

**DYAD ANALYSIS OF TEACHING STYLES ON
STUDENT SATISFACTION AND LEARNING: A
SERIAL MEDIATION MODEL OF SPIRITUAL
INTELLIGENCE AND TEACHING
COMPETENCE**



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JANUAURY 2024

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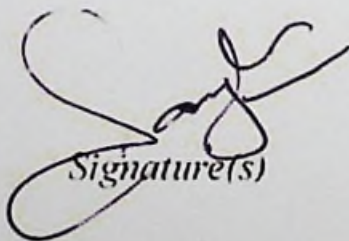
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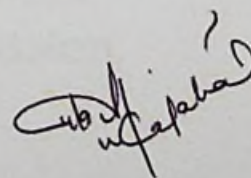
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DEDICATION

To my parents, for your endless love and support that gave me strength. To my husband, my rock who believed in me and walked beside me throughout this journey. To my sweet daughter, my inspiration to work hard and persevere each day. This dissertation stands as a testament to my family's encouragement and sacrifices.

ACKNOWLEDGEMENT

First and foremost, all praise and thanks to Almighty Allah, the most beneficent, the most merciful, for blessing me with the ability and opportunity to undertake this PhD and successfully complete my dissertation.

I would like to express my deepest gratitude to my supervisor, Dr. Sayma Zia, for her invaluable guidance, support, and direction throughout my PhD journey. Her extensive feedback and unwavering encouragement were crucial in helping me navigate the research and writing process for this thesis. I sincerely appreciate the time she dedicated to overseeing my progress, discussing my ideas, and refining my thinking - her supervision was integral to the completion of my dissertation.

I wish to extend my sincere thanks to all the respondents who contributed their valuable time and insights during my research study. The willingness of these individuals to openly share their experiences and perspectives in my surveys was greatly appreciated and instrumental to the completion of this dissertation. My wholehearted thanks to my beloved parents and husband for their endless patience, love and support throughout the many ups and downs of my PhD, especially during the challenging thesis phase. I greatly appreciate the sacrifices they made to help me achieve my academic ambitions.

I must also acknowledge my lovely circle of friends who kept me motivated with their good wishes, emotional support and comic relief during stressful periods. Thank you for believing in me and helping make this entire PhD experience more meaningful.

I remain indebted to everyone mentioned here for playing their own special part in this incredible journey. I could not have reached this milestone without having such a strong and supportive network behind me every step of the way.

ABSTRACT

The higher education sector of Pakistan has prospered enormously in the past few years, but institutions are facing critical issues pertaining to student satisfaction and learning. This highlights the research need to identify and validate the factors which determine the student satisfaction and learning in Higher Education Institutions. Prior studies have identified personal, institutional, subject, and campus related factors to have significant influence on student satisfaction and learning. However, the mentioned domain is still under consideration by multiple researchers focusing on teacher-related variables to propose and validate a model for student satisfaction and learning in Higher Education institutions. Therefore, the present study has proposed and empirically validated a research model by incorporating teacher-related variables such as 6 different teaching styles as an independent variable with spiritual intelligence and teaching competence as mediating variables to determine student satisfaction and learning among students studying in business departments of higher education institutions in Karachi. Bandura's social cognitive learning theory is used to understand the teaching and learning process at business schools in Karachi. It posited that teaching styles have social and observational effects on students.. The post-positivist paradigm is used while considering the goals of the current research to study teaching style as one of the predictors of student satisfaction and learning and to see the impact of teachers' spiritual intelligence and competence on this relationship.

1101 responses were collected from business departments of higher education institutions in Karachi. The primary data analysis was executed. For sampling nonprobability purposive sampling technique was used and to gather the data the study employed survey questionnaire. Structural equation modeling was employed through PLS (version 3) to examine the proposed constructs'

associations. Empirical results of the present study have indicated that spiritual intelligence and teaching competence serially mediate the established associations among four styles of the independent variable (Teaching style) with dependent variables (Student Satisfaction and Student learning). However, two styles of the independent variables (Straight facts no non-sense and Official curriculum teacher) failed to establish positive serial mediation with dependent variables (Student satisfaction and learning). This study has significant theoretical, policy, methodological, practical, and societal implications. The proposed framework introduces spiritual intelligence to teacher training in Pakistan, providing insights for university and business school management to improve student learning and satisfaction through appropriate teaching styles and it is limited to the students studying in business/management departments of Higher Education institutes of Karachi.

Keywords: Student Satisfaction, Student Learning, Teaching Style, Spiritual Intelligence, Teaching Competence, Social Learning Theory, Multiple Intelligence theory, Higher Education Institutes, Business/ Management Department.

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LIST OF ABBREVIATIONS

- SI**-Spiritual Intelligence
- SEM**- Structure Equation Model
- PLS**-Partial least square
- HRD**- Human Resource Development
- CR**- Composite Reliability
- CMB**- Common Method Bias
- CV**- Convergent Validity
- DV**- Discriminant Validity
- HTMT**-Hetrotrait-Monotrait ratio