <i>s</i>	<i>Student</i> <i>s</i>	<i>Instructor</i> <i>s</i>
(1-1)		Self-awareness	4	4	0.751	0.737
(1-2)		Self-management	7	7	0.865	0.791
(1-3)		Social awareness	3	3	0.668	0.631
(1-4)		Relationship-management	8	8	0.862	0.793
<b>Emotional Intelligence</b>			22		0.932	0.881
2	<b>Educational Service Quality</b>		<i>Student</i> <i>s</i>	<i>Instructor</i> <i>s</i>	<i>Student</i> <i>s</i>	<i>Instructor</i> <i>s</i>
(2-1)		Reliability	3	3	0.715	0.681
(2-2)		Responsiveness	4	4	0.737	0.708
(2-3)		Assurance	3	3	0.714	0.672
(2-4)		Tangibility	3	3	0.730	0.664
(2-5)		Empathy	4	4	0.728	0.697
<b>Educational Service Quality</b>			17		0.914	0.960
3	<b>Students' satisfaction</b>		5	-	0.811	-
4	<b>Students' Loyalty</b>		5	-	0.803	-

## **4 CHAPTER FOUR: STUDY RESULTS**

### **4.1 CHAPTER'S OVERVIEW**

This chapter lays out the findings of the statistical analysis of the collected data based on the study questions, and study hypotheses. The data analysis included a description of the means, standard deviations, simple and multiple regression analysis and path analysis.

### **4.2 DESCRIPTIVE ANALYSIS OF STUDY VARIABLES**

The analysis of the four study variables; emotional Intelligence, education service quality, students' satisfaction and students' loyalty is described below.

#### **4.2.1 EMOTIONAL INTELLIGENCE ANALYSIS**

The mean and standard deviations measurement of the responses from the respondents were used to describe and analyze the level of Emotional Intelligence dimensions (self-awareness, self-management, social-awareness and relationship-management), as shown in the tables (4 - 1).

**Table 4-1 Emotional Intelligence Mean, SD & Importance level**

No.	EMOTIONAL INTELLIGENCE	Mean	SD	Item importance	Importance Level
1	Recognize his emotions	3.568	1.117	2	Medium
2	Recognize the impact of his emotions on others	3.353	1.107	3	Medium
3	know his strengths and weaknesses	3.397	1.182	4	Medium
4	Has self-confidence	3.973	1.065	1	High
<b>Self-awareness</b>		<b>3.573</b>	<b>0.849</b>	-	<b>Medium</b>
5	Keep his disruptive emotions, and impulses under control	3.524	1.082	6	Medium
6	Is trustworthy, honest, and has integrity	3.675	1.123	2	High
7	Has conscience	3.542	1.217	7	Medium
8	Adaptive and flexible with changes	3.586	1.019	4	Medium
9	Has the ability of achievement	3.773	0.981	1	High
10	Always drive to improve	3.675	1.141	2	High
11	Has Initiative of more work and readiness to act	3.577	1.149	5	Medium
<b>Self- management</b>		<b>3.622</b>	<b>0.828</b>	-	<b>Medium</b>
12	Understand students, and take active interest in their concerns	3.026	1.246	3	Medium
13	Show sympathy with the problems of students at the group level	3.077	1.181	2	Medium
14	Recognize the educational needs of students and try to meet these needs	3.324	1.107	1	Medium
<b>Social -awareness</b>		<b>3.143</b>	<b>0.995</b>	-	<b>Medium</b>
15	Sensing other's development needs and bolstering their abilities	3.513	1.127	2	Medium
16	Inspire students	3.293	1.104	7	Medium
17	Guide students to develop themselves	3.344	1.112	6	Medium
18	Has interpersonal influence tactics	3.428	1.104	4	Medium
19	Send clear conveying messages during the educational process	3.666	1.053	1	High
20	Initiate and manage change in an effective way	3.435	0.999	3	Medium
21	Has the ability to resolve disagreements between the students and the university	3.220	1.183	8	Medium
22	Believes in teamwork and collaboration through creating a shared vision	3.408	1.143	5	Medium
<b>Relationship - management</b>		<b>3.143</b>	<b>0.995</b>	-	<b>Medium</b>
<b>EMOTIONAL INTELLIGENCE</b>		<b>3.472</b>	<b>0.717</b>	-	<b>Medium</b>

Table (4-1) the responses of the study sample indicated that the means of the Emotional Intelligence dimensions (self-awareness, self-management, social awareness, and relationship- management) from the students perspective range between (3.143 - 3.622) compared to the general mean value of (3.472). The results indicates that the highest mean was for the "**Self-Management**" which was (3.622), with a Standard Deviation (0.828), whereas, the lowest mean was for the "**Social awareness and Relationship-management**" with a value of (3.143) and a Standard deviation of (0.995). In general, it appears that the Importance level of Emotional Intelligence from the students' perspective was Medium.

#### **4.2.2 EDUCATION SERVICE QUALITY ANALYSIS**

The mean and standard deviation measurement were used to describe and analyze the level of Educational Service Quality dimensions (Reliability, Responsiveness, Assurance, Tangibility and Empathy) from the students perspective, as shown in the tables (4 - 2).

Table 4-2 Education Service Quality Mean, SD &amp; importance level

No.	EDUCATION SERVICE QUALITY	Mean	SD	Importance	Importance Level
23	Faculty member is committed to providing the best educational services promised	3.640	1.063	1	Medium
24	The faculty member provides the best educational services to students in line with their educational needs	3.464	1.003	2	Medium
25	The behavior of the faculty member is characterized by, transparency, clarity and provides the educational service with fairness	3.408	1.043	3	Medium
<b>Reliability</b>		<b>3.504</b>	<b>0.852</b>	<b>-</b>	<b>Medium</b>
26	The faculty member responds to students educational problems quickly	3.386	1.119	3	Medium
27	The faculty member is always willing to answer students questions	3.642	1.022	1	Medium
28	The faculty member is committed to providing educational services in line with the students' abilities	3.402	1.090	2	Medium
29	The faculty member provides the best educational services to students as soon as the students' needs it	3.355	1.022	4	Medium
<b>Responsiveness</b>		<b>3.446</b>	<b>0.852</b>	<b>-</b>	<b>Medium</b>
30	The behavior of the faculty member inspire confidence in students	3.480	1.105	2	Medium
31	The behavior of the faculty member is positive and courteous	3.457	1.046	3	Medium
32	The faculty member has high knowledge and capabilities	3.482	1.125	1	Medium
<b>Assurance</b>		<b>3.473</b>	<b>0.897</b>	<b>-</b>	<b>Medium</b>
33	The general appearance of the faculty member is professional	3.884	1.148	1	High
34	The Documents/papers of the faculty member are tidy and organized	3.628	1.099	3	Medium
35	The attire of the faculty member is appropriate for the university	3.724	1.178	2	High
<b>Tangibility</b>		<b>3.745</b>	<b>0.970</b>	<b>-</b>	<b>High</b>
36	the faculty member gives sufficient attention to all students	3.560	1.211	1	Medium
37	Faculty member office hours are appropriate to students	3.397	1.163	2	Medium
38	The needs of the students are of high interest to the faculty member	3.233	1.152	3	Medium
39	Faculty member gives personal attention to each student	3.108	1.235	4	Medium
<b>Empathy</b>		<b>3.325</b>	<b>0.966</b>	<b>-</b>	<b>Medium</b>
<b>EDUCATION SERVICE QUALITY</b>		<b>3.485</b>	<b>0.720</b>	<b>-</b>	<b>Medium</b>

Table (4-2) the results indicated that the means of Education Service Quality dimensions (Reliability, Responsiveness, Assurance, Tangibility and Empathy) from the students perspective range between (3.325 - 3.745) compared to the general mean value of (3.485). It is observed that the highest mean value was for “**Tangibility**” with a mean of (3.745), and a Standard deviation of (0.970). The lowest mean value was for “**Empathy**” with a value of (3.325) and a standard deviation of (0.966). In general, it appears that the Importance level of Education Service Quality from the students’ perspective was Medium.

#### 4.2.3 STUDENT SATISFACTION ANALYSIS

The mean, and standard deviation measurements were used to describe and analyze the level of Students’ Satisfaction, as shown in the tables (4 - 3).

**Table 4-3 Students’ Satisfaction Mean, SD, and Importance Level**

No.	STUDENTS’ SATISFACTION	Mean	SD	Importance	Importance level
40	I am satisfied with the education service quality at the University	3.524	1.171	1	Medium
41	I am satisfied with the performance of the faculty members at the university	3.331	1.082	3	Medium
42	I am satisfied with the educational level of the faculty members	3.471	1.110	2	Medium
43	I feel that the educational service provided exactly matches my expectations	3.228	1.161	5	Medium
44	I feel that the educational service provided is ideal and provides me with new knowledge	3.311	1.181	4	Medium
<b>STUDENTS’ SATISFACTION</b>		<b>3.373</b>	<b>0.949</b>		

Table (4-3) shows the mean, standard deviation and importance level of Students' Satisfaction. The mean of Students' Satisfaction items ranged between (3.228 - 3.524), compared to the general mean value of (3.373). It is observed that the highest mean was for the statement "**I am satisfied with the education service quality at the University**" with a mean of (3.524), and a standard deviation of (1.171). The lowest mean was for the statement "**I feel that the educational service provided exactly matches my expectations**" with a value of (3.228) and a standard deviation of (1.161). In general, it appears that the Importance level of Students' Satisfaction was Medium.

#### 4.2.4 STUDENTS' LOYALTY ANALYSIS

The mean and standard deviation measurements were used to describe and analyze the level of Students' Loyalty, as shown in table (4 - 4).

**Table 4-4 Student Loyalty Mean, SD, and Importance Level**

No.	STUDENTS' LOYALTY	Mean	SD	Item importance	Importance level
45	if I had the choice again; Middle East University is my first choice to study in the future	3.415	1.334	3	Medium
46	I Strongly recommend Middle East University for friends and acquaintances and others seeking my advice about studying at the Middle East University	3.397	1.204	4	Medium
47	I Say positive things to others about Middle East University	3.580	1.147	2	Medium
48	I Contribute to preserve the reputation of the Middle East university in the community	3.724	1.110	1	High
49	I consider Middle East University the best for me in comparison with other universities	3.313	1.347	5	Medium
<b>STUDENTS' LOYALTY</b>		<b>3.486</b>	<b>1.040</b>		

Table (4-4) shows that the mean of Students' Loyalty items ranged between (3.313 - 3.724) compared to the general mean value of (3.486). It is observed that the highest mean value was for the statement "**I Contribute to preserve the reputation of the Middle East university in the community**" with a mean (3.724), and Standard deviation (1.110). The lowest mean was for the statement "**I consider Middle East University the best for me in comparison with other universities**" with a value (3.313) and a standard deviation (1.347). In general, it appears that the Importance level of Students' Loyalty was Medium.

### **4.3 STUDY HYPOTHESES ADEQUACY ANALYSIS**

Before the test of the hypotheses of the study, adequacy tests were conducted to check the adequacy of the data for the assumptions' regression analysis. It was confirmed that there is no high correlation between the independent variable dimensions, Multicollinearity using the Variance Inflation Factor (VIF), and Tolerance test for each dimension of the emotional intelligence, taking into account the Variance Inflation Factor not to exceed the allowable value (10), and that the Tolerance value greater than (0.05). The researcher also ensured that the data follow a normal distribution values using the Skewness coefficient, as the data follow a normal distribution, where the value of Skewness coefficient is less than ( $\pm 1$ ). Table (4-5) shows the results of these tests.

**Table 4-5 Emotional Intelligence VIF, Tolerance and Skewness coefficient**

No.	Independent Variable Emotional Intelligence dimensions	VIF	Tolerance	Skewness coefficient
1	Self-awareness	1.841	0.543	-0.775
2	Self-management	2.437	0.410	-0.622
3	Social-awareness	2.020	0.495	-0.284
4	Relationship-management	2.421	0.413	-0.496

It is evident from the results listed in Table (4-5) that there is no Multicollinearity between the independent variable dimensions, the result shows that the values of Variance Inflation Factor of the dimensions are (1.841; 2.437; 2.020 and 2.421) , respectively, less than (10).

It can also be seen that the values of Tolerance ranged between (0.410 - 0.543) which is greater than (0.05). This is an indication that there is no Multicollinearity between the independent variable dimensions. In order to make sure that the data follow a normal distribution the researcher measured the Skewness coefficient, where the values were less than ( $\pm 1$ ).

### 4.3.1 STUDY HYPOTHESES TESTING

**H1: Emotional Intelligence (Self- awareness, Self-management, Social-awareness and relationship–management) has a significant positive effect on Education Service Quality at level ( $\alpha \leq 0.05$ ).** Multiple regression analysis was used to test this hypothesis, as shown in Table (4-6).

**Table 4-6 Multiple regression analysis of the Emotional Intelligence effect on Education Service Quality**

	R	R <sup>2</sup>	F	DF	Sig*	$\beta$	T	Sig*	
ESQ	0.669	0.447	90.068	4	0.000	Self-awareness	0.043	0.910	0.363
				445		Self-management	0.260	4.728	0.000
				449		Social-awareness	0.104	2.075	0.039
						Relationship-management	0.353	6.436	0.000

\* the impact is significant at level ( $\alpha \leq 0.05$ )

Table (4-6) shows the effect of emotional intelligence (Self-awareness, Self-management, Social- awareness and Relationship- Management) on Education Service Quality at the Middle East University. The regression model achieved a high degree of fit, as reflected by “R” and “R<sup>2</sup>” value (0.669) , (0.447), which asserted that (0.447) of the explained variation in Education Service Quality at the Middle East University can be from emotional intelligence (Self-awareness, Self-management, Social- awareness and Relationship-

Management). On the other hand, the executive data set indicated (apart from self-awareness, which was insignificant) the slope value of (0.260), (0.104) and (0.353) for the regression line. This indicates that a one unit increase in emotional intelligence (Self-management, Social-awareness and Relationship-management) can significantly predict a (0.260), (0.104) and (0.353) increase in Education Service Quality.

Additionally, Table (4-6) shows that the analysis of variance of the fitted regression equation is significant with F value of (90.068). This is an indication that the model is a good one. Since the p-value is less than (0.05), it shows a statistically significant relationship between the variables at (0.95) confidence level. The results also indicate that emotional intelligence (Self-management, social Awareness and Relationship-management) has an effect on Education Service Quality with a coefficient of (0.260) for Self-management, (0.104) for Social-awareness and (0.353) for Relationship-management. Thus, emotional intelligence (Self-management, Social-awareness and Relationship-management) has an effect on Education Service Quality at the Middle East university. This result suggests partial acceptance of the first study hypothesis that **Emotional Intelligence dimensions with an exception of self-awareness has a significant positive effect on Education Service Quality at level ( $\alpha \leq 0.05$ ).**

**H2: Emotional Intelligence (Self-awareness, Self-management, Social-awareness and Relationship-management) has a significant positive effect on students' satisfaction at level ( $\alpha \leq 0.05$ ).** Multiple regression analysis was used to test this hypothesis as shown in Table (4-7).

**Table 4-7 Emotional Intelligence effect on student satisfaction multiple regression test**

	R	R <sup>2</sup>	F	DF	Sig*	$\beta$	T	Sig*	
SS	0.561	0.315	51.118	4	0.000	Self-awareness	0.120	2.246	0.025
				445		Self-management	0.176	2.869	0.004
						Social-awareness	0.020	0.350	0.727
				449		Relationship-management	0.326	5.343	0.000

\* the impact is significant at level ( $\alpha \leq 0.05$ )

Table (4-7) shows that the effect of emotional intelligence (Self- awareness, Self-management, Social- awareness and Relationship-management) on students' satisfaction at the Middle East University. The regression model achieved a high degree of fit, as reflected by "R" and "R<sup>2</sup>" value (0.561) , (0.315), which asserted that (0.315) of the explained variation in student satisfaction at the Middle East University can be coming from three of emotional intelligence dimensions (Self - awareness, Self-management, and Relationship- management), whereas, social-awareness was insignificant.

On the other hand, Table (4-7) shows that the executive data set indicated the slope value of (0.120), (0.176) and (0.326) for the regression line. This means that a one unit increase in emotional intelligence (Self-awareness, Self-management, and relationship-management) can significantly predict a (0.120), (0.176), and (0.326) respectively, increase in students' satisfaction. Table (4-7) also shows that the analysis of variance of the fitted regression equation is significant with F value of (51.118). This is an indication that the model is a good one. Since the p-value (except for social-awareness) is less than (0.05), it shows a statistically significant relationship between the variables at (0.95) confidence level. The results also indicate that emotional intelligence (apart from social-awareness which was insignificant) affects students' satisfaction at the Middle East University with a coefficient of (0.120) for Self-awareness, (0.176) for Self-management and (0.326) for relationship-management. Thus, emotional intelligence dimensions except social-awareness, affect student satisfaction at the Middle East University. The results suggest partial acceptance of the second study hypothesis that **Emotional Intelligence (Self-awareness, Self-management and Relationship-management) has a significant positive effect on students' satisfaction at level ( $\alpha \leq 0.05$ ).**

**H3: Emotional Intelligence (Self-awareness, Self-management, Social-awareness and Relationship- management) has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).** Multiple regression analysis was used to test this hypothesis, as shown in Table (4-8).

**Table 4-8 Emotional Intelligence effect on students' loyalty multiple regression test**

	R	R <sup>2</sup>	F	DF	Sig*	$\beta$	T	Sig*	
SL	0.445	0.198	27.541	4	0.000	Self-Awareness	0.040	0.687	0.493
				445		Self-Management	0.227	3.430	0.001
						Social Awareness	0.001	0.017	0.986
				449		Relationship Management	0.229	3.470	0.001

\* the impact is significant at level ( $\alpha \leq 0.05$ )

Table (4-8) shows that the effect of emotional intelligence (Self-awareness, Self-management, Social- awareness and Relationship- management) on students' loyalty at the Middle East University. The regression model achieved a high degree of fit, as reflected by "R" and "R<sup>2</sup>" value (0.445) , (0.198), which asserted that (0.198) of the explained variation in student loyalty at the Middle East university can be coming from the two dimensions of emotional intelligence (Self-Management and Relationship-management), whereas, (Self - awareness, Social- awareness) were found insignificant. On the other hand, Table (4-8) the executive data set indicated the slope value of (0.227) and (0.229) for the regression line. This suggested

that for a one unit increase in emotional intelligence (Self-management and relationship-management) at the Middle East University can significantly predict a (0.227) and (0.229) increase in students' loyalty. Table (4-8) also shows that the variance analysis of the fitted regression equation is significant with F value of (27.541). This is an indication that the model is a good one. Since the p-value is less than (0.05), it shows a statistically significant relationship between the variables at (0.95) confidence level.

The results also indicate that emotional intelligence (Self-Management and relationship-management) affect students' loyalty at the Middle East university with a coefficient of (0.227) for Self-management and (0.229) for relationship management, whereas (Self Awareness, and Social Awareness) were found insignificant. Thus, emotional intelligence dimensions with exception of (Self Awareness, Social Awareness) affect student loyalty at the Middle East University).

The results suggest partial acceptance of the third study hypothesis that **Emotional Intelligence (Self-Management and relationship- management) has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).**

**H4: Education Service Quality (Reliability, Responsiveness, Assurance, Tangibility and Empathy) has a significant positive effect on Students' satisfaction at level ( $\alpha \leq 0.05$ ).**

Multiple regression analysis was used to test this hypothesis. As shown in Table (4-9).

**Table 4-9 Education Service Quality effect on students' satisfaction multiple regression test**

	R	R <sup>2</sup>	F	DF	Sig*	$\beta$	T	Sig*	
SS	0.704	0.495	87.100	5	0.000	Reliability	0.231	4.871	0.000
						Responsiveness	0.190	3.992	0.000
						Assurance	0.200	4.123	0.000
						Tangibility	0.011	0.258	0.796
				449		Empathy	0.227	4.881	0.000

\* the impact is significant at level ( $\alpha \leq 0.05$ )

Table (4-9 shows that the effect of Education Service Quality (Reliability, Responsiveness, Assurance, Tangibles, and Empathy) on students' satisfaction at the Middle East university. The regression model achieved a high degree of fit, as reflected by "R" and "R<sup>2</sup>" value (0.704) , (0.495), which asserted that (0.495) of the explained variation in student satisfaction at the Middle East university can be coming from four dimensions of Education Service Quality (Reliability, Responsiveness, Assurance and Empathy) whereas Tangibility

was found insignificant. On the other hand, the executive data set indicated the slope value of (0.231), (0.190), (0.200) and (0.227) for the regression line. This suggested that for a one unit increase in Education Service Quality (Reliability, Responsiveness, Assurance and Empathy) can significantly predict a (0.231), (0.190), (0.200) and (0.227) increase in students' satisfaction.

Additionally, Table (4-9) shows that the variance analysis of the fitted regression equation is significant with F value of (87.100). This is an indication that the model is a good one. Since the p-value is less than (0.05), it shows a statistically significant relationship between the variables at (0.95) confidence level.

The results also indicate that Education Service Quality (Reliability, Responsiveness, Assurance and Empathy) affect student satisfaction with a coefficient of (0.231) for reliability, (0.190) for responsiveness, (0.200) for assurance and (0.227) for empathy. Thus, Education Service Quality dimensions (Reliability, Responsiveness, Assurance and Empathy) affect students' satisfaction, and this results suggest partial acceptance the forth hypothesis that **Education Service Quality (Reliability, Responsiveness, Assurance and Empathy) has a significant positive effect on students' satisfaction at level ( $\alpha \leq 0.05$ ).**

**H5: Education Service Quality (Reliability, Responsiveness, Assurance, Tangibles and Empathy) has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).** Multiple regression analysis was used to test this hypothesis. As shown in Table (4-10).

**Table 4-10 Education Service Quality effect on student loyalty multiple regression test**

	R	R <sup>2</sup>	F	DF	Sig*	$\beta$	T	Sig*	
SL	0.564	0.318	41.410	5	0.000	Reliability	0.152	2.756	0.006
						Responsiveness	0.037	0.668	0.505
				444		Assurance	0.275	4.861	0.000
						Tangibles	0.091	1.834	0.067
				449		Empathy	0.134	2.490	0.013

\* the impact is significant at level ( $\alpha \leq 0.05$ )

Table (4-10) shows that the effect of Education Service Quality (Reliability, Responsiveness, Assurance, Tangibles and Empathy) on students' loyalty at the Middle East University. The regression model achieved a high degree of fit, as reflected by "R" and "R<sup>2</sup>" value (0.564) , (0.318), which asserted that (0.318) of the explained variation in students' loyalty at the Middle East University can be coming from three of the Education Service Quality dimensions (Reliability, Assurance and Empathy).

On the other hand, Table (4 -10) the executive data set indicated the slope value of (0.152), (0.275), and (0.134) for the regression line. This mean that a one unit increase in Education Service Quality (Reliability, Assurance, and Empathy) can significantly predict a (0.152), (0.275) and (0.134) increase in students' loyalty. Moreover, Table (4-10) shows that the variance analysis of the fitted regression equation is significant with F value of (41.410). This is an indication that the model is a good one. Since the p-value is less than (0.05), it shows a statistically significant relationship between the variables at (0.95) confidence level.

The results also indicate that Education Service Quality (Reliability, Assurance and Empathy) affect students' loyalty with a coefficient of (0.152) for reliability, (0.275) for assurance and (0.134) for empathy. Thus, Education Service Quality dimensions with the exception of responsiveness and tangibility, affect students' loyalty at the Middle East University. The result suggests partial acceptance of the fifth study hypothesis that Education Service Quality (**Reliability, Assurance, and Empathy**) **has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).**

**H6: Students' satisfaction has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).** Simple regression analysis was used to test this hypothesis. As shown in Table (4-11).

**Table 4-11 Students' satisfaction effect on students' loyalty simple regression test**

	R	R <sup>2</sup>	F	DF	Sig*	$\beta$	T	Sig*
Students' loyalty	0.709	0.503	453.216	1	0.000	0.709	21.289	0.000
				448				
				449				

\* the impact is significant at level ( $\alpha \leq 0.05$ )

Table (4-11) shows that the effect of students' satisfaction on student loyalty at the Middle East University. The regression model achieved a high degree of fit, as reflected by "R" and "R<sup>2</sup>" value (0.709), (0.503), which asserted that (0.503) of the explained variation in student loyalty can be coming from students' satisfaction.

On the other hand, Table (4 -11) shows that the executive data set indicated the slope value of (0.709) for the regression line. This suggested that for a one unit increase in Students' Satisfaction can significantly predict a (0.709) increase in students' loyalty. Table (4-11) also shows that the variance analysis of the fitted regression equation is significant with F value of (453.216). This is an indication that the model is a good one. Since the p-value is less than (0.05), it shows a statistically significant relationship between the variables at (0.95) confidence level. The results also indicate that Students' satisfactions affect Students' loyalty at the Middle East University with a coefficient of (0.709). This result further supports the sixth study hypothesis

that students' satisfaction has a significant positive effect on students' loyalty at level ( $\alpha \leq 0.05$ ).

**H7: Emotional intelligence (self-awareness, self-management, social-awareness, and relationship- management) has a significant positive indirect effect on student loyalty through education service quality as a mediator at level ( $\alpha \leq 0.05$ ).** Path analysis was used to test the mediating effect of Education Service Quality on the relationship between Emotional Intelligence and Students' loyalty at the Middle East University. As shown in Table (4-12).

**Table 4-12 Emotional intelligence effect on students' loyalty through Education Service Quality-Path analysis**

	Chi <sup>2</sup>	GFI	CFI	RMSEA	Sig.*	Direct Effect	Indirect Effect	Path	T	Sig.*	
EI effect on SL through ESQ	58.549	0.975	0.983	0.066	0.012	EI on ESQ	0.306*	EI → ESQ	18.772	0.000	
						EI on SL		0.133	EI → SL	2.536	0.011
						ESQ on SL		0.462	ESQ → SL	8.838	0.000

**GFI:** Goodness of Fit Index must be Proximate to One

**CFI:** Comparative Fit Index must be Proximate to One

**RMSEA:** Root Mean Square Error of Approximation must be Proximate to Zero

\* Indirect effect is multiplied the values of direct effects to variables

**EI:** Emotional Intelligence

**ESQ:** Education Service Quality

**SL:** Students' Loyalty

It is observed from table (4-12) that Education Service Quality has a mediating effect between the Emotional Intelligence and students' loyalty at the Middle East University. The  $\text{Chi}^2$  is (58.549) at level ( $\alpha \leq 0.05$ ), whereas the Goodness of Fit Index (GFI) is (0.975), which is approaching to one. At the same time the Comparative Fit Index (CFI) is (0.983), which is also approaching to one, while the **RMSEA** value (0.066), approaching to zero. The direct impact value (0.663) is between emotional intelligence and Education Service Quality, (0.133) between emotional intelligence and students' loyalty, and (0.462) between Education Service Quality and students' loyalty. Additionally, the table shows the indirect effect value of (0.306) between emotional intelligence and students' loyalty through Education Service Quality at the Middle East University.

The **T** value coefficient effect of the first path (**Emotional Intelligence** → **Education Service Quality**) was (18.772) which is significant at level ( $\alpha \leq 0.05$ ), while the **T** value coefficient effect of the second path (**Emotional Intelligence** → **Students' Loyalty**) was (2.536), and the **T** value coefficient effect of the third path (**Education Service Quality** → **Students' Loyalty**) was (8.838) which is significant at level ( $\alpha \leq 0.05$ ).

**Figure 2 the effect value and coefficient of (Emotional Intelligence, Education Service Quality, and Students' Loyalty)**

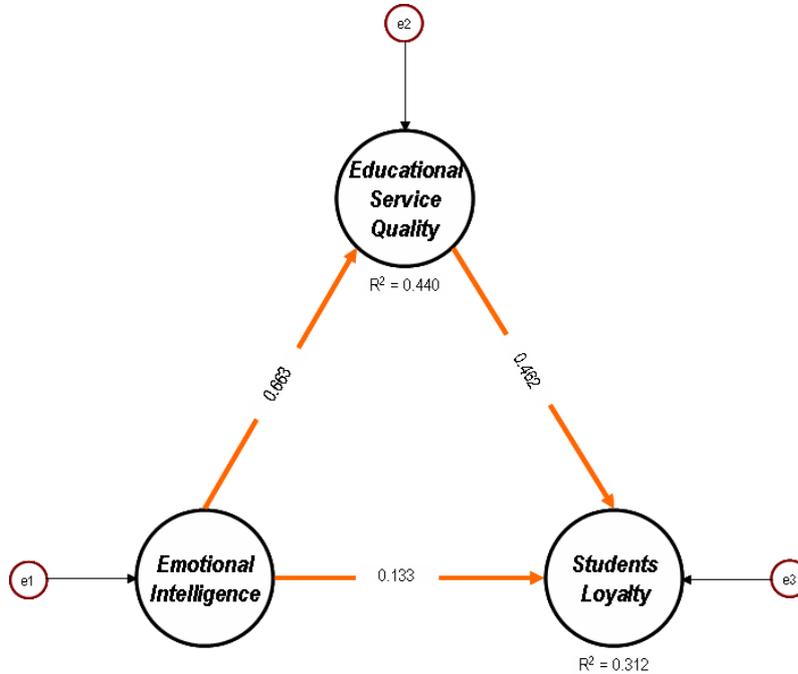


Figure (2) shows the effect value and coefficient of the study variables (EI, ESQ and SL). This result indicates that Education Service Quality has a mediating effect on the relationship between Emotional Intelligence and Students' loyalty at the Middle East University. Thus, accepting the hypothesis that states **Emotional Intelligence has a significant positive indirect effect on student loyalty through Education Service Quality at level ( $\alpha \leq 0.05$ ).**

**H8: Emotional Intelligence (Self Awareness, Self-Management, Social Awareness and Self-Management) has a significant positive indirect positive effect on student loyalty through students' satisfaction as a mediator at level ( $\alpha \leq 0.05$ ).** Path analysis was used to test the mediating effect of Students' satisfaction on the relationship between Emotional Intelligence and Students' loyalty at the Middle East University. As shown in Table (4-13).

**Table 4-13 Emotional intelligence effect on students' loyalty through students' Satisfaction Path analysis**

	Chi <sup>2</sup>	GFI	CFI	RMSEA	Sig.*	Direct Effect	Indirect Effect	Path	T	Sig.*
EI on SL through SS	6.177	0.995	0.998	0.035	0.010	EI on SS	0.556	EI → SS	14.175	0.000
						EI on SL	0.065	EI → SL	1.621	0.105
						SS on SL	0.673	SS → SL	16.865	0.000

**GFI:** Goodness of Fit Index must be Proximate to One

**CFI:** Comparative Fit Index must be Proximate to One

**RMSEA:** Root Mean Square Error of Approximation must be Proximate to Zero

\* Indirect effect is multiplied the values of direct effects to variables

**EI:** Emotional Intelligence

**SS:** Students' Satisfaction

**CL:** Students' Loyalty

Table (4-13) indicates that students' satisfaction has a mediating effect between emotional intelligence and students' loyalty at the Middle East University. The  $\text{Chi}^2$  was (6.177) at level ( $\alpha \leq 0.05$ ), while the Goodness of Fit Index (**GFI**) is (0.995), which is approaching to one. At the same time the Comparative Fit Index (**CFI**) is (0.998), and this value is approaching to one, while the **RMSEA** value is (0.035), approaching to zero, as the Direct effect value between emotional intelligence and students' satisfaction is (0.556), (0.065) between emotional intelligence and students' loyalty, and (0.673) between students' satisfaction and students' loyalty. Additionally, the indirect effect between emotional intelligence and students' loyalty through student satisfaction was (0.374). The **T** value coefficient effect of the first path (**Emotional Intelligence** → **Students' Satisfaction**) is (14.175) which is significant at level ( $\alpha \leq 0.05$ ), while the **T** value coefficient effect of the second path (**Emotional Intelligence** → **students' Loyalty**) is (1.621) which insignificant at level ( $\alpha \leq 0.05$ ), but the **T** value coefficient effect of the third path (**Students' Satisfaction** → **Students' Loyalty**) is (16.865) which is significant at level ( $\alpha \leq 0.05$ ).

**Figure 3 the effect value and coefficient (Emotional Intelligence, Students' Satisfaction, and Students' Loyalty)**

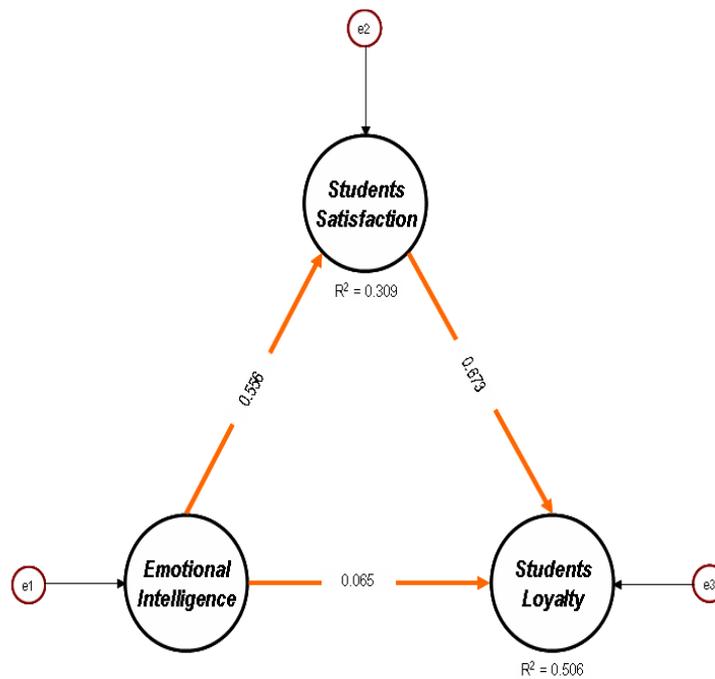


Figure (3) shows the effect value and coefficient to the study variables (EI, SS, and SL). This result indicates that students' Satisfaction has a mediating effect on the relationship between Emotional Intelligence and students' loyalty at the Middle East University. Thus, partially accepting the hypothesis that states **Emotional Intelligence has a significant positive indirect effect on Students' loyalty through Students' satisfaction at level ( $\alpha \leq 0.05$ ).**

**H09: The educational staff perspective of their level of emotional intelligence and the level of Education Service Quality they provide conform to the students' perspective at level ( $\alpha \leq 0.05$ ).** In order to identify to which extent does the students' perspective conform to the Instructors perspective about the emotional intelligence and the level of Education Service Quality; a second questionnaire was designed (see appendix "2") to assess the emotional intelligence and the level of Education Service Quality from the Instructional staff perspective. As shown in Table (4-14).

**Table 4-14 Emotional Intelligence Mean, SD & Importance Level-Instructors perspective**

No.	EMOTIONAL INTELLIGENCE DIMENSIONS	Mean	SD	Item importance	Importance Level
1	I recognize my emotions	4.171	0.655	3	High
2	I recognize the impact of my emotions on others	4.015	0.826	4	High
3	I know my strengths and weaknesses	4.328	0.735	2	High
4	I have Self-confidence	4.531	0.665	1	High
<b>Self-awareness</b>		<b>4.261</b>	<b>0.516</b>	-	<b>High</b>
5	I keep my disruptive emotions and impulses under control	4.015	0.826	7	High
6	I am trustworthy, honest, and have integrity	4.640	0.545	2	High
7	I have Conscience	4.750	0.471	1	High
8	I am Adaptive and flexible with changes	4.343	0.647	6	High
9	I have the ability of Achievement	4.468	0.590	4	High
10	I always drive to improve	4.625	0.549	3	High
11	I have Initiative of more work and readiness to act	4.390	0.607	5	High
<b>self- management</b>		<b>4.462</b>	<b>0.367</b>	-	<b>High</b>
12	I take active interest in the students' concerns, and am concerned with their university problems	4.265	0.781	3	High
13	I show sympathy with the problems of students at the group level	4.312	0.753	2	High
14	I have a positive attitude towards the educational service, and I recognize the educational needs of students and try to meet these needs	4.437	0.731	1	High
<b>Social - awareness</b>		<b>4.338</b>	<b>0.643</b>	-	<b>High</b>
15	I sense other's development needs and bolster their abilities	4.328	0.757	4	High
16	I inspire students	4.171	0.702	6	High
17	I guide students to develop themselves	4.312	0.559	5	High
18	I have the interpersonal influence tactics	4.343	0.647	3	High
19	I send clear conveying messages during the educational process	4.453	0.711	1	High
20	I initiate and manage change in an effective way	4.312	0.663	5	High
21	I have the ability to resolve disagreements between the students and the university	4.000	0.854	8	High
22	I believe in teamwork and collaboration through creating a shared vision	4.406	0.706	2	High
<b>Relationship-management</b>		<b>4.338</b>	<b>0.643</b>	-	<b>High</b>
<b>EMOTIONAL INTELLIGENCE</b>		<b>4.346</b>	<b>0.367</b>	-	<b>High</b>

Table (4-14) shows the Instructors responses mean, standard deviation and importance level, it is indicated that the mean of Emotional Intelligence dimensions (Self-awareness, Self-management, Social- awareness and Relationship - management) from the Instructors perspective ranged between (4.261 - 4.462) compared to the general mean value of (4.346). It is also observed that the highest mean was for “**Self-Management**” with mean value (4.462), and standard deviation (0.367), and the lowest mean was for the “**Self-awareness**” with a value of (4.261) and a standard deviation of (0.516). In general, it appears that the Importance level of Emotional Intelligence from the Instructors perspective was high.

Additionally, Table (4-15) below shows the mean, standard deviation and importance level of Education service quality based on the instructors’ responses.

**Table 4-15 Education Service Quality Mean, SD & importance level - Instructors perspective**

No.	EDUCATION SERVICE QUALITY DIMENSIONS	Mean	SD	Item importance	importance Level
23	I am committed to providing the best educational services promised	4.156	0.820	1	High
24	I provide the best educational services to students in line with their educational needs	4.109	0.799	2	High
25	My behavior is characterized by, transparency, clarity and provides the educational service with fairness	4.093	0.728	3	High
<b>Reliability</b>		<b>4.119</b>	<b>0.680</b>	-	<b>High</b>
26	I respond to students educational problems quickly	4.093	0.750	3	High
27	I am always willing to answer students questions	4.265	0.821	1	High
28	I am committed to providing educational services in line with the students' abilities	4.140	0.731	2	High
29	I provide the best educational services to students as soon as the students' needs it	3.953	0.764	4	High
<b>Responsiveness</b>		<b>4.113</b>	<b>0.671</b>	-	<b>High</b>
30	I inspire confidence in students	4.125	0.786	2	High
31	My behavior is positive and courteous	4.109	0.779	3	High
32	I have high knowledge and capabilities	4.203	0.716	1	High
<b>Assurance</b>		<b>4.145</b>	<b>0.655</b>	-	<b>High</b>
33	My general appearance is professional	4.281	0.825	1	High
34	My Documents/papers are tidy and organized	4.156	0.695	3	High
35	My attire is appropriate for the university	4.187	0.731	2	High
<b>Tangibility</b>		<b>4.208</b>	<b>0.686</b>	-	<b>High</b>
36	I give sufficient attention to all students	4.140	0.833	1	High
37	My office hours are appropriate for students	4.109	0.944	2	High
38	The needs of the students are of high interest to me	3.953	0.843	3	High
39	I give personal attention to each student	3.781	0.916	4	High
<b>Empathy</b>		<b>3.996</b>	<b>0.766</b>	-	<b>High</b>
<b>EDUCATION SERVICE QUALITY</b>		<b>4.109</b>	<b>0.623</b>	-	<b>High</b>

Table (4-15) shows that the mean of Education Service Quality dimensions (Reliability, Responsiveness, Assurance, Tangibility and Empathy) from the Instructors perspective ranged between (3.996- 4.208) compared to the general mean amount of (4.109). It is also observed that the highest mean was for the "*Tangibility*" with a mean value of (4.208), and a standard deviation of (0.686). The lowest mean was for the "*Empathy*" with a value (3.996) and a standard deviation (0.766). In general, it appears that the Importance level of Education Service Quality from the Instructors perspective was high.

In order to test the extent to which the students' perspective conform with the Instructors' perspective about the emotional intelligence and the level of Education Service Quality, the Goodness of Fit test using  $\text{Chi}^2$  standard was used , as shown in the table (4 - 16).

**Table 4-16 the goodness of fit between the instructors' & students' perspective - Chi<sup>2</sup>**

No	Domain	Students perspective		Instructors perspective		Goodness of Fit	
		Mean	Standard Deviation	Mean	Standard Deviation	Chi <sup>2</sup>	Sig*
1	<b>Emotional Intelligence</b>	<b>3.472</b>	<b>0.717</b>	<b>4.346</b>	<b>0.367</b>	<b>1139.82</b>	<b>0.446</b>
1-1	Self-awareness	3.573	0.849	4.261	0.516	114.795	0.409
1-2	Self-management	3.622	0.828	4.462	0.367	175.759	0.575
1-3	Social-awareness	3.143	0.995	4.338	0.643	67.019	0.644
1-4	Relationship-management	3.143	0.995	4.338	0.643	262.086	0.973
2	<b>Education Service Quality</b>	<b>3.485</b>	<b>0.720</b>	<b>4.109</b>	<b>0.623</b>	<b>938.146</b>	<b>0.557</b>
2-1	Reliability	3.504	0.852	4.119	0.680	76.461	0.708
2-2	Responsiveness	3.446	0.852	4.113	0.671	97.459	0.935
2-3	Assurance	3.473	0.897	4.145	0.655	85.159	0.566
2-4	Tangibility	3.745	0.970	4.208	0.686	69.875	0.922
2-5	Empathy	3.325	0.966	3.996	0.766	129.737	0.722

The results of Goodness of Fit test shows that there is no difference between the students' perspective and instructors perspective of the instructors emotional intelligence level and the service quality they provide, as the values of Chi<sup>2</sup> is (1139.82) and (938.146), respectively and it is not statistically significant at level ( $\alpha \leq 0.05$ ). Thus, this result further support the ninth study hypothesis that states: There is no difference between the students' perspective and the Instructors perspective of the educational staff emotional intelligence level and the level of Education Service Quality at level ( $\alpha \leq 0.05$ ).

## **5 CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 CHAPTER'S OVERVIEW**

This chapter explains the results discussion, conclusions and recommendations of this study based on the analysis of the results.

### **5.2 RESULTS DISCUSSION**

This study was conducted to test effect of emotional intelligence on students' loyalty, and the mediating role of education service quality and students' satisfaction. The objectives of the study were achieved, and the findings have approved the nine hypotheses of the study, and indicated that there is a high correlation between the study variables; emotional intelligence, education service quality, students' satisfaction and students' loyalty. The findings indicated that the level of emotional intelligence, education service quality, students' satisfaction, and students' loyalty from the students perspective was medium, while the level of emotional intelligence and education service quality from the educational staff perspective was high and medium respectively. It can be concluded from this result that the four variables have direct relationships; if one variable increases the other will increase consequently, and vice versa. The results of the level of educational staff's emotional intelligence from the students' perspective showed "Self-Management" as the highest dimension, and that asserted that the educational staff has high self-management, while the least percentage was for "Social -

awareness and Relationship-management”, although this result was low, but the overall Emotional Intelligence level was medium.

Furthermore, in looking at the education service quality from the students’ perspective; "Tangibility” was rated high, while “Empathy” had the lowest value. But, the overall level of education service quality from the students’ perspective was Medium; and this result, suggests further focus on the empathy aspect towards the students. Moreover, Students’ Satisfaction results, shows that the students were satisfied with the overall education service quality at the University, while they don’t feel that education service provided exactly matches their expectations, but in general their satisfaction was medium. On the other hand, it appeared that the majority of the students would Contribute to preserve the reputation of the Middle East university in the community, yet, they don’t consider Middle East University the best for them in comparison with other universities” although their overall loyalty appears to be Medium.

In comparing the results of emotional intelligence and service quality importance with the results from the instructional staff perspective, it can be concluded that that the results almost matches the instructors’ perspective, except for "Self-awareness”, which was rated by the instructors higher than the students. On the other hand, the instructors rated the “Self-Management” lower than the students, which affected the overall emotional intelligence result positively, to be rated as high.

Education Service Quality was also rated high from the instructional staff perspective, although both the educational staff and the students agreed that “Empathy” dimension percentage was quite low.

Additionally, the results indicated that there is a significant direct effect of three of the emotional intelligence dimensions (self-regulation, social awareness and relationship- management) on education service quality, and that means when the instructional staff emotional intelligence level increase the service quality they provide will improve significantly. Self-awareness dimension was insignificant in this study, but this could be due to the fact that the students could not assess the self-awareness level accurately, because it is not easy to assess someone else’s self- awareness within a short period of time and based on limited contact. On the other hand self-awareness dimension was found significant based on the results from the instructors’ questionnaires, and that could prove the fact that this dimension is more valid when it’s used as a self-assessment tool.

This result above that emotional intelligence has a significant positive effect on education service quality conform to the results of Gupta (2012); Hein (2007); Raja (2003) who concluded that emotional intelligence is a positive predictor of service quality.

Furthermore, emotional intelligence dimensions except for social-awareness have significant positive direct effect on the student satisfaction at the Middle East University, and this result supports (Opuni & Adu-Gyamfi, 2014). Study, which concluded that customer satisfaction, is affected positively by emotional intelligence.

The results also indicate that the two dimensions (Self-management and Relationship management) emotional intelligence has a positive direct effect on students' loyalty at the Middle East University. Whereas, (Self Awareness, Social Awareness) were found insignificant. This suggests that the educational staff may focus on their self-management and relationship management in order to achieve students' loyalty.

Additionally, it was found that four dimensions of Education Service Quality (Reliability, Responsiveness, Assurance and Empathy) have a positive significant direct effect on student satisfaction at the Middle East University, whereas Tangibility was found insignificant. This indication could be due to the fact that tangibility lacks the emotional aspect, which is a major element that affects in the students satisfaction. The result that ESQ has a positive effect on students' satisfaction is in line with the results of the studies conducted by (Dado, 2011; Yusof, et al., 2012; Rasli, et al., 2012).

It was also found that three of the Education Service Quality dimensions (Reliability, Assurance, and Empathy) with the exception of responsiveness and tangibility, has a positive significant direct effect on students' loyalty at the Middle East University. Another conclusion was, students' satisfactions have a positive direct effect on students' loyalty at the Middle East University. Additionally it is concluded that Emotional Intelligence has a significant positive indirect effect on student loyalty through Education Service Quality at the Middle East University, this mean when Education Service Quality improved through the high level of emotional intelligence, the level of students loyalty will increase.

Moreover, Emotional Intelligence has a significant positive indirect effect on student loyalty through students' satisfaction, which means when high emotional intelligence affects students' satisfaction positively, the students loyalty will increase. Although it was clear from the path test that high emotional intelligence level increases the students loyalty, through increasing the education service quality more than increasing the students' satisfaction

Finally, it was found that both educational staff and students assessed emotional intelligence and service quality with almost the same degree, and it was found that there is no a difference between the students' perspective and the Instructors perspective about emotional intelligence and the level of Education Service Quality at level ( $\alpha \leq 0.05$ ).

Based on these conclusions, it is clear emotional intelligence improves service quality, students' satisfaction and students' loyalty, and the low level of emotional intelligence affects them negatively.

### **5.3 CONCLUSIONS**

- The findings of the study indicated that there is a high correlation between the study variables; emotional intelligence, education service quality, students' satisfaction and students' loyalty.
- It can be concluded from this result that the four variables have direct relationships; if one variable increases the other will increase consequently, and vice versa.
- The overall level of educational staff's emotional intelligence from the students' perspective was medium
- The overall education service quality from the students' perspective; was Medium
- The result suggests further focus on the empathy aspect towards the students.
- The students were satisfied with the overall education service quality at the University, while they don't feel that education service provided exactly matches their expectations, but in general their satisfaction was medium.

- The majority of the students would Contribute to preserve the reputation of the Middle East university in the community, yet, they don't consider Middle East University the best for them in comparison with other universities” , although their overall loyalty appears to be Medium.
- the results shows that the students' perspective almost matches the instructors' perspective reference their level of emotional intelligence, except for "Self-awareness" which was rated by the instructors higher than the students, and “Self-Management” was rated lower than the students, which affected the overall emotional intelligence result positively, to be rated by the instructors as high.
- Education Service Quality was rated high from the instructional staff perspective, although both the educational staff and the students agreed that “Empathy” dimension percentage was quite low.
- The results indicated that when the instructional staff emotional intelligence level increases the service quality the students' satisfaction and students' loyalty will improve consequently.

#### **5.4 RECOMMENDATIONS:**

The findings of the study may be passed on to the Middle East University executive management, and the results and recommendations could be shared with all the different departments, and the below recommendations might be considered for implementation.

As the result concluded empirically, that there is a significant positive relationship between emotional intelligence, education service quality, students' satisfactions, and students' loyalty to the university, the university might choose to amend its existing Human Resource policies and practices with emphasis on the use of emotional intelligence skills, during the process of hiring. Moreover, as shown through the results of this study education service quality influences students satisfaction and their loyalty, the university might look into improving the service delivery.

Previous studies proved empirically that educational institution that uses emotional intelligence at workplace, usually experience higher performance and offer better educational services to students than the performance of the institutions that doesn't pay much attention to emotional intelligence aspects. Therefore, the University Management could focus on their emotional intelligence and practice it with the staff, to motivate them for a better performance. Consequently, if the staff is motivated to use their intelligence that would influence the service delivery positively, in a way that would

improve the return on investment.

This study has supported previous studies that emotionally loyal customers develop an emotional relationship, and a strong and solid relation with the company, with an excellent potential to serve also as the company's goodwill ambassador. Therefore the Middle East University should highlight and emphasize on the importance of emotional intelligence throughout the students total experience at the university, while constructing a cultural system that ensures an emotional experience to both the students and the staff.

The university could implement an Emotional Intelligence program at the University for its definite benefits at the long run, below is a proposed plan for implementing this program:

- The university should focus emotionally intelligent staff, through using emotional intelligence tests or practices through the hiring process on hiring
- The university should provide tools for current staff to practice and improve their emotional intelligence skills.
- Because of the fact that Emotional Intelligence can be learned and developed. . Therefore, the university should plan and organize courses or workshops in emotional intelligence in order to improve the staff's ability to better understand other people, particularly, the students or their colleagues: what motivates them, how they work, how

to work cooperatively with them and how to inspire them to reach their potential.

- The university could use coaching on emotional intelligence or hire subject matter expertise to teach the staff how to be more emotionally oriented in order to give the staff a chance to practice the new skills and techniques learned to include self-awareness exercises and assessments, exercises in time- and energy-management, and case-studies and games to increase awareness, intuition, influence and successful interpersonal interactions.

#### **5.4.1 SUGGESTIONS FOR FURTHER RESEARCH:**

1. The scope of this study should be broadened, to include other universities in Jordan, in order to conduct a comparative analysis.
2. Future studies should include comprehensive aspects of emotional intelligence among all the staff members of the university from all the different departments, particularly departments that interacts directly with students.
3. Another direction for future research is to focus on other services provided by the university other than the educational service

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## APPENDIXES:

### APPENDIX 1: STUDENT QUESTIONNAIRE



#### Student Questionnaire

Dear student,

Thank you for taking the time to participate in this survey, which is part of an academic study for a master's degree in business administration. The purpose of this study is “ Investigating the mediating effect of Education Service Quality and Customer satisfaction on the relationship between Emotional Intelligence and Customer Loyalty” the results of this study will provide important information for the researcher and the University, thank you for your cooperation and support of this scientific process, I respectfully request that you read the questionnaire carefully and answer it carefully, this information will be treated as confidential information and will be used for scientific research only.

Thank you.

Researcher: Nazek Bdour

Professor: Dr. Laith Al Rubaie

<b>I- Demographic characteristics:</b> Please tick (✓) the box that represents your answer:					
<b>Gender:</b>	1. Male 2. Female				
<b>Employment status:</b>	1. Employed 2. Unemployed				
<b>Marital status:</b>	1. Married 2. Unmarried (single/divorced/widowed)				
<b>Age:</b>	1. (20 and under)		2. ( 21-25)		
	3. (26-30)		4. (31-35)		5. ( 36 over)
<b>Faculty:</b>					
1. Faculty of Arts and Sciences 2. Faculty of Law 3. Faculty of Business 4. Faculty of Information technology 5. Faculty of Educational Sciences 6. Faculty of Engineering 7. Faculty of Media 8. Faculty of Architecture and Design 9. Faculty of Pharmacy					
<b>Study level:</b>	1. Bachelor 2. Master				
<b>Study Year:</b>	1. First	2. Second	3. Third	4. fourth or higher	
<b>II- Emotional intelligence:</b> Please indicate your opinion by mark (√) in the column that represents the appropriate answer from your point of view:					
<b>To what extent do you believe that the faculty member:</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Self-awareness:</b>					
1 recognize his emotions					
2 recognize the impact of his emotions on others					
3 know his strengths and weaknesses					
4 have Self-confidence					
<b>Self –management:</b>					
5 keep his disruptive emotions and impulses under control					
6 Is trustworthy& honest					

7	have Conscience					
8	flexible with changes					
9	have the ability to achieve					
10	Drive to improve					
11	have the initiative for more work					
<b>Social awareness:</b>						
12	understand the students, and take active interest in their concerns of students					
13	Show sympathy with the group problems					
14	recognize the educational needs of students and try to meet these needs					
<b>Relationship management :</b>						
15	Sense other's development needs and bolster their abilities					
16	Inspire students					
17	Guide students to develop themselves					
18	Have the interpersonal influence tactics					
19	Send clear conveying messages during the educational process					
20	Initiate and manage change in an effective way					
21	Have the ability to resolve disagreements between the students and the university					
22	Believe in teamwork and collaboration					
<b>III- Education service quality:</b> Please indicate your opinion by mark (√) in the column that represents the appropriate answer from your point of view:						
<b>To what extent do you believe that the faculty member:</b>		<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Reliability</b>						
23	committed to provide the best educational services promised					

24	provide the best educational services to the students in line with their educational needs					
25	provide the educational service with fairness					
<b>Responsiveness</b>						
26	respond to students educational problems quickly					
27	willing to answer students questions					
28	committed to providing educational services in line with the students' abilities					
29	provide the best educational services to students as soon as the students' needs it					
<b>Assurance</b>						
30	Inspire confidence in students					
31	His attitude is positive and courteous					
32	Have high knowledge and capabilities					
<b>Tangibility</b>						
33	His general appearance is professional					
34	His documents/papers are tidy and organized					
35	His attire is appropriate for the university					
<b>Empathy</b>						
36	Give sufficient attention to all students					
37	His office hours are appropriate for students					
38	The desires of the students are of high interest to him					
39	Give personal attention to each student					

<b>IV- Students satisfaction:</b> Please indicate your opinion by mark (√) in the column that represents the appropriate answer from your point of view :						
		<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
40	I am satisfied with the education service quality at the University					
41	I am satisfied with the performance of the faculty members at the university					
42	I am satisfied with the educational level of the Faculty members					
43	I feel that the educational service provided exactly matches my expectations					
44	I feel that the educational service provided is ideal and provides me with new knowledge					
<b>V- Students Loyalty:</b> Please indicate your opinion about student loyalty flag (√) in the column that represents the appropriate answer from your point of view:						
		<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
45	if I had the choice again; Middle East University is my first choice to study in the future					
46	I Strongly recommend Middle East University for friends and acquaintances and others seeking my advice about studying at the Middle East University					
47	I Say positive things to others about Middle East University					
48	I Contribute to preserve the reputation of the Middle East university in the community					
49	I consider Middle East University the best for me in comparison with other universities					

**APPENDIX 2: INSTRUCTOR QUESTIONNAIRE**

## Instructor Questionnaire

Dear Instructor,

Thank you for taking the time to participate in this survey, which is part of an academic study for master's degree in business administration. The purpose of this study is “ Investigating the mediating effect of Education Service Quality and Customer satisfaction on the relationship between Emotional Intelligence and Customer Loyalty” the results of this study will provide important information for the researcher and the University, thank you for your cooperation and support of this scientific process, I respectfully request that you read the questionnaire carefully and answer it carefully, this information will be treated as confidential information and will be used for scientific research only.

Thank you.

Researcher: Nazek Bdour

professor: Dr. Laith Al Rubaie

<b>I. Demographic characteristics:</b> Please tick (✓) the box that represents your answer:					
<b>Gender:</b>	1. Male	2. Female			
<b>Education Level:</b>	1. Bachelor Degree	2. Master's Degree	3. Doctorate Degree		
<b>Marital status:</b>	1. Married	2. Unmarried (single/divorced/widowed)			
<b>Age:</b>	1 (. 25-35)	2. (36-45)	3. (46-55)		
		4. (56-65)	5. ( over 65)		
<b>Faculty:</b>					
1. Faculty of Arts and Sciences					
2. Faculty of Law					
3. Faculty of Business					
4. Faculty of Information technology					
5. Faculty of Educational Sciences					
6. Faculty of Engineering					
7. Faculty of Media					
8. Faculty of Architecture and Design					
9. Faculty of Pharmacy					
<b>II. emotional intelligence:</b> Please indicate your opinion by mark (✓) in the column that represents the appropriate answer from your point of view:					
<b>To what extent do you believe that the faculty member:</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Self-awareness:</b>					
1. I recognize my emotions					
2. I recognize the impact of my emotions on others					
3. I know my strengths and weaknesses					
4. I have Self-confidence					
<b>Self -management</b>					

5.	I keep my disruptive emotions & impulses under control					
6.	I am trustworthy and honest					
7.	I have Conscience					
8.	I am flexible with changes					
9.	I have the ability to achieve					
10.	I drive to improve					
11.	I have Initiative for more work					
<b>Social awareness:</b>						
12.	I understand the students, and take active interest in their concerns of students					
13.	I show sympathy with the group problems					
14.	I recognize the educational needs of students and try to meet these needs					
<b>Relationship management :</b>						
15.	I sense other's development needs and bolster their abilities					
16.	I inspire students					
17.	I guide students to develop themselves					
18.	I have the interpersonal influence tactics					
19.	I send clear conveying messages during the educational process					
20.	I initiate and manage change in an effective way					

21. I have the ability to resolve disagreements between the students and the university					
22. I believe in teamwork and collaboration					
<b>III. Education service quality:</b> Please indicate your opinion by mark (√) in the column that represents the appropriate answer from your point of view:					
<b>Reliability</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
23. I am committed to provide the best educational services promised					
24. I provide the best educational services to students in line with their educational needs					
25. I provide the educational service with fairness					
<b>Responsiveness</b>					
26. I respond to students educational problems quickly					
27. I am always willing to answer students questions					
28. I am committed to providing educational services in line with the students' abilities					
29. I provide the best educational services to students as soon as the students' needs it					
<b>Assurance</b>					
30. I inspire confidence in students					
31. My attitude is positive and courteous					
32. I have high knowledge and					

capabilities					
<b>Tangibility</b>					
33. My general appearance is professional					
34. My Documents/papers are tidy and organized					
35. My attire is appropriate for the university					
<b>Empathy</b>					
36. I give sufficient attention to all students					
37. My office hours are appropriate for students					
38. The desires of the students are of high interest to me					
39. I give personal attention to each student					

### APPENDIX 3: INITIAL QUESTIONNAIRE REVIEWERS:

Special thanks and gratitude to all the educational staff of the Middle East University, particularly, the professors listed below, for their comments and good advice, while testing the questionnaire validity for this study. Their scientific knowledge and expertise enhanced this study significantly.

<b>Name</b>	<b>Title</b>	<b>University</b>
Abdel Bari Al-Durra	Prof. Dr.	Middle East University
Abdel Naser Nour	Prof. Dr.	Zarqa University
Mohammad Al Naimi	Prof. Dr.	Middle East University
Samer Dahiyat	Dr.	The University of Jordan
Ahmad Saleh	Dr.	Middle East University
Mohammad Kher	Dr.	Middle East University
Haitham Hijazi	Dr.	Middle East University
Soud Mahameed	Dr.	Middle East University
Ali Abbas	Dr.	Middle East University

#### APPENDIX 4: INITIAL QUESTIONNAIRE

<b>VI-Demographic characteristics:</b> Please tick (✓) the box that represents your answer:				
<b>Gender:</b>	1. Male	2. Female		
<b>Employment status:</b>	1. Employed	2. Unemployed		
<b>Marital status:</b>	1. Married	2. Unmarried (single/divorced/widowed)		
<b>Age:</b>	1. (20 and under)	2. ( 21-25)		
	3. (26-30)	4. (31-35)	5. ( 36 over)	
<b>Faculty:</b>				
10. Faculty of Arts and Sciences				
11. Faculty of Law				
12. Faculty of Business				
13. Faculty of Information technology				
14. Faculty of Educational Sciences				
15. Faculty of Engineering				
16. Faculty of Media				
17. Faculty of Architecture and Design				
18. Faculty of Pharmacy				
<b>Study level:</b>	1. Bachelor	2. Master		
<b>Study Year:</b>	1. First	2. Second	3. Third	4. fourth or higher
II: emotional intelligence: Please indicate your opinion by mark (✓) in the column that represents the appropriate answer from your point of view:				

<b>To what extent do you believe that the faculty member:</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Emotional self-awareness:</b>					
Recognize his emotions					
Recognize the impact of his emotions on others					
know his strengths and weaknesses					

Has Self-confidence					
<b>Self -management</b>					
Keeping his disruptive emotions and impulses under control					
Is trustworthy , honest, and has integrity					
Has Conscientiousness					
Adaptive and flexible with changes					
Has the ability of Achievement					
Always drive to improve					
Has Initiative of more work and readiness to act					
<b>Social awareness:</b>					
Has empathy ; understanding others and taking active interest in their concerns					
Empathizing at the organizational level : Showing sympathy with the problems of students					
Service oriented; recognizing and meeting customer's needs and has a positive attitude towards educational service.					
<b>Social skills</b>					
sensing other's development needs and bolstering their abilities					
Leadership: inspiring and guiding students to develop themselves					
Has the interpersonal influence tactics					
Sending clear conveying messages during the educational process					
Is a change catalyst, initiate or manage change in an effective way					
Has conflict management capabilities, and has the ability to resolve disagreements					
Believes in teamwork and collaboration; through creating a shared vision					

<b>Education service quality:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Please indicate your opinion by mark (√) in the column that represents the appropriate answer from your point of view:					
<b>Reliability</b>					
Faculty member is committed to providing the best educational services promised					
The faculty member provides the best educational services to students in line with their educational needs					
The behavior of the faculty member is characterized by, transparency, clarity and provides the educational service with fairness					
<b>Responsiveness</b>					
responds to students educational problems quickly					
Willing and ready to provide the service					
The faculty member provides the best educational services to students as soon as the students needs it					
<b>Assurance</b>					
Ability to inspire trust and confidence in students					
Hi attitude is positive, knowledgeable, courtesy, courteous					
<b>Tangibility</b>					
The general appearance of the faculty member is professional					
The Documents/papers of the faculty member are tidy and organized					
The attire of the faculty member is appropriate for the university					
<b>Empathy</b>					
the faculty member gives sufficient attention to all students					

Faculty member office hours are appropriate for students					
The desires of the students are of high interest to the faculty member					
Faculty member gives personal attention to each student					
<b>Students satisfaction</b>					
IV: Students satisfaction: Please indicate your opinion by mark (√) in the column that represents the appropriate answer from your point of view :					
In general, I am satisfied with the education service quality at the University					
I am satisfied with the performance of the faculty members at the university					
I am satisfied with the educational level of the Faculty members					
I feel that the educational service provided exactly matches my expectations					
I feel that the educational service provided is ideal and provides me with new knowledge					
<b>Students Loyalty:</b>					
Please indicate your opinion about student loyalty flag (√) in the column that represents the appropriate answer from your point of view:					
if I had the choice again; Middle East University is my first choice to study in the future					
I Strongly recommend the Middle East University for friends, acquaintances and others seeking my advice about studying at the Middle East University					
I Say positive things to others about MEU					
I contribute to preserve the reputation of the Middle East university in the community					
I consider MEU the best for me in comparison with other universities					

## APPENDIX 5: ARABIC QUESTIONNAIRE

أولاً:- الخصائص الديمغرافية : يرجى وضع إشارة (√) في المربع الذي يمثل اجابتك  
الجنس :  ذكر  انثى

الحالة الدراسية للطالب :  متفرغ  موظف

الحالة الاجتماعية :  متزوج  غير متزوج (أعزب/ مطلق/ ارمل)

العمر :  20 فأقل  21 – 25  26 – 30  31 – 35  36 فأكثر

الكلية	<input type="checkbox"/>	:	<input type="checkbox"/>	الاداب والعلوم
	<input type="checkbox"/>		<input type="checkbox"/>	الحقوق
	<input type="checkbox"/>		<input type="checkbox"/>	الاعمال
	<input type="checkbox"/>		<input type="checkbox"/>	تكنولوجيا المعلومات
	<input type="checkbox"/>		<input type="checkbox"/>	العلوم التربويه
	<input type="checkbox"/>		<input type="checkbox"/>	الهندسة
	<input type="checkbox"/>		<input type="checkbox"/>	الاعلام
	<input type="checkbox"/>		<input type="checkbox"/>	العمارة والتصميم
	<input type="checkbox"/>		<input type="checkbox"/>	الصيدلة

المستوى :  بكالوريوس  ماجستير

السنة الدراسية :  الاولى  الثانية  
 الثالثه  الرابعة او اعلى

ثانيا : الذكاء العاطفي: يرجى بيان رأيك بوضع اشارة (√) في العمود الذي يمثل الاجابة المناسبة من وجهة نظرك، لكل عبارة من العبارات التالية:

ابدا	نادرا	احيانا	غالبا	دائما	إلى اي مدى تعتقد ان عضو هيئة التدريس
					<b>الوعي الذاتي العاطفي:</b>
					1. يدرك عواطفه (إنفعالاته)
					2. يدرك تأثير عواطفه (إنفعالاته) على الآخرين
					3. يدرك نقاط قوته وضعفه
					4. تتوفر لديه ثقة بنفسه
					<b>ادارة الذات</b>
					5. يمتلك القدرة على السيطرة على نفسه وضبط إنفعالاته السلبية
					6. يعتبر جديرا بالثقة حيث يتمتع بالصدق والنزاهة
					7. يتمتع بالضمير الحي
					8. يتمتع بالقدرة على التكيف ( المرونة مع التغيرات)
					9. تتوفر لديه القدرة على الانجاز
					10. يسعى دائما الى التحسين
					11. يمتلك روح المبادرة لانه على استعداد للمزيد من العمل
					<b>الوعي الاجتماعي</b>
					12. يهتم بمشاكل وهموم الطلبة الجامعية
					13. يبدي تعاطفا مع مشاكل الطلبة الجماعية
					14. لديه اتجاه ايجابي نحو الخدمة التعليمية اي انه مدرك وملبي لاحتياجات الطلبة التعليميه
					<b>المهارات الاجتماعية</b>
					15. يسعى الى تطوير الطلبة من خلال تعزيز قدراتهم
					16. يعتبر مصدر الهام للطلبة
					17. يعتبر موجه للطلبة لتطوير ذاتهم
					18. يمتلك قدرات التأثير بطريقة ايجابية في علاقته مع الطلبة



لا اتفق كليا	لا اتفق	محايد	اتفق	اتفق كليا	
					30. الضمان (الثقة والأمان)
					31. يبعث سلوك عضو هيئة التدريس الثقة في نفوس الطلبة
					32. يتسم سلوك عضو هيئة التدريس بالإيجابية واللفظ
					33. يمتلك عضو هيئة التدريس معرفة جيدة وكفاءة عالية
					الملموسية
					34. ان المظهر العام لعضو هيئة التدريس لائق ومهني
					35. وثائق/اوراق عضو هيئة التدريس التعليمية مرتبة ومنظمة ان
					36. ان لباس عضو هيئة التدريس مناسب للجامعة
					التعاطف
					37. يعطي عضو هيئة التدريس الاهتمام الكافي لجميع الطلبة
					38. ساعات دوام عضو هيئة التدريس ملائمة للطلبة
					39. رغبات الطلبة موضع اهتمام عال من قبل عضو هيئة التدريس
					40. يعطي عضو هيئة التدريس الاهتمام الشخصي لكل طالب

رابعاً : رضا الطلبة : يرجى بيان رأيك بوضع اشارة (√) في العمود الذي يمثل الاجابة المناسبة من وجهة نظرك، لكل عبارة من العبارات التالية لبيان مدى رضاك عن الخدمة التعليمية:

لا اتفق كلياً	لا اتفق	محايد	اتفق	اتفق كلياً	
					41. اشعر بالرضا عن جودة الخدمة التعليمية في الجامعة
					42. اشعر بالرضا عن اداء هيئة التدريس في الجامعة
					43. اشعر بالرضا عن المستوى التعليمي لهيئة التدريس في الجامعة
					44. اشعر بان الخدمة التعليمية المقدمة مطابقه تماما لتوقعاتي
					45. اشعر بان الخدمة التعليمية المقدمة مثالية بحيث تولد معرفة جديدة لدي

خامساً : ولاء الطلبة : يرجى بيان رأيك بوضع اشارة (√) في العمود الذي يمثل الاجابة المناسبة من وجهة نظرك، لكل عبارة من العبارات التالية لبيان مدى ولائك لجامعة الشرق الاوسط

لا اتفق كلياً	لا اتفق	محايد	اتفق	اتفق كلياً	
					46. اعتبر جامعة الشرق الاوسط خيارى الاول للدراسة فيها في المستقبل، اذا اتحت لي فرصة الاختيار مجددا
					47. اوصي بشدة بجامعة الشرق الاوسط للأصدقاء والمعارف وغيرهم ممن يسعون الى نصيحتي حول الدراسة بجامعة الشرق الاوسط
					48. اقول اشياء ايجابية للاخرين عن جامعة الشرق الاوسط
					49. أساهم بالمحافظة على سمعة جامعة الشرق الاوسط لدى المجتمع المحلي
					50. أعتبر جامعة الشرق الاوسط الافضل لي بين الجامعات الاخرى