



# Relationship between Instructional Practices and University Students' Satisfaction.

Naveeda Mahmood, Fauzia Khurshid and Syed Faran Ahmad

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## ABSTRACT

Present study was designed to investigate the role of instructional practices in determining students' satisfaction. Major objectives of the study include, comparing instructional practices adopted by private and public sectors universities. It was descriptive in nature in which university students' satisfaction was measured in relation with teachers' instructional practices. Here instructional practices were taken as independent variable while students' satisfaction was considered as dependent variable of the study. For sampling a stratified random sample of 700 respondents was collected from respondents of two distinct groups' i.e., students, and teachers. Two different tools were developed and use to get the views of students, and teachers in public and private sector universities. Collected data was analyzed statistically (descriptive and inferential statistics) in relation with objectives of the research. Various statistical tests such as mean, Standard Deviation, Analysis of variance, correlation and regression were used to explore research variables with the help of SPSS 21. On the basis of results, it revealed that students of public sector universities are more satisfied with instructional practices of their teachers.

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## 1. Introduction

Educating an individual means you are bringing a ray of sunshine and give a message of hope to monotonous person. If the teacher is excellent in his/her task of being skilled as an imparter of information and the receiver or the student is not good enough or intelligent enough to imbibe the transferred knowledge, then the process would fail to achieve the desired results. Likewise, if the receiver of information is eager and brilliant then the quality of education is excellent but the imparter of information doesn't do his task properly even then it would turn into a failure. Now day's traditional concept of teaching and learning has vastly changed, new techniques and new dimensions have made lot of changes in the teacher and student bondage. In addition to that the arrival of multimedia, internet, computers etc. era has brought about a revolutionary change in the field of education. The era of globalization has diminished the distances and made diverse branches of knowledge accessible to the seekers. Knowledge and learning is no more restricted to the lucky few but everyone has easy and quick access to it but even then, the knowledge seekers carried on as is obvious from the pages of history which unfolds great names in the field of learning. These include wonderful minds like Aristotle, Plato, Socrates, Daute, Chaucer, Shakespeare, Pythagoras, Ibne-Rushd, Al-Ghazali, Einstein, Newton, Curies, Alexander Hamming, Pasture, and Wright Brothers.

The great Greeks like Homer, Aristotle, Plato, and Socrates were among the many great pioneer of the modern system of teaching and learning the ideas, the thoughts they propagated, the methods they invented to implement and facilitate learning processes are even to this day unsurpassed. We acknowledge the greatness of these noble thinkers, these unsurpassed generation of knowledge for their great works that have reached us through the ages.

These great attention philosophers were the foundation setters of schools of learning. They urged their students to analyze things and discover the truth for themselves. According to Borich (2012) universities are the public administrations; their performance is directly related with students' satisfaction. These great teachers all presented the idea of peace and dutifulness through education and self-improvement. The aim of education should to improve the minds that would help to make the world a better and a happier place to live in (Aghenta 2000).

Education is the process which allows one to get a higher paying job and allows being more financially secure. Education gives necessary tools to think about one and prepare to handle responsibility effectively. Education helps to realize one's potential, and allows to empower oneself and to do more than one thought he or she could do without it. Higher education prepares individuals for better understanding of the world around them and opens. Brown and Heywood (2005) stated that learning process must not only be restricted or confounded to books but students should be taken to places where the knowledge gained from the subject is practically applied. In fact, thorough process of education nations develops their human resource. Students' academic achievement is directly related with the teachers' instructional practices.

In 2002 the Government of Pakistan formed the Higher Education Commission to provide services to the development of universities in Pakistan. By this, it used to become center of education, training and research projects. The commission aims to improve and develop higher education in Pakistan along with research projects carried here. It has formed a five-year plan for following the reforms of Medium Term Development Framework (MTDF) in which Quality, Access and Relevance are key components.

Higher Education Commission aims to achieve success through consistent efforts to improve their quality and impact. HEC aims to try its best to improve the higher educational standards of Pakistan.

Teaching standards provided by HEC for faculty teaching at university level are incentives for Faculty Development. HEC has given eleven performance evaluation standards for higher educational institutions. These standards have international visibility and significant place in the national and international ranking of higher educational institutions. Institutional performance is both, a status and the process. The standards given by HEC for the faculty teaching at university level are the Incentives for self-improvement in the quality providing higher education institutions.

HEI should meet the following standards to be qualified for HEC, it has a clear mission statement accurate educational returns by appropriate goals for higher educational institutes. It has a set of high standards for departmental work to achieve its goals. As a well-developed system of Quality Enhancement Cell to improve and check quality standards. Institution should understand that it may excel the other institutions in some departments, its weakness in one department and its inability to stabilize it may affect the institution negatively.

Committed teachers have strong ties with the management and the students. Management is requisite for the improvement of the faculty growth which in turn contribute to the student satisfaction level. Organizational characteristics cause policy implementation in educational institutions (Csizmadia T., Enders. J., & Wester Heijden. D.F. 2008).

Universities require professional and committed faculty members for wellbeing students. In the universities the commitment is prime factors which influence student satisfaction. The whole working forces in the universities are tied with the commitment. The committed faculty members always enjoy their work and are interested in whatever they do and involve themselves wholeheartedly at workplace (Gorge, Sabapathy, 2011).

Therefore, it's necessary for an institution to access teachers' level of commitment and competence in relation with students' satisfaction.

## 1.2 Objectives of Study

1. To measure the students' satisfaction towards existing instructional practices of the private and public-sector universities.
2. To compare the instructional practices of public and private sector universities.
3. To compare the students' satisfaction in public and private universities.

## 1.3 Delimitations of the Study

The study was delimited to public sector and private sector universities, located at Rawalpindi, Islamabad, Lahore and Mansehra.

## 1.4 Methodology

### 1.4.1 Design of Study

The study was descriptive co-relational in nature, designed to collect information about instructional practices in relation to student's satisfaction. In this research the students' satisfaction was taken as dependent variable while the teachers' instructional practices were taken as independent variables. Presents study was conducted in series of interrelated steps, such as problem selection, formulation of research question and objectives, derivation of research hypotheses and development of indigenous tools for the data

collection. While selecting suitable tools for the data collection it was noticed that no appropriate research tool was there that can be used to get desired information therefore, two indigenous tools were developed through standardized procedure.

### 1.4.2 Population

The population of the study was comprised of the male and female faculty members and the students of natural sciences, social sciences and humanities departments studying in public and private sector universities.

### 1.4.3 Sample Size

The data was collected by using stratified random sampling technique by dividing population into 2 main strata's, the private sector universities and the public-sector universities. It is further subdivided in to three sub stratum as, Department of Natural Sciences, Department of Social Sciences and department of Humanities. 200 university teachers and 500 students from the above three groups were taken.

### 1.4.4 Development of tools

In order to answer the research questions and measure research objectives two indigenous research instruments were developed by following standardized procedure, one instrument was developed for the teachers (faculty members) and second instrument was developed for the university students

For the measurement of instructional practices, a scale was developed which was consisted of two sections. One for the closed ended questions (85 items) and second section was based on open ended questions. This scale covered all components of teaching practices required by HEI standards from the university teachers.

To determine the psychometric properties of this scale as a part of pilot testing a purposive sample of 30 university teachers was collected from one public and one private sector University. Instructional Practices scale was originally based on 85 items with Likert-type five-point scales. After determining reliability and calculating items total correlations, 15 insignificant items with less than .30 correlations were removed from scale and rest of the 70 were retained in finalized scale.

For the measurement of university students' satisfaction, a scale comprised of seventy-one items was developed, named as Students Satisfaction Scale (SSS) which covered nearly all aspects of students' satisfaction. For response categories five-point Likert-type scale was used, the possible response categories were strongly agreeing, agree, neutral, disagree and strongly disagree. The numeric value was given to each response range from 1-5.

To determine the psychometric properties of the SSS, pilot testing was performed on a purposive sample of 30 university students and after calculating item total correlations on the responses only open-ended item was removed from the scale and rest of 70 were retained in the scale. It is important to mention that because of pilot testing open ended items were removed from both questionnaires.

### 1.4.5 Establishment of Content Validity

Content validity of research questionnaire were determined through expert opinion, two experts in the field of education were asked to judge (read) each statement of two research questionnaires in relation to its inclusion in the specific scale. Improvements suggested by the experts were incorporated in the finalized scales.

### 1.4.6 Procedure of Data Collection

To collect data from a specific university initially, official permission was taken from Dean of higher studies,

National university of Modern Languages, Islamabad. universities were approached where teachers and Master level students were approached by researcher for data collection.

Students were approached in classrooms setting, after briefing about the purpose they were requested to fill research questionnaire according to their own agreement and disagreement with each statement.

### 1.5 Analysis of Data

Collected data was analyzed statistically (descriptive and inferential statistics) in relation with objectives of the research. Various statistical procedures such as Mean, SD, t-test, Analysis of Variance and Correlation were used to test the research hypotheses with the help of SPSS 21.

**Table 1. Split half Reliability Coefficients of Instructional Practice Scale (IPS) (N=200).**

Sr. No.	No. of items	Cronbach's Alpha
1	35	.89**
2	35	.87**
3	Between form reliability	.86**

\*p < .05. \*\*p < .01

Table 1 shows the split half reliability of IPS was determined by dividing test into two parts, 35 items in each part, alpha reliability coefficients of part is .89 while in second part reliability is .87 and between form reliability index is .86.

Table 2 shows the split half reliability of SSS which was determined by dividing test into two parts, 35 items in each part, alpha reliability coefficients of part first is .87 while second part reliability is .81 and between form reliability

**Table 2. Split half Reliability Coefficients of Student Satisfaction Scale (SSS) (N=500).**

Sr. No.	No. of items	Cronbach's Alpha
1	35	.87**
2	35	.81**
3	Between form Reliability	.83**

\*p < .05. \*\*p < .01

### 1.5.1 Items Total Correlations of Research Tools

In order to determine the psychometrics properties of IPS, a stratified random sample of 200 university teachers was collected from 16 private and public-sector universities. Items total correlations were calculated to determine the construct validity of the research instruments. The results portray all the items have positive correlation except item no 17, item no 17 has negative correlation. Correlation ranges from -.42 to .88. Item total correlations of SSS calculated and shows that all of the items have significant positive correlations with total scale. Correlations range from .30 to .97.

Table 3 indicates inter scales correlations of the subscales and total scale of IPS. Result shows that all the subscales have positive correlations with each other and with the total scale. The highest correlations exist between Instructional Planning and Ethics while lower correlation exists between Knowledge and Learning Environment.

### 1.5.2 Inter-Scales Correlations of Respondents Scores on Students Satisfaction Scale SSS (N=500).

Inter scales correlations were computed on main sample to determine the internal consistency of the scale.

**Table 3. Inter-Scales Correlations of Instructional Practice scale IPS (N=200).**

Subscales	Knowledge	Grow	Ethics	Inst. Plan	Ass.	Learn.	Comm.	Coll	Prof.	St. Imp	Total
Knowledge	1										
Growth	.17*	1									
Ethics	.33**	.41**	1								
Inst. Plan.	.34**	.54**	.57**	1							
Assessment	.16*	.28**	.37*	.22**	1						
Learn. Environment.	.04*	.32**	.30**	.32**	.22**	1					
Communication	.24**	.37**	.46**	.44**	.28**	.12**	1				
Collaboration	.16*	.42**	.47**	.50**	.12	.31**	.20**	1			
Prof. develop.	.12**	.49**	.40**	.42**	.12	.28**	.21**	.52**	1		
Stand. Imp.	.27**	.46**	.54**	.47**	.33**	.25**	.47**	.27**	.43**	1	
Total	.48**	.70**	.77*	.65**	.59**	.50**	.59**	.50**	.62**	.73**	1

\*p < .05. \*\*p < .01

**Table 4. Inter-Scales Correlations of Students Satisfaction Scale SSS (N=500).**

Subscales	Likeness	Learning Resources	Administrative Staff	Physical Resources	Teachers' Competency	Teachers' care	Effective Methodology	Extracurricular Activity
Likeness	1							
Learning Resources	.44**	1						
Administrative Staff	.65**	.57**	1					
Physical Resources	.59*	.68**	.72**	1				
Teachers' Competency	.69**	.54**	.70**	.60**	1			
Teachers' care	.63**	.46**	.61**	.55**	.70**	1		
Effective Methodology	.52**	.35**	.51**	.47**	.50**	.51**	1	
Extracurricular Activity	.34**	.32**	.37**	.40**	.39**	.38**	.33**	1
Total	.80**	.66**	.84**	.80**	.84**	.78**	.71**	.53**

\*p < .05. \*\*p < .01

**Table 5. Percentile Ranks of Respondents Scores on Instructional Practice scale IPS (N=200).**

Percentile	IPS
5	246
10	252
15	255
20	260
25	261
30	263
35	266
40	268
45	272
50	274
55	276
60	279
65	281
70	282
75	284
80	288
85	291
90	296
95	303

Table 5 reveals the percentile rank of respondents score on IPS. Score ranged from 246 to 303. Score of 261 falls on 25th percentile, illustrates immature instructional practices, score of 274 falls on 50th showing moderate professional instructional practices while, score of 284 falls on 75th percentile depicting professional instructional practices of the teachers.

**Table 6. Percentile Ranks of Students Satisfaction Scale SSS (N=500).**

Percentile	SSS
5	230
10	240
15	248
20	257
25	260
30	265
35	266
40	269
45	272
50	275
55	276
60	278
65	281
70	282
75	287
80	288
85	293
90	294
95	295

Table 6 illustrates the percentile ranks of students' scores on SSS. Score ranged from 230 to 295. Score of 260 falls on 25<sup>th</sup> percentile, illustrates students' unsatisfied, score of 275 falls on 50<sup>th</sup> showing students' moderate satisfaction while, score of 287 falls on 75<sup>th</sup> percentile illustrating students' satisfaction with management and instructional practices of their respective universities.

Results presented in table 7 shows that overall teachers those are teaching in the public-sector universities are effectively applying instructional practices than the teachers teaching at private sector universities. Teachers of Public sector universities score higher nearly on all subscales of instructional practices scale except on the subscale assessment, on assessment teachers of private sector

universities seems to be more professional than teachers of public sector university.

**Table 7. Sector Wise Comparison of Public and Private Sector Universities' Teachers Scores on Instructional Practice scale IPS (N=200).**

Subscales	Public Universities		Private Universities		T	Sig
	M	SD	M	SD		
Content Knowledge	22.44	3.98	21.21	2.51	3.1	.000
Knowledge of Growth	36.19	3.56	33.50	4.01	2.4	.003
Application of Ethics	39.15	3.96	39.26	4.55	4.3	.001
Instructional Planning	44.74	3.72	42.60	4.83	2.7	.004
Assessment	96.85	4.26	98.94	4.69	5.67	.000
Learning Environment	25.36	3.14	25.45	2.44	.67	.980
Communication Skills	15.29	2.11	15.74	2.66	.87	.765
Collaboration	25.00	2.75	19.53	2.83	4.8	.000
Professional development	30.20	3.24	24.31	3.48	3.76	.000
Standards Implementation	16.09	2.79	14.09	3.07	3.80	.043
Total	286.65	15.77	272.48	20.59		

**Table 8. Comparison of t-Test Mean and SD of Public and Private Sector University Students' Scores on Students Satisfaction Scale SSS (N=500).**

Subscales	Public Universities		Private Universities		T	sig
	M	SD	M	SD		
Likeness	28.19	4.59	25.67	3.59	2.89	.04
Learning resource	25.54	3.88	22.50	3.76	2.99	.04
Administrative Staff	34.20	6.09	35.06	5.53	1.23	.67
Physical Resource	38.64	6.64	34.46	5.31	3.42	.03
Teachers' Competency	76.86	6.35	74.23	5.31	1.67	.65
Teachers' care	25.01	4.65	25.52	3.86	1.56	.78
Effective Methodologies	49.25	7.67	40.38	6.18	5.56	.00
Extra-curricular	15.98	3.26	15.68	3.06	1.67	.089
Total	293.67	33.63	273.5	29.09		

**Table 9. Discipline-wise Comparison of Respondents' Scores on Students Satisfaction Scale SSS(N=500).**

Subscales	Natural Science		Social Science		Humanities	
	M	SD	M	SD	M	SD
Likeness	27.32	4.66	26.37	4.42	25.95	3.41
Learning resource	22.37	4.17	22.77	3.59	21.44	3.40
Administrative Staff	33.97	6.33	34.74	5.74	35.81	5.45
Physical Resource	36.23	6.78	37.17	5.63	38.79	4.96
Teachers' Competency	75.94	6.41	74.18	6.25	72.32	4.94
Teachers' care	27.29	4.54	24.93	4.69	25.04	3.83
Effective	39.68	7.55	39.16	7.24	39.67	7.35
Extracurricular	15.82	3.46	15.83	3.06	16.47	2.73
Total	248.47	34.71	245.72	32.19	244.53	27.33

Table no. 8 explain the scores of the public and private sector universities students' scores on SSS from the table it appears that overall students of private sector universities are more satisfied on all subscales of SSS.

Table 9 explains the discipline wise comparison of students' scores on SSS. Data was collected from 3 major disciplines i.e. Natural Science, Social Sciences and Humanities. Results show that overall students of natural sciences are more satisfied from management and

instructional practices prevailing in their universities. They scored higher on the subscales Likeness, Teachers' care, and Effective Methodologies. Students of humanities have higher score on the subscale learning resources and administrative staff.

**Table 10. Analysis of variance of Respondents' Scores on the Variable Discipline on Students' Satisfaction Scale SSS (N=500).**

	SS	df	F	P
Variable	Between the groups	2	7.12	
Discipline	Within groups	497		0.04
	Total	499		

Table no 10 describe significant differences in the respondents (students) scores due to departmental variation.

### 1.6 Discussion

The improvement and innovations are important to meet the changing needs of the people of different era. In this era responsibilities of the teachers and the students have also been changed. At university level teachers are expected to behave professional in order to gain students satisfaction. The element of indolence among the university teachers and the management cannot satisfy the students. The Higher Education Commission anticipates that Higher Education Institutions will work towards achieving excellence through continuous improvements in their quality and effectiveness. The Higher Education Commission has taken a significant initiative to improve the performance of Higher Education Institutions (HEIs) and started up with primary step of outlining the Performance Evaluation Standards for the HEIs to be used for the purpose. In this context eleven standards are defined, each one of these standards articulates a specific dimension of the institutional quality. Thus, all eleven standards are equally important to be met by the HEIs to achieve the desired certification to quality provision in higher education, international visibility and significant place in the regional and international rankings of the higher education institutions.

First and foremost, responsibility of university faculty is teaching, research, scholarship and overall students learning to contribute substantially in developing academic, professional, research and service programs of an institution corresponding to its mission and goals.

To fulfill this expectation university faculty members are aptly eligible, trained and equipped to presume the assigned roles and must have ability to develop and designed maintained and updated curricula in the light of existing trends in the specific field of studies. Along with this university faculty ought to demonstrate quality and constant skilled development in respective fields.

Instructional practices (Set by HEC standards) were taken as independent variables of the study while students' satisfaction was considered as dependent variable of the study. Percentile ranks of respondents score on Instructional Practices Scale were determined to develop norms for teachers, score ranged from 246 to 303. Score of 261 falls on 25th percentile, illustrate nonprofessional instructional practices, score of 274 falls on 50th showing moderate semiprofessional instructional practices while, score of 284 falls on 75th percentile depicting professional instructional practices of the teachers.

But universities vary in terms of following above mentioned practices (standards) that is why students' level of satisfaction also varies. Universities may provide recognition status to confirm that an institution meets the minimum performance standards defined by HEC. anyhow universities

must be aware of the changing needs of the society and global demands in the context of higher education development.

Universities are following HEC standards in imparting education, in most of the universities there is a mechanism of evaluating teachers' performance. In most of the situations teachers are trying to impart their instructional practices in professional manner but in some cases situation is not very good due to unknown factors, may be due to lack of teachers training and unfamiliarity with various pedagogies.

As far as the satisfaction level of private and public-sector students concerned at present a significant difference exists, in public sector level of students' satisfaction is higher as compared with the private sector students.

Discipline wise comparison of students' satisfaction revealed that overall students of natural sciences are more satisfied from management and instructional practices prevailing in their universities. They scored higher on the subscales Likeness, Teachers' care, and Effective Methodologies. Students of humanities have higher score on the subscale learning resources and administrative staff.

#### 1.6.1 Findings

1. Teachers of public sector universities are applying effective instructional practices.
2. Students of public sector universities are more satisfied from their university's management and instructional practices.
3. Overall public universities employees are performing their duties more effectively and following HEI's standards.
4. Subscale wise analysis revealed that public sector universities faculty is more effective in providing the area of professional practices such as knowledge, growth, instructional planning, collaboration, professional development and standard implementation.
5. Discipline wise analysis revealed that students of natural sciences are satisfied by the Teachers' care and teaching methodology, while students of humanities and social science students have higher score on subscale likeness learning resources and extracurricular activities
6. Public sector university students are more satisfied than private sector university students.
7. Overall the students of Punjab University are more satisfied with management and instructional practices of their university.

#### 1.6.2 Recommendations

The university faculty needs to begin their efforts to satisfy them. They have market analysis and decide the best one.

There is a need to announce special incentives for those teachers who put extra efforts in following professional standards in imparting education to learners at higher education level. Moreover, teachers may be involved in the policy matters pertaining to the students' affairs.

1. There is a need to provide training opportunities to the university teachers so that their professional capacity can be built and skills may be sharpened.
2. Holding the training course for the university teachers in respect of instructional practices, use of computers, students, satisfaction and handling the diverse classroom environment.

There is the requirement of having teachers having up to date knowledge of the development of technology. Professional development for the teachers should be considered as a continuous process at the university level. The resource should be supplied by the management to self-direct the teachers.

Students are satisfied and successful learners when they use and apply knowledge and their abilities to solve real world problems.

No doubt teachers are house of knowledge for their students so to maintain their image it is recommended that at university level teachers may update their knowledge in the light of new innovations in their respective field and also teachers are required to complete their whole course within the stipulated time period. Teachers also treat all students equally; teachers may also seek feedback on their performance from their students.

### 1.6.3 Suggestions for Forthcoming Researchers

Research in hand has wide implications due to laborious and exhaustive work but this is fact that no task done by human beings is not without limitations; therefore, this research also has several following limitations:

1. For forthcoming research in this area, a country wise sample may be essential that will help to us to determine the actual situation of managing and instructional practices that are prevailing in the various Pakistani universities. It will also helpful to give us the complete picture of students' satisfaction from the respective universities.
2. Focus on the present research was teachers and Master level university students; more research may be conducted on students at M. Phil. and Ph.D. level as well so comparison between various groups of the students may possible.
3. Further research may be conducted in the context of colleges to determine which sort of managing and instructional practices are prevailing there and how students

enrolled there are satisfied from their respective colleges and faculty.

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