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Workplace Incivility a Hurdle in TQM Practices Implementation in Higher Education Institutes of Balochistan

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Abstract
The basic purpose of the study was to explore the influence of workplace incivility on the total quality management practices implementation in higher education institutes of balochistan. The data was collected through questionnaire and the sample size of the study was 381. The reliability and validity of the questionnaire was checked through cron bach alpha and factor analysis. Correlation and regression analysis was used to determine the influence of workplace incivility on TQM practices implementation in universities. The workplace incivility was found to have a negative significant association and influence on the TQM practices implementation in the higher education institutes. The current study has a great contribution in the academic and organizational behaviour literature literature as it investigated the impact of workplace incivility on the TQM practices implementation for the first time and secondly it analyzed the relation among the study variables in the context of Higher education institutes of Balcohistan. The present study has a substantial significance for higher authorities of Universites of Balcohsitan as it revealed the negative impact of incivility on the TQM practices implementation and motivate the higher authorities to take serious steps for the curtailment of workplace incivility as the TQM practices implementation have a direct impact on the performance of the employees and organization as whole.and will motivate them to take serious steps in making policies for establishing positive and healthy work environment.
Keywords: Workplace incivility, TQM (Total quality management) practices, and Higher education institutes of Balochistan.

Introduction

Workplace incivility a "low intensity deviant behavior with ambiguous intent to harm" (Andersson & Pearson, 1999) is a growing problem of the organizations (TTunajek, 2007) and research revealed that 71% of the employees report the experience of workplace incivility in the organization (Cortina, Magley, Williams, & Langhout, 2001). The incivility at workplace results in to potential workplace aggression, conflict, violence and harassment (Andersson & Pearson, 1999). The incivility at workplace decreases the trust and boosts the stress among the employees. If incivility is not controlled, it will transform in to irritation, aggression and will have adverse effects on the reputation of the organization as well therefore the top management of the organization should give priority to the development of policy for encouraging a civil behavior at workplace as the civility will lead to ethical environment which will ultimately reduce the tension among the employees and enable them to focus on their duties (Thornton, 2013).

TQM can be described as an "approach to management characterized by the definition of some general and inspiring guiding principles and core concepts that represents the way the organization is expected to operate in order to obtain high performance" (Cruickshank, 2007). The TQM practices application is positively associated with medium to longer term success of the organization (Morath & Doluschitz) and has positive impact on quality of the product of the organization and competitiveness of the organization with in the market (Ruzevicius, Adomaitiene, & Sirvidaite, 2004). Higher education requires quality like in the business organization. The effective implementation of TQM needs commitment, capability and continuous enhancement at every level (Ho & Wearn, 1996) .The TQM implementation improve and enhance the organizational performance because TQM implementation has a positive influence on the organizational performance and organizational and coworker support moderates the relation between them (Joiner, 2007).

Purpose of the study

The purpose of the study is to determine the relationship of workplace incivility with TQM practices implementation in higher education institutes

Objective of the study

To determine the impact of workplace incivility on the implementation of TQM practices in higher eduction

institutes

Research questions

What will be the effect of the workplace incivility on the implementation of Total Quality Management (TQM) practices in the university?

Literature review

Workplace incivility

Civility and incivility are the two forms of the employees conduct in the organization (M, 2013). Civility refers to "the sum of many sacrifices we are called to make for the sake of living together"(Carter, 1998) and Incivility "implies rudeness and disregard for others in a manner that violates norms for respect" (Porath & Pearson, 2004) .

The terms incivility, aggression, antisocial behavior, deviant behavior, and violence are different from each other up to some extent. Incivility refers to "low intensity deviant behavior with ambiguous intent to harm" and according to Felblinger "incivility is seen as a form of psychological harassment and emotional aggression that violate the ideal workplace norms of mutual respect" (Felblinger, 2008). Aggression refers to "deviant behavior with intent to harm", antisocial behavior refers to "behavior that harms organizations and or members" and deviant behavior refers to "antisocial behavior that violates the norms" while violence refers to "high intensity, physically aggressive behavior" (Andersson & Pearson, 1999).

Due to incivility the target person of this uncivil conduct will waste his duty time due to depression and will try to resign the job on the availability of the opportunity (Porath & Pearson, 2004) and the cooperation among the employees, employees' participation in innovative work and leader's authority will also decrease and finally the organizational environment will become unhealthy (Pearson, Andersson, & Wegner, 2001). The employees tend to quit their job when they face disruptive behavior in the organization (Walratb, Dang, Bc, & Nyberg, 2010).

The research indicates that the reasons of workplace incivility are anger, job insecurity, strain, high workload, absence of cooperation and organizational change (Johnson & Indvik, 2001) and Andersson and Pearson study exhibits that downsizing in the organization is an important antecedent of workplace incivility (Andersson & Pearson, 1999).

The workplace incivility mainly results in conflicts among the employees and this kind of situation enhances the importance of human resource development experts in order to reduce the rate of recurrence of uncivil behavior within the organization. The HRD experts can play their required role by organizing training for the employees. It is found that denominating style of managing the conflict is positively associated with instigator and targeted incivility. The integrating and compromising style of conflict management has a negative relation with target and instigator incivility (Trudel & Jr, 2011).

The work characteristics such as social support, interdependence and environmental risk and the individual characteristics such as negative affectivity are the important antecedents of the workplace incivility (Terlecki, 2011).

Workplace incivility is positively associated with counterproductive work behavior of faculty members. The university faculty members mainly react to uncivil behavior by withdrawal and production deviance behavior (giving less time to their work). Emotional intelligence moderates the relationship among workplace incivility and counterproductive work behavior. Emotional intelligence is negatively associated with incivility and counterproductive work behavior (Bi Bi, Karim, & Siraj-ud-Din, 2013)

Total Quality Management Practices(TQM)

The research shows that TQM practices can be implemented successfully in manufacturing and service organization equally (Oschman, Stroh, & Auriacombe, 2006) and its application will enhance the productivity of the organization (Al-Shobaki, Fouad, & Al-Bashir, 2010). TQM practices can be implemented in service organization but it's not an easy task. It required a long time as it needs a cultural change in the organization and a modification in the attitude of the employees. In service organization top management commitment and customer focus are the key practices (Talib, 2013). TQM practices application is possible in service organizations and universities. The effective implementation of TQM involves active employees' participation, continuous enhancements, top executives commitment, personnel empowerment, training and increasing the organizational communication. It is also necessary for the organization to recognize the obstacles in the successful implementation of the TQM practices in the service sector, these barriers includes the resistance to change and lack of the resources for organizing training for the employees.

Total quality management is a management philosophy however its application in higher education institute is possible but it is necessary to consider the unique aspects of educational institutes as universities are not the manufacturing concern and provides services (Ali & Shastri, 2010). Quality in higher education refers to "conformance to mission specification and goal achievement within publicly accepted standards of

accountability and integrity" (Bogue & Bingham-Hall, 2003). Total Quality Management in education refers to "a philosophy, supported by a comprehensive toolkit, driven by students and staff, in order to identify, analyze and remove the barriers to learning" (Davis & West-Burnham, 1997).

The TQM implementation in Higher education ensures the quality of the education (Becket & Brookes, 2008). A Qualitative study conducted on "Quality Management in Higher education" institutes of Pakistan revealed that the factors such as pedagogy, resources, faculty, strategic planning, examination system, curriculum design and polices predict the institution's quality of education (Rana, 2009). The ISO9001 requirements, ESG (EHEA standard and guidelines) and EHEA stands for "The European Higher education area", TQM principles and EFQM are the most famous models of quality management system in higher education institutes. The application of these quality management system need continuous upgrading, respect for stakeholders needs and requirements, assessing result, workforce training and participation, management support, focus on process and partnership with suppliers. The successful implementation of these quality models will increase the satisfaction of the students and improve the team work (Lazibat, Sutic, & Jurcevic, 2009).

The critical success factors of total quality management in higher education institutes are management commitment and leadership, total customer satisfaction, continuous improvement, employee involvement, training, communication and team work (Zakuan, Muniandy, Mat saman, Md Ariff, Sulainman, & Jalil, 2012). The main practices of TQM in higher education are " leadership, scientific methods and tools and problem solving through teamwork" and TQM in higher education focus on the learner and the outcome based education focus of the quality " teaching and learning" therefore the alignment of OBE with TQM practices enhance the quality of the education (DE Jager & Nieuwenhuis, 2005).

In higher education institutes the provision of training on right time and on right topic to the employees for continuous improvement in their performance or contribution can be helpful in the effective implementation of the TQM practices (Hogg & Hogg, 1995). The TQM in higher education focuses on the empowerment and development of employees and continuous improvement (Lazibat, Sutic, & Jurcevic, 2009). In the first stage of TQM implementation the institution has to invest in the physical infrastructure and human resource(faculty, administrative and management staff members). The second stage relates to process management, the internal stakeholder (faculty, administrative and management staff members) have to operationalize the institute and they will have to involve in the continuous improvement of quality of education. The main focus of this process will be the students who are the end product of the institute.

The demand for the students in the market with improved skills will attract the potential students to get enrolled in the institute (Rana, 2009) . A research study done on the impact of TQM and student's academic performance in Nigeria shows that TQM and its standards such as the availability of adequate human resource, physical environment and resources, leadership behavior of the principals are positively associated with student's academic performance (Oduwaiye, Sofoluwe, & Kayode, 2012). It means availability of the qualified teachers, physical facilities and effective leadership of the principal can enhance the student's academic performance. The lack of teachers' collaboration in bringing modifications in curriculum according to the current situation is the main problem associated with TQM practices implementation in the Educational institutes (Pineda, 2013).

The implementation of TQM in schools requires the development of clear vision and mission statement, the availability of training facility to teachers and staff in the school and the evaluation of the teaching programs (Al-Maqbali, 2009). The main challenges in the implementation of the TQM in universities includes the lack of full authority of vice chancellor, the lack of communication among the department ,the lack of teachers' interest in market requirement of the student(they mainly focus on their academic research) and ambiguity in the identification of customer (Ali & Shastri, 2010). The implementation of TQM in higher education enhances the effectiveness and efficiency, productivity and morale of the employees. The merits of TQM application is more than the cost of implementing it. But the successful implementation of TQM needs effective planning and time. The TQM implementation empowers the faculty and staff to be involved in defining and solving problems and bringing organizational changes for improving the quality of education (Elmuti, Kathawala, & Manippallil, 1996).

Theoretical framework

TQM practices are applicable in higher education institutes as well (Asif, Awan, Khan, & Ahmad, 2011). TQM implementation in higher education institutes enhance the employees/teachers morale and teamwork but its implementation needs commitment from top management to bottom level employees and the research shows that students are the main customer of the higher education institute (Zubadi, 2013). The quality of university depends mainly on the faculty qualification, communication and interactional skills of the teachers with in the class; curriculum designed in accordance with market demand and infrastructure facilities of the organization (Tsinidou, Gerogiannis, & Fitsilis, 2010). The "Leadership", "vision", "Program design and resource allocation", "Measurement and evaluation", "process control and improvement" and "Other stakeholders focus" are

identified as critical success factors of total quality management implementation in higher education institutes of Pakistan (Asif, Awan, Khan, & Ahmad, 2011). A research study done on 1381 employees in transportation department revealed that perceived workplace incivility has a negative impact on the employees job satisfaction and TQM practices successful implementation mostly on the team work, customer focus and continuous improvement (Morrow, McElroy, & Scheibe, 2011) and on the basis of this study the TQM practices implementation was taken as dependent variable and the impact of workplace incivility on TQM implementation in higher education was analyzed but the TQM dimension are quite different in higher education as compared to other organization and for this purpose the TQM model developed for Pakistan by Asif,Awan,Khan and Amad 2011 was adopted and the following theoratical model was developed on the basis of literature review. Workplace place incivility is predictor and TQM practices are dependent variables.

Following definitions of the terms are used in theoretical frame work, data collection in data analysis and throughout the study.

Workplace incivility

According to Andersson and Pearson "workplace incivility is low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms to mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others".

Total quality management

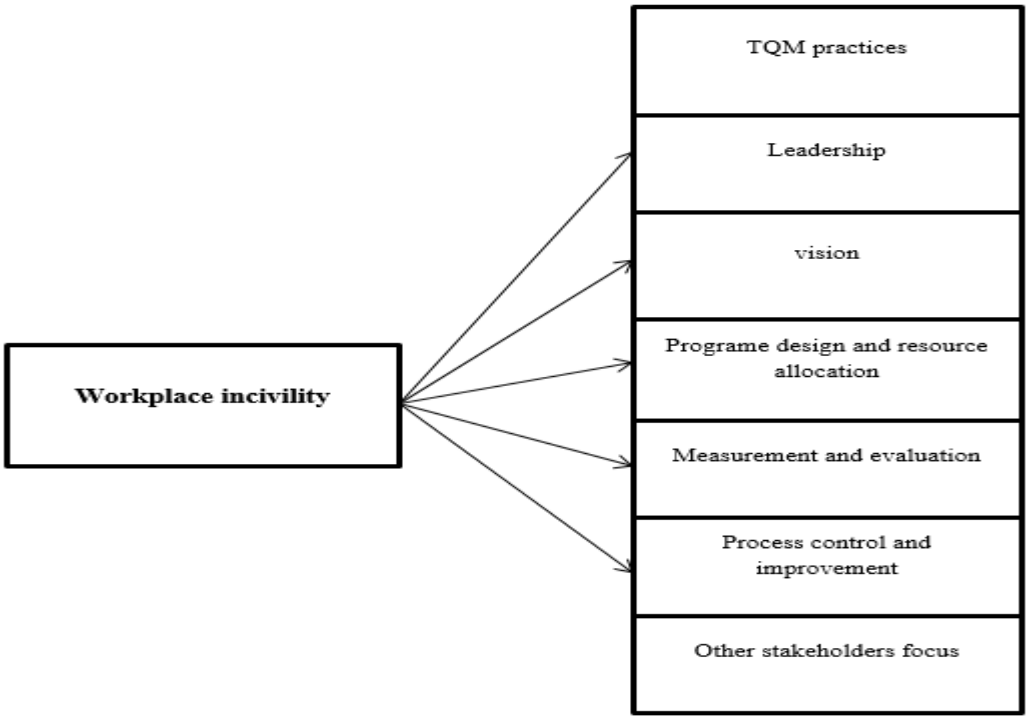
TQM is "a strategy for improving institutional performance through the commitment of all employees to fully satisfying agreed customer requirement at the lowest overall cost through the continuous improvement of products and services, business processes and the people involved" (Jones C. , 1994).

The study done on TQM implementation in Higher education institutes identified six critical success factors (Asif, Awan, Khan, & Ahmad, 2011) which are used in the current study. These success factors are as follows

Leadership

Leadership the first critical success factor of TQM includes the top management awareness and commitment about the TQM system and the adequate resource allocation by them on learning and training of university staff (academic and administrative) and their focus on improvement of students' performance (Asif, Awan, Khan, & Ahmad, 2011).

(Theoretical framework)



Vision

Vision shows the desired position of the university by itself in future and the required policies and procedures to achieve the organizational goals through active participation of the employees in policy making and plans for the

university (Asif, Awan, Khan, & Ahmad, 2011).

Program design and resource allocation
This factor "underlines the need to design academic programs while keeping in consideration the requirements of students and other stakeholders. Academic programs are the main product of any HEI and are a means to satisfy the needs of students and other stakeholders. Academic programs should be regularly reviewed to address the needs of different stakeholders" (Asif, Awan, Khan, & Ahmad, 2011) and the proper resource allocation is also required.

Measurement and evaluation
Measurement and evaluation one of the most important success factor of TQM. It provides the basis for the continuous improvement in academic and administrative performances and appraisal of the practices in the light of polices and strategies established by the university (Asif, Awan, Khan, & Ahmad, 2011).

Process control and improvement
Process control and improvement "reflects a quality assurance approach where focus is on preventing non-conformances rather than fixing the problems. Process control and improvement include not only academic processes but also the administrative processes" (Asif, Awan, Khan, & Ahmad, 2011).

Other stakeholders focus
It includes society, industry, parents, students, employees, funders; regulators of the universities and it makes the university liable for getting feedback from all these stakeholders to bring continuous improvements in academic and administrative aspects of university (Asif, Awan, Khan, & Ahmad, 2011).

Hypothesis
Hypothesis: workplace incivility will have a negative impact on total quality management practices implementation in university.

Research methodology
Convenience sampling method (non-probability sampling method) was used for data collection. Convenience sampling method makes it possible to collect data from large number of respondents at low cost and less time consumed. The target population of the study was the three public sector and two private sector universities of Balochistan. The sample size of the study was 381 .Data was collected from faculty and administrative staff of the universities.Questionnaire was the main source of data collection.

The first section of the questionnaire was about the demographic information of the respondents. The second section of the questionnaire was about the assessment of the employees' experience of workplace incivility in the last five years. The third section of the questionnaire relates to the measurement of the TQM practices employment in the university.

Variable measurement
Wrokplace Incivility was measured on five point likert scale ranging from (1) Never, (2) Rarely, (3) Occasionally/sometimes, (4) Often to (5) Very often. The seven item Cortina scale 2001 was adopted for the assessment of coworker/ supervisor uncivil behavior. Statement encompasses in the scale were "Put you down or was condescending (to do something that one regards as below one's dignity) to you in some way"," Paid little attention to a statement you made or showed little interest in your opinion" and "Doubted your judgment in a matter over which you have responsibility".

Bayraktar et al 2008 instrument of TQM practices in higher education was modified by (Asif, Awan, Khan, & Ahmad, 2011) in their study and developed TQM instrument for higher education institutes of Pakistan which is adopted in the current study for the assessment of TQM practices. This instrument consists of six critical success factor of TQM. The first factor was leadership and it was measured by five items on five point likert scale ranging from (1) Strongly disagree,(2)Disagree,(3) Neutral, (4) Agree to (5) Strongly agree. Sample statement were "University top management has knowledge about Quality Management System (QMS) and its implementation", "University top management allocates adequate resources on education and training of academic and administrative employee" and "University top management focus on how to improve the performance of students and employees apart from relying on financial criteria".

The second critical success factor was vision and it was assessed by three items on five point likert scale ranging from (1) Strongly disagree,(2) Disagree,(3) Neutral, (4) Agree to (5) Strongly agree. The items were "University has well defined academic and administrative processes and performance measures as well as policies" and "Employees from different levels are involved in developing policies and plans".

The third critical success factor was "program design and resource allocation" and it was measured by three items on five point likert scale ranging from (1)Strongly disagree,(2) Disagree,(3) Neutral, (4)Agree to (5)Strongly agree. The sample statements were "Students requirements are thoroughly considered in the design of curriculum", "The needs and suggestions from the business world are thoroughly considered in the design of curriculum and new academic program" and "University facilities (e.g. laboratories and hardware) and resources (e.g. finance and human resources) are considered in the development and improvement of the curriculum and programs".

The fourth critical success factor was "Measurement and evaluation" and it was measured by by three items on five point likert scale ranging from (1) strongly disagree,(2) disagree,(3) neutral, (4) agree to (5) strongly agree. The sample items were "University regularly audits practices according to policies and strategies" and "University benchmarks our academic and administrative processes with other institutions".

The fifth critical success factor was "Process control and improvement" and it was measured by three items on five point likert scale ranging from (1) strongly disagree,(2) disagree,(3) neutral, (4) agree to (5) strongly agree. The sample items were "University meets the expectations of our students and employees", "Facilities of the university (e.g. classrooms, laboratories, computers, heating systems and air conditioners) are maintained in good condition according to periodic maintenance plans" and "University collect statistical data (e.g. error rates on student records, course attendance, employee turn our rates) and evaluates them to control ad improve the process".

The sixth critical success factor was "Other stakeholders focus" and it was measured by three items on five point likert scale ranging from (1) strongly disagree,(2) disagree,(3) neutral, (4) agree to (5) strongly agree. The sample items were "University regularly conducts surveys on job satisfaction of the employees" and "University follows up the career path of our graduates".

Data Analysis and Result

Reliability and validity of the variables

Cronbach's alpha test and factor analysis is used to check the reliability and validity of the variables.

Cronbach's Alpha of Workplace incivility

The cronbach's alpha test was used to determine the reliability of workplace incivility. The cronbach's alpha value was $\alpha = 0.814$ for workplace incivility which lies within the acceptable range (table 4).

Factor analysis of workplace incivility

The validity of the workplace incivility was checked with the factor analysis. Firstly the appropriateness of the data for factor analysis was checked through the test of KMO "Kaiser-Meyer-Olkin Measure of Sampling Adequacy" and Barlett's Test of Sphericity. The KMO value was 0.848, greater than 0.5 revealed the sampling adequacy. The Barlett's Test of Sphericity was significant ($p<0.05$), which proves the existence of correlation among the data set and shows that the data was appropriate for factor analysis. Both the test indicated the suitability of the data for the Factor analysis (table 1).

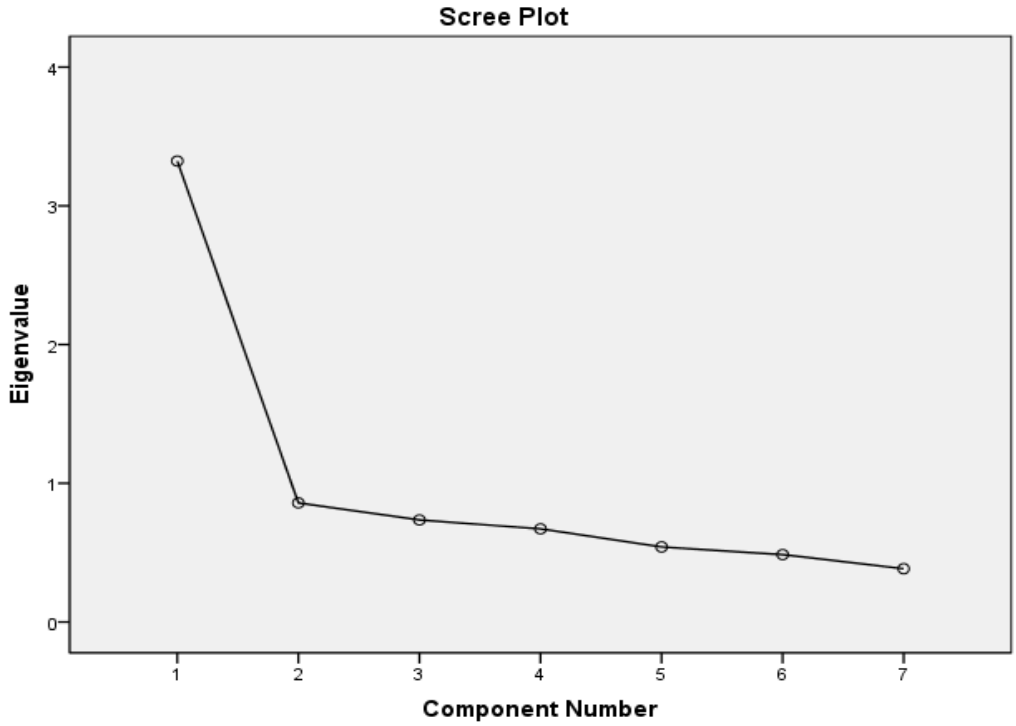
Table 1 :KMO and Bartlett's Test of workplace incivility

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.848
Bartlett's Test of Sphericity	Approx. Chi-Square	734.493
	Df	21
	Sig.	.000

The factor loadings of workplace incivility range from .776 to.654 and the factor loadings of each item were greater than .4 and approves the hypothetical foundation of the instrument. The scree plot for workplace incivility is showed in figure 2 which indicate the emergence of one factor solution.

Table 2: Workplace Incivility Factor loadings and Reliability statistics

Items	Factor loadings	Reliability (α)
WPI-1	.776	0.814
WPI-2	.654	
WPI-3	.751	
WPI-4	.596	
WPI-5	.690	
WPI-6	.685	
WPI-7	.654	WPI= workplace incivility



(Figure 2: scree plot of workplace incivility)

Cronbach's alpha of TQM practices

Cronbach's alpha test was used to determine the reliability of the six critical success factors of TQM in higher education institutes. The cronbach alpha for leadership was α= .733, for vision cronbach's alpha was α=.768, for Program design and resource allocation cronbach alpha was α=.814, for measurement and evaluation cronbach's alpha was α= .804, for process control and improvement cronbach's alph was α=.791 and for other stakeholders focus it was α= .744(table 12). The reliability statistics for all subscales of TQM practices lies within the acceptable range.

Factor analysis of TQM practices

The TQM practices are the fourth dependent variable of the study. In higher education institute the TQM practices consist of further six subscales named leadership, vision, program design and resource allocation, management and evaluation, process control and improvement and other stakeholder focus. Factor analysis was done to check the validity of the instrument and to check the suitability of data for factor analysis KMO and Bartlett's test of sphericity was done. The value of Kaiser-Meyer-Olkin was .883 which is greater than the minimum limit of 0.5 therefor this test supports the adequacy of sample size. The Bartlett's test of sphericity was significant ($p<0.05$) and it confirms the presence of correlation among the data set (table 3).

Table 3:KMO and Bartlett's Test of TQM practices

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.883
Bartlett's Test of Sphericity	Approx. Chi-Square	2654.886
	Df	190
	Sig.	.000

All the items of six sub variables of TQM highly loaded on separate factors. The factor loading of leadership ranges from .738 to .622 loaded on first factor. The factor loadings of vision ranges from.753 to .749 loaded on the fourth factor. The factor loadings of program design and resource allocation ranges from .787 to .766 loaded on fifth factor. The factor loadings of Management and evaluation ranges from .755 to .825 loaded on second factor. The factor loadings of process control and improvement ranges from .765 to .787 loaded on the third factor and factor loadings of other stakeholder focus ranges from .734 to .732 loaded on the sixth factor. The factor loadings of all variables were greater than.4 therefore lies within the acceptable range. The factor loadings of the all factors are presented in table 4.

Table 4:Total Quality Management practices Factor loadings and Reliability statistics

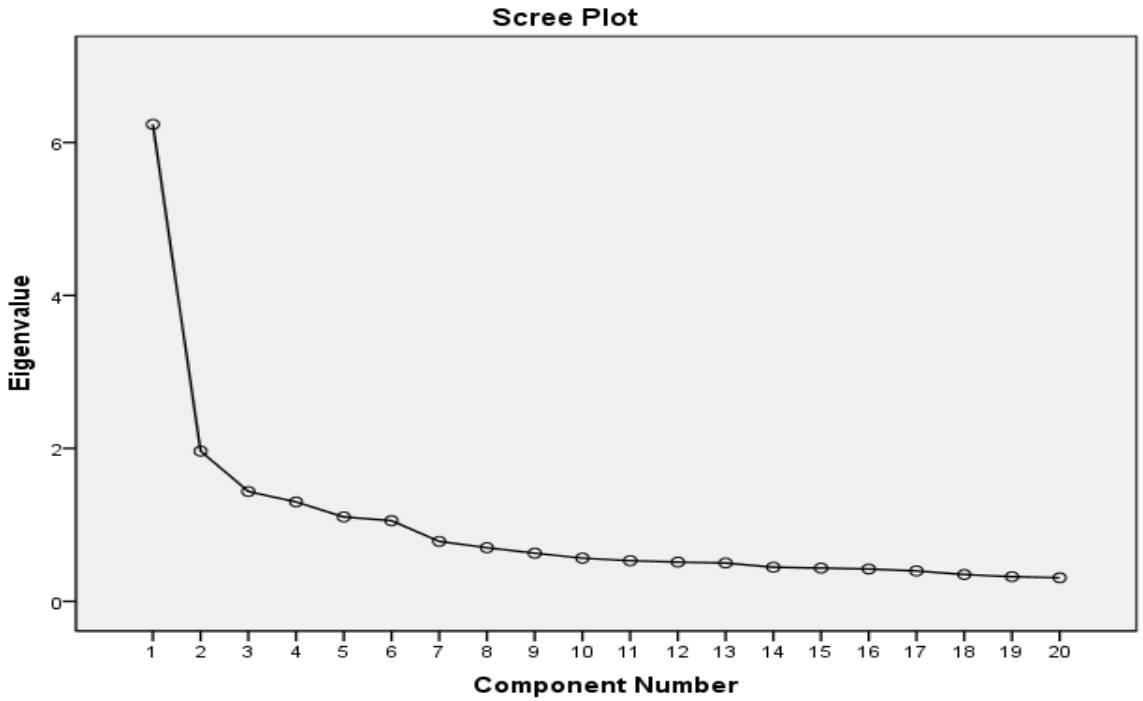
Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Reliablity α
L-1	.738						.733
L-2	.599						
L-3	.612						
L-4	.593						
L-5	.622						
V-1				.753			.768
V-2				.779			
V-3				.749			
PD-1					.787		.814
PD-2					.788		
PD-3					.766		
ME-1		.755					.804
ME-2		.835					
ME-3		.825					

Total Quality Management practices Factor loadings and Reliability statistics (Continued)

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Reliablity α
PC-1			.765	.791			
PC-2			.838				
PC-3			.787				
OSF-1						.734	.744
OSF-2						.820	
OSG-3							.732

L= leadership, V= vision, PD= program design and resource allocation, ME= measurement and evaluation, PC= process control and improvement, OSF= other stakeholders focus

The scree plot of the data is displayed in figure 3 and it shows that six data points were above the elbow and six factors were emerged.



(Figure 3: Scree plot of TQM practices)

Correlation and regression analysis

The TQM practices was consist of six sub variables in the present study and the correlation table 5 displays that workplace incivility has a significant negative relationship with leadership(r=-.403, n=381, p<0.01). , vision (r=-.319, n=381, p<0.01), program design and resource allocation(r=-.213, n=381, p<0.01)., process control and improvement(r=-.305, n=381, p<0.01) and other stakeholder focus (r=-.214, n=381, p<0.01). However the workplace incivility has a negative insignificant association with measurement and evaluation(r=-.064, n=381, p>0.05).

Work place incivility was found to have a medium negative correlation with leadership, vision and process control but significant relatively weaker negative correlation was program design and resource allocation and other stakeholder focus however with measurement and evaluation the workplace incivility has insignificant relationship. In order to assess the impact of workplace incivility on the dependent variables regression analysis has been done.

Table 5: Descriptive statistics and pearson correlation analysis

Variables	Mean	SD	1	2	3	4	5	6	7
(1) WPI	2.25	.837	1						
(2) L	2.69	.703	-.403**	1					
(3) V	2.81	.754	-.319**	.518**	1				
(4) PD	2.87	.793	-.213**	.471**	.402**	1			
(5) ME	2.83	.842	-.064	.329**	.273**	.479**	1		
(6) PC	2.81	.789	-.305**	.416**	.365**	.306**	.210**	1	
(7) OSF	2.81	.750	-.214**	.438**	.385**	.351**	.264**	.375**	1

** Correlation is significant at the 0.01 level (2- tailed).

WPI= workplace incivility, L= Leadership, V= vision, PD= program design and resource allocation, ME= measurement and evaluation, PC= process control and improvement, OSF= other stakeholder focus, SD= standard deviation

Simple regression analysis was used to test the hypothesis of the study which mainly relates to determine the impact of workplace incivility on TQM practices implementation.The initial data analysis was used to assess the assumptions of the statistical tests. The normality of the data was checked with skewness and kurtosis test. The skewness and kurtosis values of all study composite variables falls within the acceptable range(less than ±2) which confirm the normality of the data(table 6) .The Durbin Watson value for all the study variables(given in the table) lies within the acceptable range between (1.5<D<2.5). It confirms that data is free from autocorrelation and the error term is independent. In initial data analysis no significant outliers were found in the data set.

The hypothesis of the study was related to the negative relation of workplace incivility with the TQM practices implementation in the university. The association of workplace incivility with six practices of TQM was analyzed individually. The table shows that F statistics is significant (F=73.412, p<0.05) which supports the fitness of model for leadership dimension of TQM. The R2 value is 0.162 which indicates that workplace incivility brings 16.2% change in leadership awareness and commitment with TQM practices implementation. The regression table indicates that workplace incivility has a significant negative impact on the leadership dimension of TQM (β=-.403, t=-8.568, p<0.05).

The second dimension of TQM practices is vision. The regression table shows that F statistics is significant (F=43.020, p<0.05), which confirms the fitness of the model for vision. The R2 value is 0.102 which indicates that incivility is accounted for 10.2% change in vision “the desired position of university by itself”. The regression table also indicates that workplace incivility in the university has a significant negative impact on the vision dimension of TQM (β=-.319, t=-6.559, p<0.05).

The third dimension of TQM in higher education is Program design and resource allocation. The regression table illustrates that F statistics is significant (F=17.986, p<0.05) which confirm the fitness of model for program design and resource allocation. The value of R2 is0.045 and it shows that workplace incivility is accounted for 4.5% change in program design and resource allocation. The table shows that workplace incivility has a significant negative impact on the program design and resource allocation dimension of TQM (β=-.213, t=-4.241, p<0.05).

Table 6: Normality diagnosis of the variables

Variables	Skewness	Kurtosis
Workplace incivility	0.550	-.552
Leadership	0.308	-.897
Vision	0.221	-.902
Program design and resource allocation	0.133	-1.233
Measurement and evaluation	0.130	-1.198
Process control and improvement	0.146	-.986
Other stakeholder focus	0.108	-.997

The fourth dimension of TQM in higher education institute is management and evaluation. The regression table indicates that F statistics (F=1.573, p=2.10) is not significant, which confirms that model is not fit for measurement and evaluation. The value of R2 is 0.004 and it indicates that workplace incivility brings a negligible 0.4% change in measurement and evaluation. The table indicates that workplace incivility has an insignificant negative impact on measurement and evaluation dimension of TQM (β=-.064, t=-1.254, p=2.10).

The fifth dimension of TQM is process control and improvement. The regression table shows that F statistics is significant (F=38.752, p<0.05) and it confirms the fitness of model for process control and improvement dimension of TQM. The value of R2 is 0.093 which means that workplace incivility brings 9.3% variation in process control and improvement. The regression table also indicates that workplace incivility has a significant negative impact on the process control and improvement dimension of TQM (β=-.305, t=-6.225, p<0.05).

The sixth dimension of TQM is other stakeholder focus. The regression table indicates that F statistics is significant (F=18.249, p<0.05), which approves the fitness of the model for other stakeholder focus. The value of R2 is 0.046, which mean that workplace incivility is accountable for 4.6% variation in other stakeholder focus. The table also indicates that workplace incivility has a negative impact on other stakeholder focus dimension of TQM (β=-.214, t=-4.272, p<0.05).

Table 7 : Regression Analysis

	Workplace incivility (independent variable)			
Dependent variables	R^2	F	p-values	Durbin Watson
Leadership	.162	73.412	0.000	1.7
Vision	.102	43.020	0.000	2.13
PD	.045	17.986	0.000	2.02
ME	.004	1.573	2.10	1.924
PC	.093	38.752	0.000	1.936
OSF	.046	18.249	0.000	1.956

Table 8 : Regression Analysis

	Workplace incivility (independent variable)		
Dependent variables	Beta	t-values	p-values
Leadership	-.403	-8.568	0.000
Vision	-.319	-6.559	0.000
PD	-.213	-4.241	0.000
ME	-.064	-1.254	0.210
PC	-.305	-6.225	0.000
OSF	-.214	-4.272	0.000

Discussion

The basic aim of the research study was to investigate the impact of workplace incivility on the implementation of TQM in higher education institutes of Balochistan. The hypothesis of the study was about the negative impact of workplace incivility on the implementation of TQM practices in the university. In the present study six dimensions of the TQM was studied in respect of Higher education institutes. The correlation analysis depicts that workplace incivility is negatively associated with TQM dimension such leadership, vision, program design and resource allocation, process control and improvement and other stakeholder focus except measurement and evaluation, which shows an insignificant association. The regression analysis confirms the fourth hypothesis of the study partially as workplace incivility shows insignificant negative influence on the measurement and evaluation dimension of the TQM. This finding of the study is consistent with the previous research study (Morrow, McElroy, & Scheibe, 2011) as Morrow, Mcelroy and Scheibe also proved in their study that the

occurrence of incivility reduces the effectiveness of TQM practices however the literature revealed that TQM practices has a significant contribution in organiazational performance (Joiner, 2007), profitability and cost reduction (Sajjad & Amjad, 2012; Talib, 2013; Belay, Helo, Takala, & Kasie, 2011) and productivity (Al-Shobaki, Fouad, & Al-Bashir, 2010) and students satisfaction and team work (Lazibat, Sutic, & Jurcevic, 2009) therefore the organization should consider these aspects.

Conclusion and implications

The result and the discussion of the study shows that workplace incivility affects the TQM practices implemention in higher education institutions and lessen its usefulness while TQM implementation is also a sourcee of competitive advantage and sign of quality education in higher education. Due to the negative consequences of workplace incivlity the organization should make zero tolernce policy for incivility at workplace and such polices should established which discourage the instigator. Traning sessions can be arranged to make the existing employees to realize the negative impacts of unciivil behaviour over their coworkers or subordinants. The organization can also reduce the occurrence of incivility by limiting the entry of prospective instigators in the univesity before the appointment. By conducting the interview in two to three sessions can screen out the candidates who has the ability of becoming potential instigator after appointment. Such candidates should never be appointed even if they are talented and highly qualified. As the expected benefits of their appointment due to their qualification for the organization will be less than the adverse impacts of their uncivil behaviour which will destory the working enviornment of the organization.

Limitations and suggestions

The study has some limitations too. The current study was cross sectional which cannot show the causal relationship among the study variables. The study has been conducted in the higher education institutes of Balochistan so its results cannot be generalized in the corporate sector. Future study can be done with longitudinal data. The non-probability convenience sampling technique was utilized in the current study for data collection therefore future research study can be done with probability sampling technique which will give more reliable results. The comparative study can be done about the impact of incivility on the male and female.

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