

The Relationship between Teachers' Quality in Teaching and Learning with Students' Satisfaction

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ABSTRACT

This survey research is designed to identify teachers' quality in teaching and learning at secondary schools in Jitra, Kedah. Specifically, this study focuses on students' level of perception towards teachers' quality in teaching and learning, its relationship with teachers' achievement and the difference in perception between students of different genders. The sample of the study involved 182 secondary school students. The instrument used was a set of questionnaire comprising 21 items covering teachers' quality in teaching and learning. The data were analysed by using the statistical descriptive and inferential such as the mean, standard deviation, t-test and Pearson correlation. Students' perceptions on the quality of teacher's teaching and learning are based on the level of perceptions of 5 point Likert scale. In general, the result showed that the students' level of perceptions on the quality of teachers' teaching and learning is in a good category. However, there was no significant relationship between male and female perceptions toward the quality of teachers' teaching and learning and their achievements. In addition, the result also showed that there was no difference in the quality of teachers' teaching and learning between them. The findings of this research could be used as a guideline for teachers in order to enhance the quality of their teaching and learning.

Keywords: Quality of Teachers' Teaching and Learning, Students' Satisfaction, and Students Perception towards Teachers

ABSTRAK

Kajian tinjauan ini bertujuan untuk mengenal pasti kualiti pengajaran dan pembelajaran guru di sekolah menengah di kawasan Daerah Kubang Pasu, Jitra Kedah. Secara spesifiknya, kertas projek ini berfokuskan tahap persepsi pelajar terhadap kualiti pengajaran dan pembelajaran guru di sekolah menengah, hubungannya dengan kepuasan pelajar dan perbezaan persepsi antara pelajar lelaki dan perempuan. Sampel kajian melibatkan 182 orang pelajar dari semua tingkatan. Instrument kajian yang digunakan adalah satu set soal selidik yang mengandungi 21 item yang merangkumi kualiti pengajaran dan pembelajaran guru. Data dianalisis menggunakan statistik deskriptif dan statistik inferensi iaitu min, sisihan piawai, ujian-t dan korelasi Pearson. Persepsi pelajar terhadap kualiti pengajaran dan pembelajaran guru adalah berdasarkan kepada

tahap persetujuan yang diukur menggunakan skala Likert lima tahap. Dapatan kajian menunjukkan bahawa tahap persepsi pelajar terhadap kualiti pengajaran dan pembelajaran guru di sekolah secara keseluruhannya adalah dalam kategori baik. Namun tidak terdapat hubungan yang signifikan antara persepsi pelajar terhadap kualiti pengajaran dan pembelajaran dengan kepuasan pelajar samada pelajar lelaki atau pelajar perempuan. Selain itu, hasil dapatan kajian juga menunjukkan bahawa tidak terdapat perbezaan persepsi terhadap kualiti pengajaran dan pembelajaran antara pelajar lelaki dengan pelajar perempuan. Dapatan kajian ini boleh dijadikan panduan kepada guru-guru bagi meningkatkan kualiti pengajaran dan pembelajaran mereka.

Kata kunci: Kualiti Pengajaran Dan Pembelajaran Guru, Kepuasan Pelajar

INTRODUCTION

Education is the core for the development and progress of the nation. Through education, new generation based on knowledge skills, competitiveness and loyal to the country can be engendered. Based on this fact, the Ministry of Education (MOE) is responsible to formulate the best education system for all students regardless of their family backgrounds and socio-economic status (Malaysian Education Development Blueprint 2013 – 2025). The blueprint of education in Malaysia towards 2025 is hoped to achieve quality education that becomes the main contributor in the development of human capital and national economy. Quality teaching and learning is the effective medium to increase student output. The realization to strengthen excellent practice among teachers should be increased through the process of teaching and learning so as to achieve the aims successfully in education especially in schools. Therefore, in determining school's direction and excellence, the school needs a strong work force led by teachers who practice effective teaching and learning (Preliminary Report, MEDB 2013-2015, 2012).

According to Tan Sri Dr Madinah Mohamad (2014) Malaysian Education Chief Secretary, during the PUSPANITA National Annual Conference, education in Malaysia is in the baby boomers era which is widely discussed all over the world. This is due to the dynamic education system that keeps on evolving that needs changes accordingly to ensure that the development of the quality education system relevant with the recent progressive environment.

Reminiscing on the good old days when teachers used stone tablets (terms used before Malaysian Independence), followed by blackboards with chalk, white boards with non-permanent marker pen, and then shifted to using the ICT facilities such as projectors and note books shows the dynamicity of the setting; that is the process that takes place towards achieving the education goals that are specified in the conference with the theme 'National Education Transformation Program, Shifting the Quality of the New Generation.' Thus, this shows how education in Malaysia has progress tremendously from regular old teaching style into more advance IT-technology style in order to gain interest of learning among students.

BACKGROUND

A school that produces quality human capital is the output of quality teaching and learning; therefore to compete in the evolution of internet technology, the education sector should be in concordance with the 21st century advancement. In Malaysia, teaching based on the Primary School Standard Curriculum (KSSR) and Secondary School Standard Curriculum (KSSM) is the benchmark for the effectiveness of the 21st century classroom which has been publicised widely by MOE in 2014. It is in line with the national education transformation specified in the MEDB 2013- 2025 under the aspect of the challenges of education in the 21st century (Azli, 2015). In the effort to compete and not be left out, MOE has taken various initiatives to formulate a quality national education system through the Malaysia Education Blueprint (MEDB) 2013 – 2025 (Metra & Assim 2015).

LITERATURE REVIEW

According to Suarman (2013) in practising teaching, teachers need guidance, advice, assistance, support and encouragement from others to build effective teaching and learning environment. As teachers, teaching sessions should be of quality that suits the latest trends. This is because, according to Frederico (2014) the Malaysian Certificate of Education (SPM) achievement report and Programme for International Student Assessment (PISA) report in 2015 showed that the quality of Malaysian education is at an alarming level compared to other countries. If compare to neighboring countries, Singapore and Thailand much better result than Malaysia in the PISA score. Thus, teacher quality of teaching should be examined. In addition, the overall National examination for secondary school students (*Sijil Pelajaran Malaysia*) academic performance reported for the state of Kedah was also declined compared to other states in Malaysia (JPN Kedah, 2014), has become an enigma and should be examined to the roots by those who are responsible.

Therefore, a study to examine the reasons for the failure in secondary students' academic achievement in the Kubang Pasu district is commendable. Teachers from various subject options should also be studied to identify their quality of teaching and learning which could be one of the factors for the decline in the SPM results. Nevertheless, it is known that there are already studies done to observe the teaching and learning quality at the tertiary level but the findings are not suitable to represent secondary school classrooms. This claim is supported by Suarman (2015) who said that quality teaching has a positive impact towards school and the classroom and simultaneously gave positive impact on students' achievements during their tertiary level. Hence, a study needs to be conducted to examine the relationship between quality teaching and learning, and secondary school students' satisfaction because according to Frederico (2014), the quality of Malaysian education is more disturbing than Vietnam's financial status which can be measured with the academic performances of other countries such as Vietnam, Indonesia and Singapore.

RESEARCH OBJECTIVES

The objectives of the study are to:

- a) Identify the level teaching and learning quality in secondary schools.

- b) Identify whether there are differences between teaching, assessment, guidance and subjects based on demographic variables namely gender and age among students.
- c) Identify the quality of teaching and learning as mediator variable towards students' satisfaction.

METHODOLOGY

This study was conducted to examine the impact of various aspects in teaching and learning quality towards students' satisfaction by applying customer satisfaction theory and the educational psychology study on a group of sample involving secondary school students. This approach aimed to relate various quality factors with customer satisfaction (Suarman, 2015). However, this study is still compliant to the present educational study to gauge and identify quality in teaching and learning.

Sampling and Data Collection

This study was conducted on 182 secondary school students (64 Male; 118 Female) in the Kubang Pasu district where a set of questionnaire was distributed to the students. The mean age of the students were 3.96 with standard deviation of .61. They were instructed to complete the questionnaire based on their experience throughout their schooling years in the school.

Study Instrument

The study instrument was formed (see Table 1) based on the Students Evaluations of Educational Quality (SEEQ) questionnaire which was adapted from (Marsh, 1987; Centra, 1979; Ramsden, 1991) and used by Norazman, Nor'ain dan Nur Fazliana (2012) with the reliability of .86 alpha Cronbach. Further more the reliability of the study is .85 alpha Cronbach. This is because students are more comfortable to respond to details that are categorised. Therefore, all the details were categorised into four dimensions namely 1) teaching, 2) assessment, 3) academic subjects and, 4) guidance.

Table 1

List of Items for Quality in Teaching and Learning in SEEQ

Dimension	Item No.	Item Description
Teaching	T1	Teacher displays high level of knowledge.
	T2	Teaching pace suits me.
	T3	Teacher uses various teaching strategies, methods and techniques that are relevant.
	T4	Teacher is able to explain the subject content well.
	T5	Teacher is able to stimulate and attract students' interest in learning the subject.
	T6	Well planned and prepared teaching aids.
Assessment	A1	Assessment on written work is fair.
	A2	Method of assessing students' performance is suitable.
	A3	Distribution of assessment marks is consistent with the expected effort.
	A4	Assessment contributes meaningfully to the students' learning process.
	A5	Students are exposed to the examination scope.
	A6	Examination scope and practice is relevant to the subject content.
Subjects	S1	Content syllabus is well planned and systematic.
	S2	Written tasks are suitable.
	S3	There is continuity between core subjects.
	S4	Subject content is able to attract students' attention.
Guidance	G1	Teacher is easy to be contacted and gives guidance outside teaching hours.
	G2	Teacher willingly helps students.
	G3	There is guidance and advice from teacher.
	G4	Teacher gives quality academic advice and guidance.
	G5	Teacher shows interest in students' progress.

Further, to gauge student satisfaction, the study also used Student Instructional Rating System Form used by Guolla (1999) ($\alpha = .76$) who claimed that students play important role as customers since satisfaction towards a product or a service is the output of the interaction between teacher and students. The alpha Cronbach of this study is .85. A detailed list of student satisfaction is shown in Table 2.

Table 2

List of Student Satisfaction Items

Item	Description
SS1	I am satisfied with the education that I obtained from the school.
SS2	I feel happy learning in school.
SS3	Teaching and learning process motivates students to learn.
SS4	If I am given a chance again, I will choose the same teacher to teach me.
SS5	Overall, I am satisfied with my learning experience in school.

Procedure

The researcher had gain the permission from the principle of the school to conduct the survey research employing their student aged from 13 to 17 years old. The study was under the supervision of the head of department of the particular school. Before the survey was conducted, the students was briefly explained that the study was not compulsory and they can withdraw at any time if they felt that the questionnaire asked was inappropriate. The students were placed in one of the classroom of that particular school, so that they can asked any doubt to the researcher spontaneously. No names was allowed, so that it is anonymous. The survey took approximately 20 minutes and the questionnaire was collected and was key in using the IBM SPSS version 20.

FINDINGS

The study findings and discussion are based on research objectives specified. Students' perception towards every teaching and learning dimensions were analysed and categorized according to mean score as presented in Table 3 below:

Table 3:

Mean Analysis Level

Level	Mean
Low	1 - 2.33
Average	2.34 - 3.66
High	3.67 - 5.00

What is the level of teaching and learning quality in secondary schools?

The four teaching and learning quality dimension studied are teaching, assessment, subject and guidance. Table 4 shows the mean analysis of teaching and learning quality level in secondary schools.

Table 4: Students' Perceptions towards Teaching and Learning Quality Dimension

Dimension	Mean	Standard Deviation (SD)	Level
Teaching	3.89	.61	High
Assessment	3.92	.60	High
Subject	3.81	.67	High
Guidance	4.12	.68	High

Based on the analysis, it is found that guidance dimension is at level high with the mean value ($M = 4.12$, $SD = .68$). This shows that the students are always guided by the teachers during teaching and learning sessions. Meanwhile, the assessment dimension recorded mean value ($M = 3.92$, $SD = .60$), followed by teaching ($M = 3.89$, $SD = .61$) and subject dimension ($M = 3.81$, $SD = .67$). All these four dimensions showed high value in the teaching and learning in secondary schools.

Hypothesis Test Analysis

There is no significant difference in teaching quality perceived by the students

Table 5: Result for teaching dimension based on age

Age	N	Mean	SD	dk 1	dk 2	F	P
13 years	5	4.03	.43	4	177	.61	.66
14 years	31	3.78	.50				
15 years	4	3.58	.73				
16 years	89	3.93	.63				
17 years	53	3.89	.66				

Based on the above table, it is found that the ANOVA test is not significant with $F(4, 177) = 0.61$. The result also showed that the Levene test is not significant with $p = .66$ ($p > .05$). This shows that there is mean difference and thus, it can be said that the first null hypothesis is accepted and that there is no significant difference in terms of teaching based on age.

There is no significant difference in teaching quality perceived by the students based on gender

Table 6: *t-test result for the difference between teaching and gender*

Gender	N	Mean	SD	t	df	P
Male	64	3.83	.59	-.9	180	.36
Female	118	3.92	.62			

Based on the result above, $t(180) = -0.9$, $P > 0.05$, it shows that there is no significant difference because ($p > .05$), therefore, the null hypothesis (H_02) is accepted at 95% confidence level that is there is no significant difference in terms of teaching based on gender.

There is no significant difference in assessment perceived by the students based on age

Table 7: *Distribution of Assessment Dimension for Quality Teaching and Learning based on age.*

Age	N	Mean	SD	dk 1	dk 2	F	P
13 years	5	3.90	.25	4	177	.13	.97
14 years	31	3.91	.38				
15 years	4	4.12	.16				
16 years	89	3.92	.65				
17 years	53	3.90	.68				

ANOVA test is not significant $F(4, 177) = 0.13$. The result shows that Levene Test is not significant where $p = .97$ ($p > .05$). This shows that there is difference in the mean, therefore it can be claimed that H_03 is accepted that is there is no significant difference in terms of assessment based on age.

There is no significant difference in assessment perceived by the student based on gender

Table 8: *t-test result for the difference between assessment and gender*

Gender	N	Mean	SD	t	df	P
Male	64	3.76	.67	-2.68	180	.08
Female	118	4.00	.55			

Based on the result findings, it is found that $t(180) = -2.68$, $P > 0.05$. Therefore H_04 is rejected at 95% confidence level. This finding shows that there is no significant difference in assessment in terms of gender in Kubang Pasu secondary schools. Male and female students have the same level of assessment during teaching and learning sessions.

There is no significant difference in guidance perceived by the students based on age

Table 9: *Distribution of Guidance Dimension for Quality Teaching and Learning based on age.*

Age	N	Mean	SD	dk 1	dk 2	F	P
13 years	5	4.36	.30	4	177	1.09	.37
14 years	31	3.98	.48				
15 years	4	4.40	.00				
16 years	89	3.18	.64				
17 years	53	4.03	.87				

Levene Test is not significant at $p = .37$ ($p > .05$) or meets the homogeneity of variance. ANOVA test is also not significant at $F(4, 177) = 1.09$, $p > .05$. The result shows that there is no difference in the mean value, therefore, it can be concluded that quality in teaching and learning for the guidance dimension is not determined by students' age.

The null hypothesis is accepted at 95% confidence level which means there is no significant difference in guidance based on age for secondary school students in Kubang Pasu district.

There is no significant difference in guidance perceived by the students based on gender

Table 10: *t-test result for the difference between guidance and gender*

Gender	N	Mean	SD	t	df	P
Male	64	3.99	.78	-1.74	180	.08
Female	118	4.17	.62			

Based on the table above, Levene Test is not significant at $t(180) = -1.74$, $P > 0.05$. The t- test showed the value $t = -1.74$, $p = .08$. This shows that its significance value is bigger than its critical value .05 ($p > .05$) as specified. Therefore, the null hypothesis is accepted at confidence level of 95%. There is no significant difference in guidance based on gender.

There is no significant difference in subject perceived by the students based on age

Table 11: *Distribution of Subject Dimension for Quality Teaching and Learning based on age.*

Age	N	Mean	SD	dk 1	dk 2	F	P
13 years	5	4.05	.37	4	177	1.26	.29
14 years	31	3.74	.39				
15 years	4	4.43	.47				
16 years	89	3.83	.72				
17 years	53	3.75	.69				

Based on Table 11, the Levene Test is not significant at $p = .29$ ($p > .05$) or meets the homogeneity of variance. ANOVA test is also not significant with $F(4, 177) = 1.26$, $p > .05$. The finding shows that there is no difference in the mean value and thus, it can be said that quality in teaching and learning for the subject dimension is not determined by students' age. Most of the tasks or assignments given are based on age and suitable to students' aptitude level. The null hypothesis is accepted at 95% confidence level which means that there is no significant difference in subject based on age.

There is no significant difference in subject perceived by the students based on gender

Table 12: *t-test result for the difference between subject and gender*

Gender	N	Mean	SD	t	df	P
Male	64	3.70	.77	-1.74	180	.08
Female	118	3.88	.60			

Based on Table 12, the Levene test is not significant with $t(180) = -1.74$, $P > 0.05$. The t-test above shows the value of $t = -1.74$, $p = .08$. This shows that the significance value is greater than the critical value $.05$ ($p > .05$) as specified. Therefore, the null hypothesis is accepted at 95% confidence level. There is no significant difference in subject based on gender.

There is no relationship between students' perceptions towards secondary school teachers' teaching and learning quality (teaching, assessment, subject dan guidance) and student satisfaction

Table 13: *Relationship between Teaching and Student Satisfaction*

	Teaching	Student Satisfaction
Teaching	1	.613**
Student Satisfaction	.613**	1
Sig.(2-tailed)	.000	

Table 13 shows that there is positive and significant relationship between teaching and secondary school students' satisfaction. This proves that teaching quality has average relationship ($r = .613$, $p < 0.01$) statistically with student satisfaction. This result rejected H_0 and accepted H_a . The positive and significant relationship shows that quality in teachers' teaching affect students' satisfaction during teaching and learning sessions.

Table 14: *The Relationship between assessment and student satisfaction*

	Assessment	Student Satisfaction
Assessment	1	.607**
Student Satisfaction	.607**	1
Sig.(2-tailed)	.000	

Table 14 shows that there is positive and significant relationship between assessment and student satisfaction. This proves that the relationship between quality in assessment and student satisfaction is at average level ($r = .607$, $p < 0.01$). Therefore, H_0 and H_a are rejected. The positive and significant relationship shows that quality in assessment affects students' satisfaction during teaching and learning sessions and therefore can increase students' academic performance.

Table 15: *Relationship between Guidance and Student Satisfaction*

	Guidance	Student Satisfaction
Guidance	1	.689**
Student Satisfaction	.689**	1
Sig.(2-tailed)	.000	

In Table 15, it can be seen that there is positive and significant relationship between guidance and student satisfaction in secondary schools. This fact proves that quality guidance has average relationship statistically ($r = .689$, $p < 0.01$) with student satisfaction.

This result rejected H_0 and accepted H_a . The positive and significant relationship shows that quality guidance affects student satisfaction during teaching and learning session.

Table 16: *Relationship between Subject and Student Satisfaction*

	Subject	Student Satisfaction
Subject	1	.560**
Student Satisfaction	.560**	1
Sig.(2-tailed)	.000	

The table shows that there is positive and significant relationship between subject and student satisfaction in secondary schools. This proves that quality subject has average relationship statistically with student satisfaction ($r = .560$, $p < 0.01$). This result rejected H_0 and accepted H_a . The positive and significant relationship shows that subject affects student satisfaction during teaching and learning session.

Table 17: Overall correlation value based on dimensions

No.	Dimension	Correlation Value	Level
1	Guidance	.689	Strong
2	Teaching	.613	Strong
3	Assessment	.607	Average
4	Subject	.560	Average
	Overall Value	.617	Strong

DISCUSSION

Overall, it is found that student satisfaction has strong relationship with quality guidance, assessment, subject and teaching since there is strong correlation value that is teaching quality ($r = .613$), followed by quality in guidance ($r = .689$) and quality in assessment ($r = .607$) compared to quality in subject which showed average relationship value that is ($r = .560$). Thus, this shows finding shows that quality in guidance has the highest correlation ($r = .689$) with student satisfaction. Therefore, this finding is parallel with the study finding by Abdul Aziz (2005) which claimed that majority teachers see guidance in a positive light. Thus this also indicate that proper guidance by the principals towards teachers will give the positive implication that will improved students' satisfaction in learning and thus indirectly helps teachers to improve themselves during teaching and learning. Teachers who received a quality guidance by the authority will increase their level of teaching profession in disseminating knowledge to the students (Suarman, 2015).

On the other hand, the comparison of relationship shows that secondary school teachers in the Kubang Pasu district are inclined towards practicing the most important approach that is guidance compared to teaching and learning, assessment and subject quality. In terms of relationship between teaching and learning and assessment approaches in quality teaching and learning, both are higher than subject quality. This shows that the teachers know what works during teaching and learning. Thus this is also consistent with the study by Suarman (2015). His study had identified teaching quality and student satisfaction, the intermediary role of relationship between lectures and students of the higher learning institusies. His defines If the quality of teaching is good, it will enable the student to achieve the learning goals effectively. That means, teaching quality as the ability of a teacher effective use of various teaching skills.

Furthermore, this study has applied the customer satisfaction study in the teaching and learning process of secondary school students. With the completion of this study it is hoped that the findings give ample information to schools, District Education Office and State Education Department towards planning suitable and relevant efforts to increase teaching and learning quality in secondary schools. Study findings showed that there is significant relationship between quality teaching and learning (teaching, assessment, guidance and subject) and student satisfaction. This means that quality in teachers' teaching and learning is at a good level. This is agree with Mohd Hairi (2012) who found that the key to the development of education in Malaysia is through improving the quality of teaching and learning.

Mohd Hairi findings also showed that there is no significant difference between gender and age with quality teaching and learning (teaching, assessment, guidance and subject). Perhaps, this is because of gender and age of the students not give any effect to the quality of teaching and learning of teachers in schools (Norazman, Nor'ain & Nur Fazliana, 2012). In consequences, the quality in teaching and learning in secondary schools is the most important thing towards educating the students (Anuar & Nelson, 2015).

CONCLUSION

As a conclusion, it is hoped that this study can guide teachers, counselors, parents and school administrators to examine students' perception towards the teachers' quality in teaching and learning in their schools. It is imperative that teachers, parents and school administrators recognize their students' perception of quality in teaching and learning provided (Suarman, 2015). By understanding their perspectives based on the items in the teaching and learning quality domain, teachers can improve themselves to become better teachers in disseminating information and knowledge to the students (Mohd Hairi, Marzita, Che Nidzam & Noraini, 2012). In addition, besides conducive working environment, excellent school organization and administration can also produce quality teachers and successful students morally and academically. Teachers play a very important role in education and teachers should work hard to improve their weaknesses in terms of giving quality teaching and learning, assessment, subject or guidance towards their students. Therefore, efforts should be enhanced to increase and improve the teaching and learning quality. Thus, further study should be done in a wider scope so as to give a more complete picture about quality in teaching and learning in terms of gender and age.

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