



THE ROLE OF TEACHING QUALITY OF UNIVERSITY TEACHERS IN THE LEARNING SATISFACTION OF THEIR STUDENTS

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ABSTRACT- The current study was done to investigate the “The Role of Teaching Quality of University Teachers in the Learning Satisfaction of their Students”. The foundation of this research study was to evaluate the quality of teachers who are teaching in the university as supposed by their students and to know the role of teaching quality of teachers in the learning satisfaction of the students. The study was quantitative by nature and based on students’ observations which were collected through questionnaire of quality teaching of university teachers learning satisfaction of their students. This study design consisted of representing a sample and describing the structures of the sampled students. All the students of Bahauddin Zakariya University Bahadur Sub-campus Layyah were the target population of the research. There were total 1540 students where 442 students in the faculty of Business Administration and Commerce, 316 students in the faculty of Arts & Humanities, 283 students in the faculty of Social Sciences and 499 students in the faculty of Science and Technology. 120 students were selected from the current population through simple random sampling technique. The data was administered by using questionnaire as a research instrument of the study and was assessed as “frequencies, means, standard deviations, and correlations”. In data analysis correlation was applied to know the association between independent and dependent variables i.e. teaching quality and learning satisfaction respectively. It was also used to conclude the role of teaching quality of university faculty members in the learning satisfaction of students in the universities.

Keywords: Teaching Quality, Students’ Learning Satisfaction

I. INTRODUCTION

Education plays a significant role in the progress and growth of any nation. It improves the efficiency, competence of persons and produces competent autonomy that is significant and capable for the economic development. There is no need of any clarification and explanation to explain the importance of education for human resource development. There is a major role of education in the development of both developed and underdeveloped countries. The establishment of Pakistan recognized the education as one of the fundamental right of the public of Pakistan and also acceptable from the government to give access for schooling to each individual of the country (Government of Pakistan, 2000).

Nwangwu (2007) stated that the students’ learning and achievements after leaving the institution influenced both the persons’ aptitude and proficiency. The persons’ capability for captivating an energetic role in national development is proper learning and procedures.

According to Darling-Hammond, et. al. (2009), teachers are an integral part of any educational institution. Therefore, the quality of teachers at any institution also reflects the overall quality of the institution and the strength of the students. Teachers as a permanent mentor train students with the skills and competencies that are expected to achieve academic and social success. Recognizing this desire, consistent and effective training sessions are essential for teachers to make the transfer of knowledge more and more effective, expertise and priorities to better engage students and improve academic success (Intrator & Kunzman, 2006).

It is clear that the learning process itself cannot be successfully completed without comforting the learning environment. Teachers can keep the learning environment successful and successful with fully prepared and varied teaching that effectively provides students with the skills, abilities and benefits.

Snehi (2011) determined that the quality of teaching is very important in influencing students’ motivation and satisfaction. Therefore, it is important for teachers and researchers to be tolerant of the quality of teaching by allowing students to achieve teaching goals and achievements (Bechet and Brookes, 2008).

The current international style of higher education and the growing power of student clients in the field sees improved competition in the job market (Raza & Naqvi, 2011; Raza, Zia, Naqvi, & Ali, 2012). As a result of this competition, high quality is a high demand for employers for job creation (Raza & Naqvi, 2011). Following high standards, students select universities with quality teachers to provide students as needed in the job market. The quality of teaching of teachers as seen by university students is recognized in higher education while the customers are paid and have a direct relationship with the motivation and satisfaction of the learning of university students (Raza, Majid, & Zia, 2010).

II. LITERATURE REVIEW

Quality of Teaching

Iyamu (2005) stated that the quality of teaching is important in teaching aids and the most vulnerable quality is standing where anything goes wrong with the system. According to ETUCE (2002), quality teaching information passed on to students with tools for finding results in the challenges facing masculinity (ETUCE, 2002). As a result the quality of opinion is obtained in different ways in most cases. However, it is important for effective teaching the practice of learning in a real situation to achieve the objectives of teaching.

Henard & Roseveare (2012) stated that the student segregation has highlighted the importance of quality teaching that has a profound effect on student quality on the one hand and highlights the performance of institutions on the other hand that can enrich beyond creation such as activities, policies and strategies aimed at improving teaching quality. This situation has made the quality of teaching a priority for higher education investors and insists on universities to ensure their quality (Vevere & Kozlinskis 2011).

In higher education, university teachers play a key role in identifying and demonstrating further advancement in teaching and learning activities. To teach means to impart knowledge to a person for the purpose of learning. In other words, teaching refers to data interaction or student orientation to the institution or to the interaction of teachers and students, to the recognition and improvement of modules, to the collection of essential teaching resources and other activities such as teaching assessment and full communication (Misra, 2002).

Ko and Chiu (2011) defined teaching quality such as developing a holistic consideration of teaching strategies and teaching methods among teachers who are able to fulfil the aspirations of students. It creates a commitment to the right thing and the right process to teach the learning process and learning objectives promises predictions of learners and parents in building students' ability to achieve educational goals that can be predicted by students and parents.

Kember (2004) predicted teaching quality such as assessing and evaluating the nature of teaching. The researcher went on to describe the quality of teaching as a gap between teaching methods and teaching methods. Although there is another foundation that also influences students' learning outcomes such as the spirit of learning, classroom actions, curriculum planning, teaching objectives and learning habits.

Raza et. Al. (2010) stated that teaching is a social practice that involves the relationship between students, teachers and students themselves that is necessary for their professional development. The strength of development that is common to students largely depends on the relationship between student and teacher (Raza, Naqvi, & Lodhi, 2011).

According to Raza & Naqvi (2011), the quality of teaching, which is incomprehensible, has really changed from the quality of visual products and it is challenging to test it. It can only be measured by the perception of its customers i.e. students who use the center. Therefore, student assessment of the teaching quality of their teachers is a good way to assess university teaching through student research (Vevere & Kozlinskis 2011).

Student's Learning Satisfaction

Students' satisfaction through academic performance and practice is most crucial. The academic fulfillment can be applied frequently as an indicator to measure the knowledge of university learner (Mark et al., 2000). It is challenging with evidence showing a fear of learning satisfaction. General research related to learning satisfaction is unclear, consensus regarding the whole process, the whole context. As a result in various investigator's judgments, finding stability in a broader perspective but it is easier to evaluate suggestions that are less accurate information about the exact source of satisfaction or

dissatisfaction, and less and less information communication is exposed. Current research studies that test a specific approach to student learning satisfaction as they relate to group collaboration, group presentation and shared information (Johnson et al., 2013), or to the fulfillment of automated information instructions (Novo-Corti et al., 2012). This concept will be promoted with a clear and relevant view, a fairly previous pricing organization and improved well-received and for those challenging and difficult reasons to define learning satisfaction.

According to the findings of Arbaugh (2000), learning satisfaction includes a logical human approach to the educational process and a level of performance that aligns with the educational needs of students due to motivation. Harvey et al., (2002) described learning satisfaction as a joy experienced by students' intentions in relation to the specific activities outlined in curriculum development, actions to satisfy students' learning aspirations. He also highlighted the fact that students have different learning needs, focused on different learning activities and achievement outcomes, different levels of learning satisfaction (Chang and Chang, 2012).

Statement of the Problem

The Government of Pakistan has deeply concerned about higher education in terms of investment in higher education sector. As paid and beneficiary consumers, university students are keen to know the teaching quality of university teachers. This study wants to assess the role of teaching quality in learning fulfillment of the university learners.

Objectives of the Research Study

The main objectives of the research study were:

1. To determine the Correlation between the Teaching Quality of the university faculty members and the Learning Satisfaction of their learners
2. To determine the role of Teaching Quality of university faculty members in the Learning Satisfaction of the university undergraduates

Hypothesis of the Study

The hypothesis of the research questions were:

H₀₁: There is positive relationship between the teaching quality of university teachers and the learning satisfaction of their learners.

H₀₂: There is a significant role of teaching quality of university teachers in the learning satisfaction of their students.

Research Methodology

The study was descriptive by nature and based on the views of university students who received a prepared list of questions about the quality teaching of their teachers. This design consists of showing a sample set to individuals and identifying the characteristics of the study participants.

Population and Sample of the study

All the students of Bahauddin Zakariya University, Bahadur Sub Campus Layyah were the population of this study. There are 1540 total students of four faculties' i.e 442 students in the faculty of Business Administration and Commerce, 316 undergraduates in the faculty of Arts & Humanities, 283 undergraduates in the faculty of Social Sciences and 499 undergraduates in the faculty of Science and Technology. A random sample of 120 students was selected for the study.

Instrument of the Study

The questionnaire was used as research instrument for data collection. A total of 25 items questionnaire was split into two sections i.e teaching quality and student's learning satisfaction. The first 10 items of questionnaire were planted to find the quality of university teachers and the remaining 15 items of questionnaire were used to measure the learning capabilities of the university student through the teaching learning practice. The five point Likert scale (strongly disagree, disagree, undecided, agree and strongly agree) was used in questionnaire.

Data Collection

The investigator himself collected the data from the university students through the questionnaire. 120 copies of questionnaire were distributed among the students of four faculties in the university campus. The reliability and validity of the study was recognized by the university students before administering

the questionnaire. After managing the copies of questionnaire to the students, they were permitted to answer the items given in the questionnaire. At the completion questionnaire were collected at once. The return rate of respondents was 100%.

Data Analysis

After successful data collection it was evaluated in the form of frequencies, means, standard deviations, and correlations. Cut point 3 was set and mean scores 3 and above was set to reflect as acceptance level of the teaching quality while below 3 mean score was measured as un-acceptance level of the teaching quality and the learning satisfaction of the university undergraduates. Correlation was used to know the relationship between the independent variable “teaching quality” and the dependent variable “students’ learning satisfaction”. One way ANOVA was pertained to evaluate the role of teaching quality in the learning satisfaction of the university undergraduates.

III. RESULTS

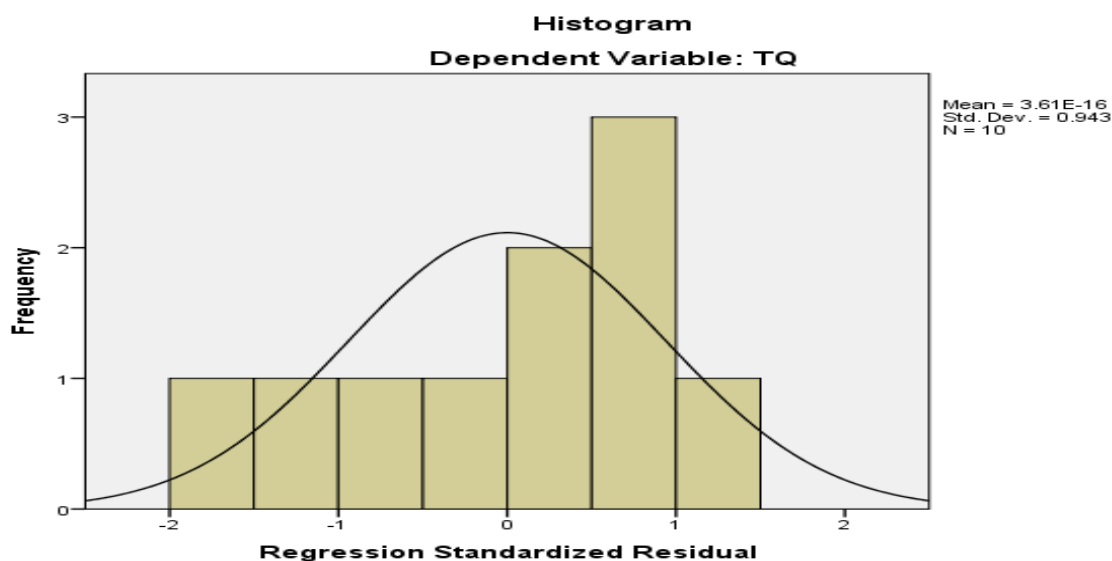
Table 1: Correlation between the Teaching Quality of the university faculty members and the Learning Satisfaction of their learners

Correlations		TQ	LS
TQ	Pearson Correlation	1	.325
	Sig. (2-tailed)		.360
	N	10	10
LS	Pearson Correlation	.325	1
	Sig. (2-tailed)	.360	
	N	10	10

The above analysis was done to find the relationship between the teaching quality of university faculty members and the learning satisfaction of the university undergraduates. The value of $r=0.324$, $p=0.360 > 0.05$, which indicate no correlation.

Table 2: The Role of Teaching Quality of university faculty members in the Learning Satisfaction of the university undergraduates

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.325 ^a	.106	-.006	10.390		
Model	Sum of Squares		df	Mean Square	F	Sig.
	Regression	101.929	1	101.929	.944	.360 ^b
	Residual	863.671	8	107.959		
		Total	965.600	9		



The above histogram analysis was done to find the role of teaching quality of the university teachers in the learning satisfaction of the students. The analysis of data shows that $R=0.106$, $p=0.360 > 0.05$, which indicate no impact.

IV. FINDINGS

1. The above table shows the relationship between the teaching quality of university faculty members and the learning satisfaction of the university undergraduates. The value of $r=0.324$, $p=0.360 > 0.05$, which indicate no correlation.
2. The above histogram analysis was done to find the role of teaching quality of the university teachers in the learning satisfaction of the students. The analysis of data shows that $R=0.106$, $p=0.360 > 0.05$, which indicate no impact.

V. CONCLUSIONS

The present investigation was done to explore the role of teaching quality in the learning satisfaction of the learners in higher education. The results of the current study demonstrated that no correlation was found between teaching excellence of the educators and educational satisfaction of the learners at university level. The results also indicated that that there is no positive role of teaching quality of university teachers in the learners' learning satisfaction.

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