

## RELATIONSHIP BETWEEN TEACHERS' COMPETENCIES AND STUDENTS SATISFACTION: MEDIATING ROLE OF TEACHERS QUALIFICATIONS

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### ABSTRACT

In higher education, successful teachers are evaluated through their skills and competencies which enable them to be effective in teaching and learning progression. Student's satisfaction of the learning process is based on the teaching skills, content knowledge, communication, interpersonal etc. these factors and qualities of teachers enhanced because of their qualification and experience. The majority of teachers employ a variety of teaching techniques with the goal of improving student pleasure and the effectiveness of learning through their skills and competencies. They evaluate the teaching skills that is most effective and meets the needs of the students based on the feedback offered by the students. Recent research have demonstrated that elements such as teacher behavior, the learning environment, and many other criteria can be used to gauge student satisfaction. So, using the teacher's credentials as a mediating factor, Researcher evaluated the impact of teaching competencies and qualification on student satisfaction. The study's main emphasis is on quantitative design. 150 university students from Rawalpindi and Islamabad were chosen at random to make up the study's sample. Researchers created the instruments, and specialists validated them. Regression and Pearson correlation were both used in the analysis. Based on the findings and research, it can be said that student happiness is directly impacted by teachers' qualifications and competences. The findings led to the conclusion that the mediatory function of teacher qualifications mediates the relationship between the independent and dependent variable.

**Keywords:** teacher's competencies, student's satisfaction, teacher's qualifications, teacher's skills.

### INTRODUCTION

Universities are important to our culture because they offer higher education, which results in more educated, trained, and specialized human resources. These assets serve as human capital for a variety of organizations, which in turn supply the necessary goods and services. Higher education students must be happy with the instruction offered by their schools. Students are forfeit escalating increasingly

seeing themselves as customers, the concept of student satisfaction has gained traction in higher education (HNDNP, 2020). Furthermore, they have discovered that quality assurance organizations as well as those who construct rankings and league tables regularly employ student satisfaction as a quality indicator. Meeting the requirements of students is crucial element of any higher education

institution (Aslam et al., 2016). Students, as customers that is higher education, should be satisfied. Higher education students in the United Kingdom were already recognized as a university's top clientele before they were compelled to pay "up-front" (Fidan & Koc, 2020). The degree to which a customer's expectations regarding the performance of the relevant product are met, according to marketing experts is the measure of the customer's enjoyment, explains their existence by recognizing prospective influences on client happiness. Aside from these theoretical explanations, some texts provide actual proof of the importance of student pleasure. Students' satisfaction, retention, and recruitment are all linked (Wang et al., 2023), and satisfied students perform better academically, drop out less frequently, cooperate with the organization after qualification, marketing, and promote the university on social media (Younis et al., 2015). Thus, the major element driving demand for a specific university's higher education is student happiness. This is especially true for postgraduate study. Lectures are a crucial component of higher education, particularly postgraduate education, for satisfying students. Given that colleges of higher education, it stands to reason that students' experiences will play a significant role in determining their happiness (Dali et al., 2017). Students' perceptions of what makes a high-quality education are heavily influenced by classroom delivery. Students' satisfaction was remarkably similar across diverse European nations. They discovered that whereas lecturers' research intensity was an adequate mediator in explaining student happiness, their teaching experience was not. Even when both variables were controlled for, there was no statistically significant relationship between experience and fulfillment (Azis et al., 2021). Satisfaction of students is influenced by factors such as lecturers' presentation skills, communication talents, ability to answer clearly and logically to students' inquiries, and attitudes toward students. Researcher discovered that teaching and learning-related variables were more essential than physical amenities after analyzing student satisfaction in a UK college. In traditional and active learning classes, Hyun et al. (2017) investigated student satisfaction with the learning process. They discovered that active learning pedagogy boosts individual and

group student satisfaction with their learning processes significantly. Lee et al. (2018) investigated how the instructor's participation influences student contentment in online learning. This study backs up the link between learning environment qualities, student satisfaction, and instructor participation. According to Gee (2018), instructors' competence and student happiness are positively connected. The manner in which lectures are delivered is critical in influencing how effectively they are received by students. Students are either happy or unsatisfied with a lecture based on how it is delivered by the professor. Understanding how lecturers' competence effects students' enjoyment of lectures is dependent on the instructors' manner during lectures (Wilkins & Balakrishnan, 2013). Previous research has not focused on this problem since lecturing conduct mediates the relationship between lecturers' ability and students' pleasure with lectures.

#### **OBJECTIVES OF THE STUDY**

To examine whether teacher's competencies is positively and significantly related to students' satisfaction.

To examine whether teacher's competence and teacher's qualification are related positively and significantly.

To examine whether there is a positive and significant relationship between teacher's qualification and students' satisfaction.

To study the mediating effect of teachers qualifications on the relationship between teacher's competencies and students' satisfaction.

#### **HYPOTHESIS OF THE STUDY**

H<sub>a1</sub>. There is positive and significant relationship between teacher competencies and student satisfaction.

H<sub>a2</sub>. There is positive and significant relationship between teacher competencies and teachers qualification.

H<sub>a3</sub>. There is positive and significant relationship between teachers qualification and student satisfaction.

H<sub>a4</sub>. There is significant effect of teacher's qualification on teachers competencies and student satisfaction

## LITERATURE

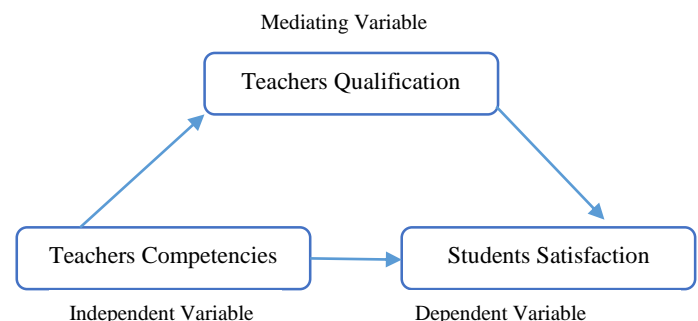
Competence as a person's demonstrable attributes that enable job success. Dessler's definition is more workplace-relevant because it incorporates employee attributes that can be verified or proven and allow the worker to do a given job. Competence is defined as person's competence or ability to perform a certain skill or job proficiently (Frazier et al., 2004). Using this concept as a foundation, lecture competency can be described as a lecturer's capability or ability to deliver lectures effectively in the classroom. This is the preliminary definition of variable lecturer competency in the study. An instructor's competencies are the skills and knowledge required for success (Marmah, 2014). For many people, including teachers, subject matter competence is the most obvious qualification for being a successful instructor (Hill et al., 2003). To promote student learning and accomplishment, effective teachers must possess a number of critical features and attributes, including a good mastery of the subject matter (Long et al., 2014). Effective content knowledge replies to impulsive and rigorous student inquisitive. Students suppose a instructor to be effective if he or she has a thorough mastery of the subject area, which inspires students' trust (Djudin et al., 2018). Students want knowledgeable teachers. When teachers' knowledge goes below a particular level, students' learning suffers significantly (Djudin et al., 2018). The first module of outstanding teaching that has a major impact on student results is subject matter. Effective teachers are well-versed in the subjects they teach. Years of teaching experience and knowledge of the specialized subject are critical components of teacher quality (Haider et al., 2017). Professors' competence stems from the education and experience they've gained. Education primarily consists of academic and professional qualifications. A significant number of years of hands-on involvement in topic delivery constitutes experience. Furthermore, considerable research and publication efforts reflect a lecturer's knowledge. Creating one's own educational materials indicates a lecturer's expertise. The teaching materials created by the specific instructor demonstrate broad and extensive subject understanding. As a result, four characteristics of lecturer competency were identified: professional and academic qualifications,

experience of teaching, research, and the production of one's own teaching materials (Ullah et al., 2021). Employee turnover intention is influenced by a variety of factors, including pull forces, economic situations, organizational policies, work satisfaction, and so on (Asad et al., 2021). Intention to quit or turnover intention is an employee's conduct or desire to leave the organization (Asad et al., 2022). A variety of factors influence the intention to leave an organization, including economic condition, push factors, pull factors, lack of job satisfaction, work environment, work policies, family cooperation and behavior, and so on (Asad et al., 2019; Asad et al., 2020). The most important factor in student satisfaction is a teacher's effective and good demeanor. According to Iqbal (1996), there is a gap in understanding and learning between students and teachers. In the education sector, the role of the teacher is fluid (Asad et al., 2018; Asif et al., 2021; Asad & Sharif, 2016). Inadequate education systems in emerging countries such as Pakistan have had a negative impact on the education industry as a whole. According to Saeed (2001), "the educational system of any nation can guarantee success and prosperity for its citizens." The construction of a complete and efficient educational system is crucial to a nation's survival. However, teachers' personal motivation, perspective, and work satisfaction impact their teaching efficiency (Asad et al., 2021; Haider et al., 2015; Haider, 2016). Teacher skills leads to student satisfaction either directly or indirectly (Bashir & Asad, 2018; Hammami et al., 2022). Researcher investigate the effects of teaching style on student satisfaction through a mediating function in this study, specifically, how different teaching styles lead to differing degrees of student satisfaction. The dependent variable is the amount of student satisfaction. We will examine student responses to determine the level of student satisfaction. The teacher's qualification and teaching style are control variables that may directly influence students' learning behavior (Damer et al., 2021; Asad et al., 2018; Ullah et al., 2021). Effective instruction cannot be stressed in terms of increasing student fulfillment. Effective teaching has a direct effect on boosting students' quantitative academic outcomes in order to improve their learning. Teaching quality can be utilized as a technique to promote student satisfaction, where teaching methodologies and

credentials moderate the relationship between teaching quality and student contentment. In addition, attributes such as honesty, diligence, competence, dedication, and motivation are included. Asad (2018); Asad et al. (2022); Asad et al., (2018). Teachers can enhance their teaching methods and styles since good teaching is aware of all the aspects that assist students build a conceptual approach to study (Zahid et al., 2022). It also helps them execute initiatives to improve educational learning efficacy and fix ineffective teaching techniques through policymakers. Students used this strategy to promote learning behavior and happiness in order to boost individual productivity and academic achievement (Asad et al., 2021). As a result, creating, sustaining, and improving the effectiveness of lecturing is a problem for any university. Lectures are one of the most important teaching methods and the most conventional way of instruction in institutions. Delivering educational lectures on a specific in order to train students on that subject or course is referred to as lecturing (Hammami et al., 2021). It is the principal form of education at every institution since it may be used to directly convey knowledge, develop skills, and establish dispositions relevant to the subject or course. Because it is the major approach, and in some circumstances the only method, utilized in university teaching, the quantity and quality of student learning are greatly dependent on it. A lecture is more than a speech in that it is designed to instruct. It is a spoken performance of data about a specific subject by an expert with the goal of instructing rather than simply informing (Bashir et al., 2018). It is used to control the delivery of information to a certain audience (Aslam et al., 2016). This method has been chastised for lacking student involvement, initiative, originality, practice, and feedback. Despite its constraints, it is possible to rigorously structure it so that ideas and principles are properly related. The lecture is the primary style of instruction due to the huge number of pupils during a particular teaching hour. Furthermore, despite the introduction of innovative ways to teaching and learning in higher education institutions, the lecture remains an important component (Wilkins & Balakrishnan, 2013). Despite its drawbacks (many of which can be minimized by introducing discussion and skill development applications into the classroom), the

lecture will continue to be the primary form of instruction in colleges. Long et al. (2014) study sought to ascertain the impact of instructors' abilities on students' happiness at a Malaysian private institution. Student satisfaction was found to have a positive and substantial link with competencies such as subject expertise, presentation clarity, and engagement with students, teaching innovation, explaining learning outcomes, class activity, and lecture notes. Furthermore, it was observed that the subject expertise of lecturers had the biggest impact on student happiness. Wilkins and Balakrishnan (2013) conducted a study to investigate the drivers of student fulfillment at foreign. They discovered that the caliber of instructors, the availability and quality of resources, and the effective use of technology had the biggest influence overall. Authors also investigated what students consider to be a quality education. Earlier research focused on improving teacher quality (Asad et al., 2022). Teacher excellence has a significant impact on students' ability, family background, aptitude, and the development of a better environment, which boosts economic growth in developing countries such as Pakistan (Haider et al., 2017; Asad et al., 2016; Ullah et al., 2021). It demonstrates that no theoretical arguments have been advanced regarding critical behavior mediates the relationship between students' pleasure and lecturers' competence. Furthermore, it demonstrates that there is insufficient evidence in the research archives regarding lecturing conduct as an intervening or mediating component. As a result, to found the moderating effect of lecturing conduct on the association among satisfaction of students' and lecturers' competence with lectures. According to the literature and variables of the study conceptual framework was designed.

**Figure 1**  
*Conceptual Framework*



**RESEARCH DESIGN**

Quantitative research design was utilized for the study through a systematic procedure. The study was directed to find examine the connection among study variables, student’s satisfaction, and teacher competencies and teachers qualification. The study focused on the positivist paradigm. Survey design was utilized as it is the most effective to get quantitative responses. Sample of the study includes the students of higher education enrolled in the bachelors and masters programs. 150 students were selected through random sampling techniques from the universities of Rawalpindi and Islamabad. Instrument was developed by the researcher, the questionnaire have three parts; qualification and experience of teachers, teachers competencies, students satisfaction. Questionnaire statements were rated using a five point Likert scale, 22 statements were included. Before conducting survey, questionnaire was validated by the expert, opinions and suggestions were employed. Cronbach alpha of the questionnaire was 8.99, which is acceptable range of reliability. Data were collected via online google form. Independent variable of the study was teacher competencies, the mediating variable was teacher’s qualification, which considered criteria for the appointment of university teachers through HEC (Higher education Commission) policy Pakistan, dependent variable was student’s satisfaction. Pearson correlation and regression was used to analyze the data to measure the relationship of independent and dependent variables.

**RESULTS**

The collected primary data were analyzed through the SPSS to achieve the objectives. The study measure the relationship between teacher’s competencies, student’s satisfaction with mediating role of teacher’s qualification. Pearson correlation was used to test the hypothesis of the study. The respondent’s perspectives were evaluated through these analysis techniques. Hypotheses 1, 2 and 3 were tested through Pearson correlation and hypothesis 4 with regards to the mediating role of teacher’s qualifications was tested through regression analysis. Procedures for the multiple regression analysis were recommended by Frazier et al. (2004) adopted to test mediating role of the variable (hypothesis).

Students responded to the survey and the response rate was unremarkable. 75 students were male and 75 students were female who responded to the survey.

**Table 1**

*Relationship between study variables (Pearson Correlation Coefficient)*

	Variables	r	Sig
1	Teachers competencies and student satisfaction	.677**	.000
2	Teachers competencies and teachers qualifications	.797**	.000
3	Teacher qualifications and students satisfaction	.681**	.000

\*\*correlation at the p< .01 (n = 150)

Table 1 shows the r value which is .667\*\* with p-value of .000, correlation exist between teacher’s competencies and student satisfaction. There is also significant positive correlation between teachers competencies and teachers qualifications with r value of .707\*\* and p value .000. There is also significant positive correlation exists between teachers qualification and students satisfaction with .681\*\* and p value .000.

**Table 2**

*Regression analysis of study variables*

	R	Sig
Predictor (teachers competencies) and outcome (students satisfaction)	.608	.000
Predictor (teachers competencies) and mediator (teachers qualification)	.902	.000
Mediator (teachers qualification) and outcome (students satisfaction)	.543	.000
Predictor (teachers competencies), Mediator (teachers qualification) and outcome (students satisfaction)	.691	.000

Table 2 depicts the regression analysis of study variables, multiple regression coefficient was shown. Teacher’s competencies significantly predicts the student satisfaction and mediating variable of teacher’s qualifications. Teacher’s qualifications also significantly predicts the student’s satisfaction. Teacher’s qualification significantly effects the teacher’s competencies and student’s satisfaction.

**DISCUSSION**

The study's objectives were to assess how teaching methods affected student satisfaction while controlling for instructor behavior and training, and

to do this, we looked at the connection between students' satisfaction and teaching style, fifteen study questions were put forth, and data were analyzed. For data processing and analysis, researcher utilized SPSS. To analyse the data, we used both descriptive statistics and inferential statistics. Finding data trends and dispersion in a data set has been done using frequency distribution. For each of the questions in the questionnaire. The majority of students, in their opinion, believe that when the teacher explains the learning objectives to the class, the students are more likely to be satisfied. The learning objectives could raise students' comprehension levels (Djudin et al., 2018). The degree of student satisfaction is increased if the teacher gives them the chance to provide feedback on their studies as opposed to when they are not given this chance. The amount of positive feedback from teachers has a significant impact on students' satisfaction levels (Zahid et al., 2022). If the teachers are capable and knowledgeable, the degree of student satisfaction will increase. A teaching strategy known as group work sessions aids students in learning and raises their degree of satisfaction with what they have learned (Hammami et al., 2021). Group study sessions help to develop concepts in a clearer way. In order to achieve the necessary student satisfaction level while learning anything, a friendly environment between professors and students is crucial. Students feel more at ease while studying and report higher levels of satisfaction when their teachers encourage them to ask questions (Asif et al., 2021). The amount of student satisfaction rises when instructors don't lose their cool and patiently respond to all queries when demonstrating a concept. Instead of studying theoretical subjects orally, students choose to study them through a multimedia. Students are more satisfied with their learning when teachers use a variety of teaching techniques in the classroom, which undoubtedly leads to higher learning levels (Wang et al., 2023). This demonstrates that if a teacher has a teaching style that adequately informs and directs students' relevant studies, then their degree of pleasure is raised. Students' levels of satisfaction are raised and they continue to be satisfied if a teacher has a teaching style that builds or focuses on concepts (Ullah et al., 2021). If the study's assessment criteria are explained, student satisfaction is impacted. However, some people do

believe that they will not be satisfied if the study's rating criteria are disclosed. The students who are satisfaction may feel some pressure as learning procedures. It's crucial to convey information in a way that students can understand. It is the most critical discussion to increase the student's satisfaction through teaching qualities, skills and competencies.

## **CONCLUSIONS**

Teacher's competencies, teacher's qualifications, and student satisfaction are just a few of the variables that affect how good an academic institution. The governing bodies of academic institutions all throughout the world have created quality frameworks, but the most common criterion for assessing an institution's quality is its ability to satisfy students. The institution has higher quality as a whole the more satisfied the students are. Although another school of thought holds a different viewpoint, student satisfaction is important. With the use of teacher qualifications and various behaviors, we described the effect of teaching styles on student satisfaction in this study. Based on the findings and research, it has been shown that both teachers' qualifications and competencies have a direct and significant influence on students' satisfaction. Finally, the study revealed that the mediating effect of instructors' qualifications and competencies influences the link between independent and dependent variables.

While conducting this study, researcher encountered many restrictions. The following are some of the significant constraints. Due to the time constraints, universities in Rawalpindi and Islamabad were sampled. A large ample might be utilized to generalize the study results. Learner's attitude towards the survey is another limitation. Different policymakers can devise actual organization measures to improve the excellence of teachers' skills and performance in the classroom. Additional enticements should be provided to teachers to encourage them to do their best. Educators are the possessions of our budget, and finest quality and effective teaching approach is critical to gaining student happiness. The communication gap between professors and students should also be addressed through qualitative design. Furthermore, the findings are beneficial to teachers, as they can

improve their competency level and teaching approaches, as well as their qualification, to achieve the highest degree of student satisfaction.

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