

The Study On The Relationship Between The Satisfactions With Teaching Quality And Academic Performance Of Students'

Anthony Andrew

Senior Lecturer, Department of Management, Eastern University, Sri Lanka.
andrewsa1965@yahoo.com.au

Abstract

This research paper aims to identify one of the important factors affecting the academic performance of students. The academic performance of any student is the result of a multifaceted interaction of various factors, such as learning environment, study habits, personality trait, satisfaction with teaching quality, and personal interest of student as well as teaching skills and attributes of concerned faculties. This paper examines the relationship between satisfactions with teaching quality and academic performance of students'. The authors have collected data from 61 final year undergraduate students reading Bachelor of Business Administration degree programme at the eastern University, Sri Lanka. The results showed that there is a significant positive relationship between satisfactions with teaching quality and academic performance of students'. For the purpose of data analysis, Statistical package of SPSS 22.0 has been used.

Keywords: *satisfactions, teaching quality, academic performance.*

1. Introduction

The academic performance of student plays important role to quality education in most universities. Nowadays, it has become a top priority among educators who have undertaken to make a difference locally, regionally, nationally and globally. Such education, practitioners, trainers and researchers have long been interested in exploring variables which significantly contribute to the performance of students. There is a substantial amount of research studies available on factors affecting the academic performance of students at different study levels (Ahmed, et.al. 2018). *The academic performance of any student is the result of a multifaceted interaction of various factors, such as learning environment, study habits, personality trait, satisfaction with teaching quality, and personal interest of student as well as teaching skills and attributes of concerned faculties.*

2. Research Problem

Despite the growing body of literature focusing on factors contributing to academic success, unfortunately, most studies were conducted in western context. It is still not clear whether similar antecedents of academic success can be observed in Asian context.

Further, in Sri Lanka few research studies have been conducted to examine the factors contributing to academic achievements of students. Hence, the clear knowledge gap is explicit. This knowledge gap becomes a problem to planners, policy maker and the administrators. Therefore, this research study examines the problem and attempts to fill this knowledge gap.

2.1 Research Questions

The following research questions are advanced in this study.

1. What is the level of satisfaction of teaching quality in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?
2. What is the level of academic performance of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?
3. What is the relationship between satisfaction of teaching quality and academic performance of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?

2.2 Objective of the Study

The specific objectives of this study are given below. These objectives have been derived from the research questions and purpose of the study.

1. To identify the level of satisfaction of teaching quality in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?
2. To identify the level of academic performance of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?

3. To Measure the relationship between satisfaction of teaching quality and academic performance of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?

3. Literature Review

Satisfaction of Teaching Quality and Academic Performance

Academic performance of students' may be influenced by their faculty's attributes as they interact closely with their lecturers in their day-to-day interactions. The presentation of the module content by the concerned instructor should be made considering the interests of the students. As the attitude and motivation towards a module may be influenced by the way in which module content is presented to student (Sikhwari, et al., 2015). According to Sikhwari, et al.,(2015) there should be respect and trust in the interactions between students and the faculty. Adeyele and Yusuf (2012) stated that, the ability of the academic staff matters the most for the academic performance of the students'. It was found by Mlambo (2011) that there is a positive impact on the performance of students in higher education and the lecturer's teaching style. Clay and Breslow (2006) found the factor which motivates the students to attend classes is the way of teaching of the content using active learning approaches by the lecturer even if the topic under discussion is not interesting. Rahimpour and Magsoudpour (2011) studied the interactions between teacher and students in task-based vs. form-focused instruction and found that students are motivated towards completion of a task when it is different and stimulating. In their study, Schwerdt and Wuppermann (2008) stated that the students' achievement is influenced by effective teaching practices. Lee and Rha (2009) concluded that the interactions and discussions of students with lecturer and the fellow students are important for the effective learning.

The role of the teacher is significantly facilitating student learning. Teaching quality, therefore, is a critical factor in education as it can enhance academic engagement and performance. Research indicates that teaching behaviors that promote academic achievement including organizing intensive and stimulating teaching, differentiating instruction and learning strategies, providing clear and structured instruction, creating a safe and stimulating educational climate, and monitoring students' achievements (Muijs & Reynolds, 2011). In

addition, a qualitative study found that positive factors affecting student satisfaction with teaching quality including high level of teachers professional training application of efficient teaching strategies, ways of conducting courses involving students in demonstration and teaching implementation of practical activities, efficient communication, respect for students, fair assessment and friendly attitude of the teacher (Roman, 2014). Previous research has shown that about 15-25% of the differences in students' achievement might be contributed to the quality of teaching (Aaronson, Barrow, & Sander, 2007; Houtveen, Van de Grift, & Brokamp, 2014). Students who received high-quality of teaching achieve 10-25% more learning gains (Aaronson et al., 2007; Hanushek & Rivkin, 2010).

The study conducted by Alos and colleagues (2011) which concluded that from among several factors posing a great impact on the academic performance of students, teacher-related factors top the list. This implies that teachers play the most significant role in student performance and are therefore greatly responsible for poor or good student performance. Previous studies likewise posit that teachers have the greatest influence on the academic performance of students. In the study of Ganyaupfu, [2013] it emphasizes that teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences. Richardson and colleagues [2001] concluded in their study that if a teacher lacks experience or is dispassionate about teaching, the students might not be able to develop comprehensive understanding of their subject matter. Furthermore, if the teacher suffers from a classroom management problem, such as authoritarianism, the classroom environment might hinder fruitful class discussions and collaborative learning and can deter maximum application of their abilities. Rane [2010] also indicates that teachers should increase their teaching methodology and master the class in order to increase student academic achievement.

Ganyaupfu [2013] also indicates that teacher competence in teaching is a combination of paradigms in the sense that it measures a variety of interrelated aspects in teaching; which includes subject matter expertise, lessons preparation, lesson presentation and effective communication. The influence of teaching competence on students' learning outcomes is measured through students' academic achievements Ganyaupfu [2013]. Lack of knowledge in the course material by the teacher leads to frustration among the students and when their

expectations are not fulfilled their academic performance is compromised and they develop an attitude of the teacher (Mbugua, Kibet, and Muthaa, 2012).

4. CONCEPTUALIZATION

Following conceptual framework was developed based on literature review. This conceptual framework highlights the relationship between the satisfaction of teaching quality and academic performance of students.

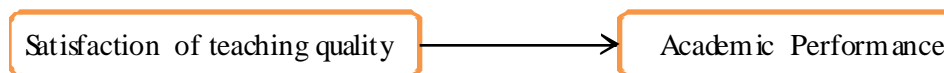


Fig. 1. Conceptual Model

5. METHODOLOGY

The purpose of this research is to empirically investigate the assumption that satisfaction of teaching quality and academic performance of students of the final year Bachelor of Business Administration degree program of the Faculty of Commerce and Management, Eastern University, Sri Lanka.

5.1 Sample Selection

Eastern University, Sri Lanka is one of the 15 state universities in Sri Lanka and its located in the district of Batticaloa to provide free undergraduate higher education. It has five faculties. Faculty of commerce and Management (FCM) is among them. The FCM has 6 special degree programmes which is a 4 years programme. Bachelor of Business Administration (BBA) is one of them. This study is limited to the BBA programme. The total numbers of students of the programme amounting to 393 thus 62 students from the final year were considered as the population sample, and the questionnaires were distributed accordingly.

5.2 Data Collection Methods and Instruments

This study was carried out based on primary data. Structured questionnaire was used to collect data. The Questioner comprised of statements on the variable. Hence questioner was

given to all students from final year Bachelor of Business Administration degree program Faculty of Commerce and Management of the Eastern University, Sri Lanka who regularly attend to lectures have been selected for this study.

Likert scale of 1-5 which ranges from “Strongly Disagree” to “Strongly Agree” was applied in the questionnaire to identify responses. The numerical values were given for the purpose of quantification of variable as follows:

1. Strongly disagree
2. Disagree
3. Neither Agree nor Disagree.
4. Agree
5. Strongly agree

5.3 Data Presentation, Analysis and Evaluation

Data has been presented using tables. Meanwhile descriptive analysis was used for data analysis. Hence under the descriptive analysis, mean and standard deviation were derived from the analysis of 61 respondents. Independent sample t-Test was run to test whether or not Gender has impact on study habits. Statistical package of SPSS 22.0 has been used for this purpose. Furthermore criteria shown in table were adopted to evaluate mean values. This was established to determine the degree study habits and academic achievement.

Table 1. Decision rule for univariate analysis

Range	Decision attributes
$1 \leq X_i \leq 2.5$	Low level
$2.5 < X_i \leq 3.5$	Moderate level
$3.5 < X_i \leq 5.0$	High level

Source- Formed for this research

6. ANALYSIS AND FINDINGS

6.1 Sample Profile

The final year students from Bachelor of Business Administration degree program Faculty of Commerce and Management of the Eastern University, Sri Lanka who regularly attend to lectures have been selected for this study. It consists of 62 students from 04 year study Programme as per the Table 2. The response rate of this study is 100%.

Table 2. Sample and Response rate

Gender	Number of Students	Proportion	Response rate (100%)
Male	28	45	100
Female	34	55	100
	62	100%	

Source-Data analysis

6.2 Descriptive Statistics

Univariate analysis was carried out for evaluating the attributes of variables as individually based on the responses. Here, the frequency, mean values and standard deviation of variables were considered for analysis. Mean values have been distributed based on Likert's scale which represent "Strongly Disagree" to "Strongly Agree" of between 1 to 5. Meanwhile mean values were evaluated based on the established evaluative criteria which range from "Low level" to "High level".

6.3 Findings and Discussion

6.3.1 Study habits of the Respondents

Among the sample of the respondents analyzed, 64% of the respondents were in favour of higher level of satisfaction of teaching quality, while only 36% of the respondents indicated lower level of satisfaction of teaching quality. The average mean value and standard deviation (sd) for satisfaction of teaching quality were 3.66 and 0.60 respectively (Table 3).

The mean value indicated higher level more than the range of moderate scale of $2.5 < x_i < 3.5$. Thereby, the level of satisfaction of teaching quality became high level.

Table 3. Satisfaction of teaching quality of the respondents with related mean and Sd

Dimensions	Mean	Sd
Study habits	3.66	0.60

(Source: Survey data)

6.3.2 Academic Performance of the Respondents

Among the sample of the respondents analyzed, 37% of the respondents were in favour of higher level of academic performance, and 57% were in favour of moderate level of academic performance while only 6% of the respondents indicated lower level. The average mean value and standard deviation (sd) for academic performance were 3.30 and 0.46 respectively (Table 4). The mean value indicated within the range of moderate scale of $2.5 < x_i < 3.5$. Thereby, the level of academic performance became moderate.

Table 4. Academic performance with related mean and Sd

Dimensions	Mean	Sd
Academic achievement	3.30	0.46

(Source: Survey data)

6.3.3 Relationship between satisfaction of teaching quality and academic performance

By observing the data a significant positive relationship exists between the independent variables and dependent variable, that is; satisfaction of teaching quality and academic performance. Table 5 shows a correlation matrix, which describes such relationship between the variables.

The Table 5 shows that academic performance have a positive significant relationship with study habits (SA) ($r = 0.559$, $Pr < 0.000$). In addition, the correlation analysis describes how the relationship between dependent variable and independent variables exists at 5% significance level. The correlation between satisfaction of teaching quality and academic performance shows a strong positive significant relationship

Table 5. Coefficient of Correlation between satisfaction of teaching quality and academic performance of students.

Variables	Satisfaction of teaching quality	Academic performance
Satisfaction of teaching quality		
Pearson Correlation		0.559
Sig.(2-tailed)	1	0.000
No	62	62

(Source: survey data)

(Pr = Significance level, the model is significant at 5%)

7. CONCLUSION AND RECOMMENDATION.

One of the visions of Sri Lanka is to become a centre of excellence in higher education in the South East Asian region. Universities in Sri Lanka have been continuously encouraged Government of Sri Lanka through the ministry and the governing authorities to enhance the quality and the relevance of the output to cater to the needs of the global market. In order to meet this objective, university in Sri Lanka started to focus on to the world class status and the programmes offered by them have been developed in a way that could be transferrable across relevant higher education institutions and even across countries. These could be enhanced by improving academic performance of students. The students who excel in the academic programmes would enjoy the efforts taken by the institution and by them at the maximum. Therefore, identifying their level satisfaction of teaching quality and academic performance of students is very important.

Satisfaction of teaching quality seems to be an important determinant of academic performance of students. In order to ensure that, all students, from any region, perform well when enrolling in academic programs, an examination of their satisfaction of teaching quality and academic performance is important and a useful tool to develop programs for universal recognition.

This present study was conducted to identify the relationship between satisfaction of teaching quality and academic performance of students from the final year BBA programme of the Faculty of commerce and Management of the Eastern University Sri Lanka. The study found that student's satisfaction of teaching quality can influence the academic performance of students.

Steps should be taken to increase teacher's expertise on the subject, ability to create interest in the subject, interaction with students to further enhance academic performance of students. The student academic performance can be improved if the teaching faculty of the university provides proper learning facilities and use effective teaching learning approaches to the students and also improve the learning environment of the university.

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