

Relationship between Teaching Quality and Students' Satisfaction at University Level

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Abstract

Teaching is one of the fundamental components of education therefore; to determine the level of learners' satisfaction, quality of teaching is required. This study aimed to examine either the quality of teaching has any relationship towards students' satisfaction in regard to their learning and uplift the quality of education on the whole. Population of faculty of social sciences in University of Sargodha is comprised on eight departments. Department of Education, Psychology, Economics and International Relations are included in the sample through Random sampling technique. Students enrolled in the morning session (2018-20) from sampled departments were taken through census method for the study. In morning program 198 students enrolled and all of the students were selected as sample due to small population size. Students who have spent at least one year in the university have been included in the sample. Responses were taken through close ended questionnaires. Findings revealed that there is strong positive correlation $r = .613$ between quality based teaching and students satisfaction. On basis of findings it is concluded that fair evaluation method, assistance from teacher at the right time, well maintained course organization and teaching methodology are the four pillars of quality based teaching which satisfy students and leads toward quality of education.

Keywords: *Teaching, Quality Education, Students Satisfaction, Public Sector University.*

Introduction

In order to increase the level of students' satisfaction towards their learning needs quality of teaching is needed. As quality based teaching is the only medium to reach the set goals directly. For the quality based learning and productive generation who may lead the country toward progress quality based teaching is necessary, especially at university level. Strong and effective teaching is needed at every step, as the strong base will develop a successful society. But at higher level this becomes compulsory, as at this stage minds are fully developed therefore, universities need a strong workforce in the form of teachers who may produce an effective medium of teaching for quality based learning and satisfaction of students (Pheunpha, 2013). As Pakistan a developing country needs high level commitment to increase the level of teaching quality because poor quality of teaching leads toward poor quality of education. According to Alvi and Alam (2004) if the students have not learnt, teachers have not taught. These learning crises can be minimized by investment in education in form of teacher trainings and provision of all required facilities so that students can avail quality based teaching. So, it can be said that, to train teachers in choosing the appropriate teaching methodology, and how to assess students' performance than to provide assistance on accurate time to them, to give proper materials, to provide technological facilities can ensure quality based teaching at university level.

Teaching quality could be enhanced by conducting motivational trainings for teachers and aware them the importance of sound teaching so that successful teaching may take place. For sustenance of quality education, importance of quality based teaching cannot be ignored. Through quality based teaching nations are striving to inculcate skills and knowledge to their students. The purpose of quality based teaching is to enhance satisfaction of the students. Their satisfaction will lead toward quality of education (Halai, 2013). Internationally the value for quality of education is seeking recognition as serious commitment. The notion education for all is leading with the vision of on education that based on quality. In this era of advancement where innovations are happening on daily basis and competition is increased, to compete and take place in this race quality of education becomes crucial (Golder, Mitra & Moorman 2012). To made quality of education accessible to all the citizens of nation on equal ratio a developing country can compete with developed countries (Taylor, 2012). In Pakistan, University Grant Commission (UGC) was working former since 2002 then it was renamed to Higher Education Commission (HEC). Higher education commission is trying hard to satisfy the needs of students. Satisfaction of students can be defined as who receive to the point and required instructions at right time. According to different authors the basic definition can be nurtured as satisfied students may be the combination of physically and mentally healthy learners (Khwaja, Qureshi & Naqvi, 2008). Teaching is a profession that gives difficulties; fervor, individual reward and opportunity to urge and bolster others to accomplish their objectives (Johnson Kahle & Fargo, 2007). Good instructors work with their associates, guardians, different experts and network individuals to rouse their understudies to learn. Through the thorough preparing instructors experience during their pre-administration preparing, they gain characteristics, for example, solid information specifically branches of knowledge, persistence, and great comical inclination and so on. According to Mohsin, & Mohsin (2016) characteristics are fundamental to guarantee a perpetual change in students' conduct. With such characteristics, instructors are relied upon to spur and urge students to contemplate hard to improve the nature of learning. However due to all these measures the ranking of Pakistani Universities is too much below in international ranking. There is dearth of students who are unable to speak on an ongoing topic fluently and confidently. In depth knowledge regarding their subject area is poor. They perform poorly in viva or interview for job due to limited knowledge. These issues are not only associated with Sargodha University. Arshad (2003) also revealed that there has been an open clamor on the nonstop decrease in the nature of teaching in Pakistan as showed in open assessments and execution of training yields that are lacking for work. The question at that point is either the quality of teaching is not good that may satisfy the learning needs of students. For that kind of situation, this study sought to determine how quality of teachers can lead toward quality of education at university level.

Study was aimed to explore the level of quality of teaching in Public Sector University.

To determine the level of satisfaction of students studying in public sector university
To identify the relationship between quality based teaching with students' satisfaction

Keeping in view the objectives of study, these research questions were posed

- i. What is the existence level of quality of teaching in Public Sector University?
- ii. Are the students of university satisfied with their teacher's teaching quality?
- iii. How much relationship exist between quality based teaching and students satisfaction?

Literature Review

There is combination of factors that lead toward quality of education but the most relevant may be teaching. As teacher is the basic source to change the level of students learning. Teachers are known as change agents so for the changing and inspiring the learner teachers need to follow a quality based teaching. As per Suarman (2015) in working on instructing, instructors need direction, guidance, help, backing and consolation from others to assemble viable educating and learning condition. As instructors, training sessions ought to be of value that suits the most recent patterns. This is on the grounds that, as per Rauf,

(2008) the Pakistan Certificate of Education accomplishment report and Program demonstrated that the nature of Pakistan instruction is at a disturbing level contrasted with different nations. Along these lines, teachers' nature of teaching ought to be inspected. In addition, HEC itself concentrate keenly on academic performance in order to reach the roots by those who are responsible. Failure in the production of competent and excellent product at university level is commendable. Teachers from different subjects ought to likewise be concentrated to distinguish their nature of teaching which could be one of the components for the improvement of value teaching. As concluded by Suarman (2015) quality based teaching is responsible for quality of education, as teachers teach from basic concepts to practical work in classroom has a positive contact towards quality education and ultimately is in positive relation with students' satisfaction during their higher education level. Teachers are considered as the only source for transmitting of knowledge and values toward students. The traditional role of teachers in the classroom is to deliver the set curriculum in specific time period. For the delivery of this knowledge teachers use various methods of teaching such as "lecture, small group activities and hands-on learning activities" or according to the nature of subject and topic. They fabricate warm condition, coach and support students; teachers present themselves as an inspiration for learners and search for indications of inconvenience and so on (Fraser & Walberg, 2005). They are in this manner, responsible of promoting the mission and vision of the institution from beginning to end in a structured manner, never go against the policies of university and to provide proper guidance and information to students. Teaching is the collection enthusiasm that requires time, loyalty to profession and hard work and obligation. Teachers prepare learners to get a good job that may satisfy their life needs and they prove themselves a solid product for the country. Teachers are required to present themselves as role model so they become ideal for students and their passion may visible in their teachings (Williams, 2003).

Methodology

Population

Population of faculty of social sciences in University of Sargodha comprised on eight departments and 384 students.

Table No 1

S. No	Department	Enrolment(Shift Morning)
1	Education	50
2	Economics	48
3	History and Pakistan studies	45
4	Noon business school	42
5	Political and international relation	50
6	Social work	49
7	Psychology	50
8	Sociology and criminology	50
9	Total	384

Delimitation

Study was delimited to four departments of social sciences and 198 students of these four departments of University of Sargodha. Study was aimed to find the relationship between teaching quality and students' perception, a representative sample was available in four departments of University of Sargodha to find out the relationship between teaching quality and students' satisfaction.

Sample

Sample of the study was 198 students of M.A level shift morning session (2018-2020) from departments of Education, Psychology, Economics and International Relations. Students who at least have spent their 2 semesters in the University were selected. Rationale behind two semesters was that they can give more clear depiction on research instrument. Sample of the study was initiated to fill the questionnaire, on the basis of their knowledge/experience during their study years in the university. Questionnaire was administered to 198 students 177 responses were received back.

Sampling technique

Two stage sampling technique was applied to select sample. At 1st stage out of eight departments under the faculty of social sciences four departments were selected through simple random sampling (Lottery technique) for study. On 2nd stage students of these four departments were selected through census method. The rationale behind census method was to take data from entire population of four above mentioned departments.

Instrument of the study

Keeping in view objectives, research questions and literature review questionnaire was developed for data collection. Study comprised on two variables (1) Teaching quality (2) student's satisfaction. Prior to administer the instruments at macro level, a pilot study was conducted on respondents (n = 35). The data were collected personally. In order to estimate internal reliability, Cronbach's alpha coefficient was applied to test reliability of questionnaire. The reliability coefficients are shown in the following table:

Table No 2: Reliability Statistics

Cronbach's Alpha	N of Items
.843	35

Data Analysis and Findings

a) To explore the level of quality of teaching in public sector university

Table No 3: Mean standard deviation for quality teaching

Pillars of QT	Mean	Standard Deviation (SD)	Level
Teaching methodology	3.85	.60	Good
Evaluation method	3.91	.58	Good
Course organization	3.79	.64	better
Assistance	4.12	.67	excellent

n=177

This table shows that the pillar of assistance by the side of teacher has the highest mean value (M=4.12, SD=.67). Its means teachers always guide and assist students during teaching session. In the interim, the evaluation method has mean value (M = 3.91, SD = .58), trailed by teaching (M = 3.85, SD = .60) and course organization factor (M = 3.79, SD = .64). The four pillars demonstrated well an incentive in the quality of teaching in University.

(b) Checklist to assess the level of satisfaction of students studying in public university

Table No 4: Percentage of students' satisfaction level

Factors	Yes	Don't know	No
To acquire education from this university is a satisfaction for me.	76.5	12.3	12.1
This university fulfill my learning needs	90.5	3.5	9.0
Process of teaching spurs me to study extensively	58	37	5
If I am given an opportunity once more, I will pick similar teachers to study	83	7	10
By and large, I am happy with my learning knowledge in this university.	79.5	5.5	16

Table indicates that Eighty percent students were happy/ satisfied with the teaching quality of their teachers as they are learning and are happy to take admission in University of Sargodha.

(c) To identify the relationship between teaching methodology, Evaluation method, course organization, Assistance/ Guidance with students' satisfaction
Teaching

Table No 5: Pearson's correlation coefficient, r

	Teaching	Student Satisfaction
Teaching	1	.611**
Student Satisfaction	.611**	1
"Sig.(2-tailed)"	.000	

**P<0.01

Table demonstrates that there is sure and noteworthy connection/relationship among teaching and Sargodha University's student's fulfillment/satisfaction with value ($r = .611, p < 0.01$). Here is a positive and noteworthy association demonstrates that teaching quality influence students' satisfaction during lecture.

Table No 6: Evaluation method

	Evaluation method	Student Satisfaction
Evaluation method	1	.605**
Student Satisfaction	.605**	1
Sig.(2-tailed)	.000	

Result of this table indicate an average level ($r = .605, p < 0.01$) between evaluation method and students' satisfaction exist. Students are not much satisfied with evaluation methods.

Table No 7: Assistance/Guidance

	Assistance	Student Satisfaction
Assistance	1	.670**
Student Satisfaction	.670**	1
Sig.(2-tailed)"	.000	

Findings of the table proves that assistance/guidance by the teacher has strong relationship with ($r = .660, p < 0.01$) students satisfaction that lead toward quality of education.

Table No 8: Course Organization

	Course organization	Student Satisfaction
Course organization	1	.555**
Student Satisfaction	.555**	1
Sig.(2-tailed)	.000	

Result shows that an association found between course organization from teachers has an average relationship with student satisfaction ($r = .555, p < 0.01$). The positive and significant relationship shows that course organization has relationship with student satisfaction.

Table No 9: Overall correlation value based on factors

No	Pillars	r
1	Assistance	.670
2	Teaching	.611
3	Evaluation method	.605
4	Course organization	.555
5	Overall Value	.613

Generally speaking, that there is strong relationship between these four factors that are the cause of quality based teaching and students satisfaction ($r = .613$). In this way, this result demonstrates value based assistance has the most elevated connection ($r = .670$) with learners fulfillment.

Discussion

As overall correlation shows that quality based teaching has a sound relationship with students' satisfaction. This quality of teaching is a source of students' satisfaction. In this research four pillars are considered to measure the quality of teaching. Findings reveal that the pillar of assistance from the side of teacher to satisfy the needs of students is on highest level. Anuar and Nelson (2015) advocate this finding by concluding in their research that most of the teachers feel that proper guidance has a positive relation with students' satisfaction. They also include in their study that guidance from principle to teachers has a positive impact on their teaching and a source of improvement in order to satisfy students learning. As teachers have proper understanding of institutional rules they may able to assist and guide students in affective way. Suarman, 2015 also support above arguments by summarizing his findings that where authorities incorporate quality based guidance to teachers there students get correct guidance and assistance from teachers. Affective guidance by the side of teacher is very much necessary to enhance the quality of teaching as well as quality of education.

As far as connection among instructing and evaluation strategy in quality teaching, is higher than the pillar of course organization. Accordingly that is likewise predictable by the investigation of Suarman (2015). His contributions had distinguished quality of education and learner's fulfillment he characterizes if the nature of instructing is great, it may empower understudy to accomplish their knowledge objectives adequately. It implies, showing passion as the capacity of an educator successful utilization of different training abilities and this is consequently associated with quality instruction.

Study demonstrated that there is critical connection between quality (instructing, assessment technique, and help/direction and course association) and (student satisfaction). This implies quality in instructors' instructing and learning is at a decent level. This is concurred with Alvi and Alam (2004) who found that the way to the improvement of instruction in Pakistan is through improving the nature of educating and learning. In outcomes, the quality in instructing and learning in university is the most significant thing towards teaching the students (Arshad, 2003).

Conclusion

On the bases of findings it is concluded that quality of teaching is based on four pillars and all these contribute to maintain the satisfaction level of students. Quality of teaching is associated with the satisfaction of student to study in the institution. This satisfaction makes the students healthy learners.

Recommendations

- On the basis of study findings director Office and Quality Enhancement Cell (QEC) department towards arranging appropriate and applicable endeavors to expand showing quality in university.
- Teachers might take benefit from this paper by giving attention to improve their quality of teaching.
- The pillars that are on average level might be boosted up by giving more information to teachers on their importance.
- On the basis of conclusion it may also be recommended to teachers that they should assess themselves their teaching strategy and try to overcome the weakness for the better quality of teaching.
- Teaching quality could be enhanced and students might be satisfied with the sincere efforts of teachers.
- As this study is limited to M.A students without observing their gender and age, this study may be further elaborated in this regard to take more clear view of quality in teaching.
- Endeavors ought to be upgraded to increment and improve the instructing and instructive quality. There might be a further report to be done in a more extensive degree in order to provide a progressively comprehensive depiction about quality in instructing and satisfaction of learners regarding sexual orientation and age

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