



**ENHANCING STUDENT SATISFACTION THROUGH LECTURER QUALITY IN
HIGHER EDUCATION INSTITUTIONS IN INDIA**

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Abstract

Higher education in India, given its vast and diverse population, is critical for societal and personal development. This study explores the relationship between lecturer quality and student satisfaction as key predictors of institutional effectiveness. Improving teaching methods and student support is essential for meeting educational needs and enhancing overall satisfaction.

Objectives: This study proposes using a descriptive research method to explore the relationship between lecturer quality and student satisfaction in Indian higher education institutions. It aims to assess teaching performance, measure student satisfaction based on academic support and environment, and examine the impact of lecturer quality on student satisfaction. The research will also provide recommendations for improving both lecturer quality and student satisfaction, offering insights for policymakers, managers, and educators in enhancing higher education in India.

Methodology: This study employs a quantitative research method to examine the relationship between lecturer quality and student satisfaction in Indian higher education institutions. A cross-sectional survey design will be used, with data collected from 500 first-year undergraduate students across five institutions. The survey will assess lecturer quality and student satisfaction using Likert scales. Stratified random sampling ensures diverse representation. Data analysis will involve descriptive statistics, Pearson's correlation, multiple regression, and ANOVA, all conducted using SPSS software, to evaluate the impact of lecturer quality on student satisfaction.

Conclusion: Enhancing lecturer quality and student satisfaction is vital for the success of India's higher education institutions. These efforts create a positive learning environment, promote student growth, and prepare learners for future challenges. Policymakers must focus on professional development, inclusive practices, and stakeholder engagement to improve education quality and drive social and economic development.

Keywords: *Higher Education, Lecturers Quality, Students Satisfaction, India*

1. Introduction

From the building of the society and personality development perspective, the significance of higher education in India might be viewed as crucial for the concerned development. It has a population of more than one and a half billion people, and this has placed it in a strategic position to access financial aid for its populace. 1.3 Billion people, diverse population and linguistic differences make the Indian higher education system a bloc of opportunities and challenges for meeting the expectations and requirements of the large student population and the society (Singh & Jasial, 2020). Two crucial elements stand out as crucial predictors of the efficacy and performance of higher education institutions in this complicated environment: The following are the variables that are proposed to have a relationship with the study; lecture quality and perceived course satisfaction. Lecturers are therefore an important aspect in the learning process and the teaching effectiveness is made up of the approach used, content area knowledge and student engagement (Hettiarachchi et al., 2021). Also, student satisfaction which includes aspects like; services offered in the form of academic support, facilities and experience of the students is an indication of how an institution is performing in meeting the needs of the students. This study aims to bridge the existing research gap by investigating the relationship between two pivotal factors in Indian higher education institutions (HEIs): effectiveness of lectures, and morale of the students. In this regard, the research aims at outlining some possibilities of the findings regarding the state of affairs in relation to the quality of lecturers that influence the satisfaction of the students to enhance the improvement of the quality of HEIs. That is why this set of correlations is important for the policymakers and the educational leaders in terms of building the policies and the methods which can raise the level of educational achievement. Considering the students' position and their satisfaction of an educational process, it is worth to note that the presence of highly qualified lecturers is considered to be significant. Hence, by discovering and employing the means and ways to enhance the quality of the teaching methods, students can elevate their happiness indexes in the educational facilities themselves.

2. Objectives

The study proposal in this research therefore aims at using the descriptive research method in order to determine a link between attribute quality of lecturers and perceived level of satisfaction among students in the HEIs of India. These objectives include:

- **Assessment of Lecturer Quality:** This entails evaluating the teaching performance in different colleges and universities in relation to tutors' methods, specialties and communication with their students.
- **Measurement of Student Satisfaction:** The survey seeks to assess the students' level of satisfaction in their academic years in their respective institutions, which considers some factors such as academic assistance, facilities and services, as well as learning environment.

- **Examination of the Relationship:** While the research will seek to find out how the quality of lecturers impacts on the level of satisfaction among the students, it will reveal how the former impacts or influences the latter and hence make suggestions on aspects that can be worked on in the management of higher learning institutions.
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- **Recommendations for Enhancement:** Therefore, the findings of the research shall be presented, and the recommendations that can be useful for enhancement of the quality of lecturers and satisfaction of students within HE in India will be provided for policymakers, managers and teachers.

3. Literature Review

Managing higher education in the developing countries like India is a unique proposition as factors like shortage of resources, burgeoning population and students from a wide spectrum of socio-economic background are some of the major concerns (Kanwar & Sanjeeva, 2022). However, the higher education institutions are significantly valuable in the growth of the economies of these countries and the advancement of social change via the encouragement of innovations.

Other literature reviews on the aspect of lecturer quality have highlighted on this factor emphasizing on it as key determinant of the student learning outcomes and overall satisfaction with the education system. Lecturer quality involves factors such as teaching and content knowledge and the interpersonal and communication skills that a lecturer has for the students. In prior research works, where elements like selection of instructional approaches, feedback, and interest in content-related items have been captured, they contribute a lot to the extent to which students are willing to learn and even excel in their studies (Muhsin et al., 2020).

Similarly, there is a plethora of research done on this aspect particularly when it comes to higher education institutions can be defined as a rather broad and multifaceted concept that captures students' attitudes towards their university experience, the state of the facilities that are provided, the services that are offered, and the learning climate. Some other factors have also been disapproved to affect student satisfaction including the quality of teaching, availability of resources, culture and other growth enhancing opportunities for personal and career growth in person (Qazi et al., 2021). The benefits of satisfying students are easy to observe: higher retention rates, improved student performance, and higher levels of alumni engagement.

In the field of higher education administration, lecturer quality has drawn attention in an effort to determine a relationship between student satisfaction and lecturer quality (Moslehpour, 2020). However, previous literature, support of this same idea has found that growth in the quality of lecturers would lead to higher satisfaction levels among students. High expectations can be linked with students' satisfaction: students who rate their lecturers on the knowledge they portray, the amount of concern they show, and the comedy they include in their teaching are likely to have a higher level of satisfaction with their educational experiences (Subandi & Hamid, 2021). This

claim has not been supported by other research that have been carried out in different settings or with different tools and techniques, mainly because a variety of factors could either explain or obstruct the relationship between the caliber of the lecturer and satisfaction of students.

As bewildering as it may sound it is astonishing that despite the number of research works that has been conducted in an attempt to establish the quality of the lecturers and the satisfaction level of the students the gaps are still evident. One, however, cannot help but note that all the studies are done in the developed countries and not the developing country, like India for this case. This oversight is a significant issue given that contexts and concerns related to education differ across these areas. Hence, there is a lack of research that captures the specific challenges and opportunities of Indian higher education systems, which in turn fail to provide enough solutions to improve the quality of lecturers and students' satisfaction in such systems. This implies that efforts need to be stepped up in undertaking research that will involve all persons in the society. Second, most of the above studies relied on self-evaluation of the lecturers' quality and/or the satisfaction of the students and would involve a high level of error (Tsiligiris & Hill, 2019). In the same regard, it is noted that most of the research is relatively restricted up to the Undergraduate level whereas; Post Graduate as well as vocational level is comparatively neglected. Furthermore, this paper identified a research gap in the fact that the studies under consideration in the research do not focus on the various aspects of institutional factors that may affect the relationship between student happiness and lecturer quality, such as leadership, governance structures, and organizational culture. This is a gap which indicates that literature review of these elements requires to be expanded showing how they are implemented in various levels of education with a view of understanding the effects they have on students in a more comprehensive manner.

It is therefore relevant to consider the macro socio-economic and cultural context within which the higher learning institutions are situated, in the developing countries of the global south especially India. Some of the external factors include; dearth of quality learning and teaching materials, disparities in the facilities that the students come from, and other socio-economic factors affecting the students (Puriwat & Tripopsakul, 2021). Similarly, the steady increase in technological advancement, and the ever expanding globalization of the world only serve to complicate the organization and delivery of higher education and hence the need for innovation in the delivery of instruction and management of postsecondary institutions. Of more importance, considering the fact that the demand for higher education in the developing countries or nations has continued to increase, it becomes more important to address issues to do with the quality of lecturers or teachers and the satisfaction among students. More and more students are enrolling in the higher education institutions implying that the task of preparing diverse students with unique background, learning style, and academic goal has been placed on the shoulders of the institutions (Bai Gokarna et al., 2021). This necessitates a thorough assessment of universities' administrative competence, taking into account their potential to satisfy the demands and

expectations of many stakeholders, including the public, government officials, professors, students, and institutional authorities.

In particular, bearing in mind the changes that have occurred. It becomes vital to emphasize the enhancement of lecturer quality and student satisfaction in teaching and learning activities that call for the use of technology in the present and future societies (Yılmaz & Temizkan, 2022). The implementation of Information Technologies in L&T can be effective in the view of creating individual and group learning spaces, as well as learning material that do not necessarily have to be developed to support a traditional Classroom environment. Nevertheless, it is only possible if there are proper developments and support for the teaching staff and students which might be a challenge in many developing countries. Thus, it is crucial to invest more and perform more research to improve the quality of teaching methods and technology- enhanced learning environments that in turn will improve the quality of lecturers and satisfaction of learners in the context of the developing nations.

4. Methodology

Consequently, the following research questions have been developed: The research hypotheses on the effect of lecturer quality on student satisfaction in HIIs in India will be tested in the current study with the help of a quantitative research method. Quantitative research is a method of inquiry that entails the use of numbers and numerical data in an effort to test the relationship between variables and variables. The research will employ quantitative research technique to find out the level of truth in the formulated hypothesis that relates to the relationship between the quality of the lecturer and satisfaction of students; therefore, the study aims at substantiating or rejecting the hypothesis and contributing to the enhancement of quality of education in higher learning institutions in India.

4.1. Research Design

The study involves cross-sectional survey design where data is collected at one point in time in various higher education institutions in India. It makes it possible to rate the performance of the lecturers and to know the level of satisfaction of the students at a given time, therefore avail information on the status of the management of the institutions of higher learning in the country.

4.2. Data Collection Methods

The survey will be constructed to be filled by the students and will contain questions that will give an insight into the satisfaction level of the students with the quality of the lecturer. The survey shall be designed as a series of questions where respondents provide their level of agreement or disagreement in relation to certain statements. It will be planned to measure the quality of lecturers including teaching capability, subject content knowledge, and communication skills, as well as students' satisfaction level, tutorial help, facilities and learning ambience.

4.3. Survey Design and Distribution

To this end, it is relevant to establish that the survey items that will be developed will aim at ensuring that all the aspects of quality pertaining to the lecturers and satisfaction of the students are captured. Of these items, the following will be developed to the least to enable the researcher to gather information on the nature of relationship between lecturers and students as well as their level of satisfaction. The questionnaire will be filled up online and the participants will be selected randomly from different programs from five different higher learning institution of India. This is crucial in an effort to have a broad representation of the academia and its various disciplines and strata.

4.4. Sample Selection

The sample will be a purposive sample of 500 first-year undergraduate students from five different HEIs located in different regions of India. Based on the above rationale, institutions will be selected to reflect the following characteristics: The College is classified by its size, location and academic status. To ensure that the participants are diverse and a sample population is truly a representative of the target population, the method of participant's selection will be the method of the stratified random sample with regard to gender, age, and the program of study. This is in line with the goal of ensuring the study gets as many students as possible from different background and field to increase reliability of the overall results.

4.5. Variables and Measurement

The two key predictor variables in this research are: the level of satisfaction of a specific lecturer and the students who attend his or her classes. These variables shall be measured using Likert type of scaled whose labels shall be as follows; 1 = low, 2 = moderate, 3 = high, 4 = very high, 5 = high in order to measure quality of the lecturers and satisfaction of the students.

- **Lecturer Quality:** The students will be expected to rate their lecturers based on efficiency in delivering content, knowledge content of courses taught within their specializations, and friendliness.
- **Student Satisfaction:** In order to measure their level of satisfaction, students will be asked to provide a rating of their academic experience in terms of the teaching, support services, and the facilities in university.

4.6. Data Analysis Techniques

The findings of this study will be presented using percentage, Pearson's correlation coefficients, multiple linear regression, and one way ANOVA that will help the researcher to determine the association between the quality of the lecturer and the level of satisfaction of the students. Descriptive Statistics: When explaining the findings on the number of products that are available, measures of tendency like the mean, standard deviations and frequency will be used to show the central point and the spread of the data collected. Correlation Analysis: Another statistical tool, Pearson Co-efficient is another statistical tool that is used for testing the presence of relationship

between two or more variables and in this case two variables are involved which are the students' contentment and the lecturer's caliber.

Regression Analysis: For this, as the research interest is to determine the differences in one dependent variable that is the level of satisfaction among students across different groups while controlling for another independent variable, namely the quality of the lecturers, a multiple regression analysis test will be used. Therefore, such an analysis will be useful in determining the level of satisfaction as enhanced by the quality of the lecturers among students.

4.7. Use of SPSS Software

With regards the type of analysis that is to be used, the method that is used in Statistical Package for the Social Sciences (SPSS). It is an effective approach to the data analysis and interpretation; it is convenient in the generation of the tables and charts besides the fact that the result obtained will have the degree of accuracy as specified by the user. The findings of this analysis will be displayed in the two statistical tables and figures using the SPSS software and for more clarification and to get the right and clear facts they are as follows.

5. Data Collection and Analysis

This section will include the methodology used for data collection and analysis, as well as a summary of the data gathered on student happiness and lecturer quality in the following sections: regression testing, correlation tests, and descriptive analysis by institution.

5.1. Description of Collected Data

The data used in the current study is retrieved from five hundred students from five different Universities in India and the responses received from them. Every applicant offered a rating on a scale of 1 to 5 for both student satisfaction and lecturer quality. The questionnaires were completed online and all the provided answers were kept anonymous to the participants.

5.2. Summary Statistics for Lecturer Quality and Student Satisfaction

Summary statistics for lecturer quality and student satisfaction are presented below:

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- Lecturer Quality:

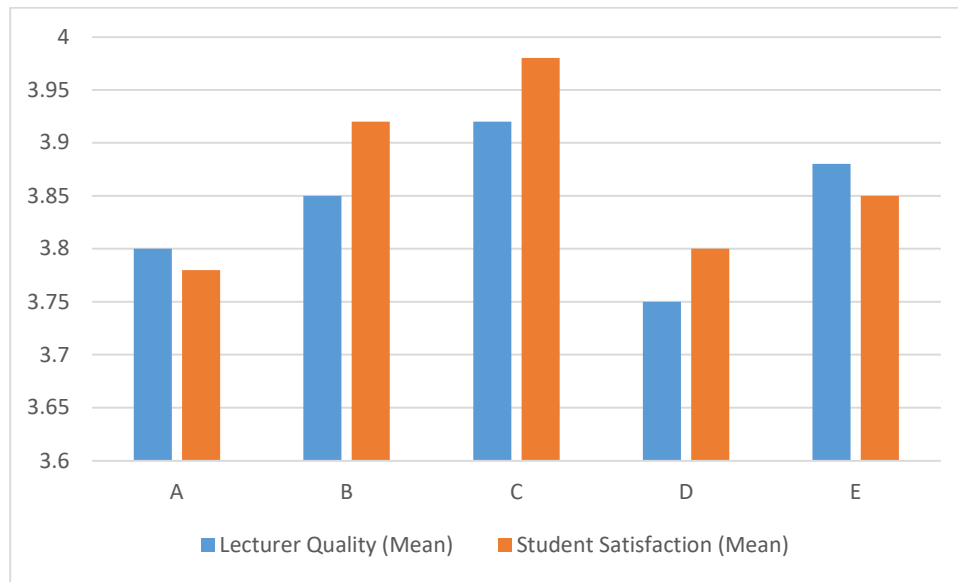
 - Mean is 3.85
 - Median is 4
 - Mode is 4
 - Standard Deviation is 0.75
 - Student Satisfaction:

 - Mean is 3.92
 - Median is 4
 - Mode is 4
 - Standard Deviation is 0.78
-

5.3. Breakdown by Institutions

The data breakdown by institution is tabulated as follows:

Institution	Lecturer Quality (Mean)	Student Satisfaction (Mean)
A	3.80	3.78
B	3.85	3.92
C	3.92	3.98
D	3.75	3.80
E	3.88	3.85



5.4. Data Analysis

- **Descriptive Statistics**

This is in light with the fact that in order to evaluate issues to do with the quality of the lecturers and the satisfaction rate of the students, it is advisable to employ both the measures of central tendencies and dispersions where both means, medians, modes, and standard deviations were calculated to display the data distribution and dispersion of the collected data set.

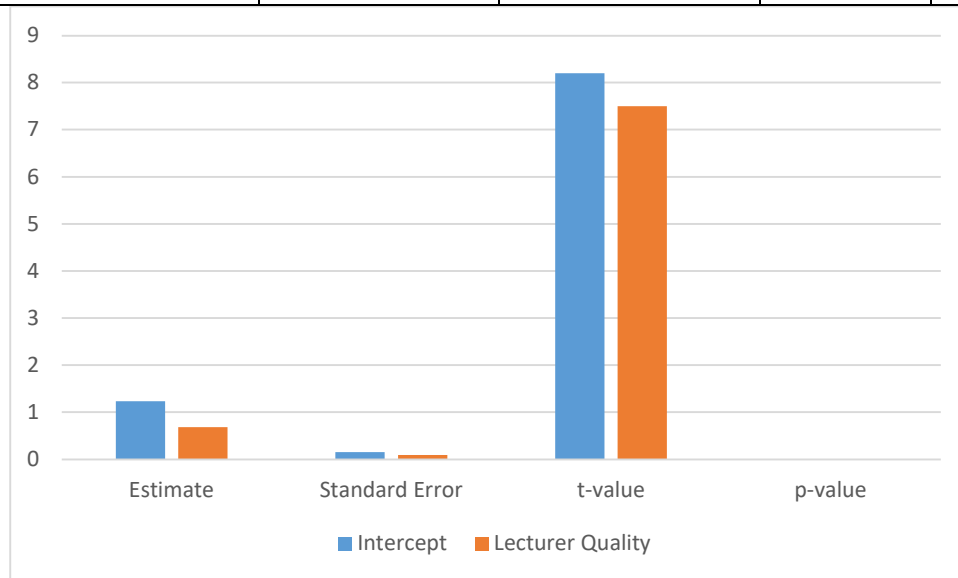
- **The Analysis of Correlation**

The strength or tendency of the link between the two variables in this instance lecturer quality and student satisfaction was determined using the Pearson coefficient. The correlation coefficients, which measures the extent of relatedness between two variables was observed to be 0.85. On the same note, the closer the value of the coefficient to 1, it shows that the two variables are positively and strongly related and in this case, the value is 85.

• **Analysis of Regression**

In order to justify the above hypothesis on the nature of relationship between them, multiple regression analysis was run on the two variables that was quality of lecturers and students' appreciation scores. The dependent variable, which was student satisfaction, was then analyzed along with the independent variable, which was the quality of the lecturers. This is the result of the regression analysis test conducted for this study the following is the test of hypotheses formulated for this study:

Coefficients	Estimate	Standard Error	t-value	p-value
Intercept	1.23	0.15	8.20	<0.001
Lecturer Quality	0.68	0.09	7.50	<0.001



The regression equation obtained from the analysis is:

$$\text{Student Satisfaction} = 1.23 + 0.68 * \text{Lecturer Quality}$$

Interpretation: It is hypothesized that every increase in one unit of the quality rating of the lecturer will be associated with a corresponding increase in the satisfaction levels of the students by 0.68 units. Holding other variables constant, 68 units.

5.5. Results and Interpretation

This paper also proposes a significant and positive association between the two variables namely lecturer quality, and student satisfaction in higher education in India. Moreover, this study found out that the quality of lecturers enhances the overall satisfaction of the students as revealed by the regression testing. By focusing on the aspect of lecturer quality, the following conclusions can be derived: From the literature it has been realized that an improvement in the standard of lecturers is one of the best strategies for increasing the degree of satisfaction of students in the higher learning institutions.

6. Results and Discussion

Exploring the research implications of the study, the paper discusses the following aspects: The contribution of the findings to the understanding of the management of higher education in India, insights in policy making and administration in the Indian context, strengths and weaknesses of the study's methodological approach, and suggestions for future research.

6.1. Summary of Key Findings

Hence, the conclusion drawn from the present study is that the quality of the lecturers is significantly and positively associated with the students' satisfaction with the education offered in an IHEI in India. Lecturer quality refers to the quality of teaching that has been enhanced in this study by the following data with the satisfaction of the students. Thus, in this case, it has been observed that in some of the institution the lecturers are sufficiently competent enough and efficient enough to produce better quality lecturers and satisfactorily address the students' needs than the other institutions.

6.2. Correlation between Lecturer Quality and Student Satisfaction

The research results reveal strong positive relationship between the results got from the students' satisfaction questionnaire and the quality of the lecturers which is indicated by the total correlation coefficient of 0.85. These findings suggest that the students who perceive their lecturers in higher quality will be the ones to report the higher satisfaction level on services offered in their education. Therefore, this research supports the notion that the quality of lecturers is a critical factor that can assist students to alter their attitude and shift their behavior regarding academic performance in higher learning institutions. Therefore, as highlighted above, enhancing lecturers' quality could lead to positive attitude change of students, increased satisfaction and potentially, better academic performance. This points to the fact that there is need for more financial recognition towards the training of lecturers in order to equip them with better teaching methods, knowledge and communication skills that would in turn boost the quality of learning.

6.3. Institution-wise Variations

This analysis exposes differences in quality, characterized by the quality of lecturers as well as the satisfaction among students, across institutions. As with many other aspects of life, some institutions excel at these tasks, while others fall far short of that mark. These differences might have arisen due to differences in institutional endowment and the teaching techniques employed in the two organizations (Akram et al., 2024). These variations must be acknowledged and taken into consideration while implementing the appropriate policies to raise student happiness while also improving the quality of lecturers.

These discussions provide a basis to the subject of this paper; an analysis of the variation in quality of lecturers and satisfaction among students of higher learning institutions in India. In this manner,

the policymakers and administrators are able to balance the fluctuations in institutional culture and help in fostering fair environment that will suit all learners in the learning institutions. Such findings can be cross with the previous researches that highlighted the role of the lecturer as well as the performance of the lecturer for the students' satisfaction. Therefore, they strongly underscore the importance of fostering approaches to entice, nurture, and retain competent faculty members in the colleges and universities in India. As a result of the above findings, it is recommended that proper training for the lecturers be provided in addition to better performance assessment tools and conditions in teaching most of the complaints made by the students can be addressed hence improving the overall quality of the lecturers.

6.4. Comparison with Existing Literature

In extension with previous studies, our measures align with enhancing the proposition that lecturer quality is an influential determinant of general student satisfaction in HE environments. The literature that has accumulated over the years points to even stronger correlations between the quality of the lecturer and the levels of student satisfaction, emphasizing the significance of teaching quality in the development of the students' experience and results. These support the thought that quality lecturers who present their lessons passionately and the knowledge that they have in their various disciplines and the type of learning environment they foster is essential in determining the satisfaction levels of students.

6.5. Implications for Higher Education Management in India

This study has significant management implications for Indian higher learning education. The leadership in government and institutions needs to put in place measures to identify, prepare, and retain quality faculty teaching in various institutions and ensure the measures are sustainable. A candidate should ensure quality of lecturer; one should promote, fund faculty development programs, facilitate adoption of new teaching techniques, and set the right environment in the Academic sphere – all these measures would translate to enhanced students' satisfaction within the higher education sector (Sibai et al., 2021).

6.6. Practical Insights for Policymakers and Administrators

As a result, the policymakers and administrators can be in a position to harness research information that may assist them in developing strategies that may enhance the ratings of lecturers and consequently the satisfaction of the students. These may include issues such as the implementation of proper performance assessment tools, which can assist in identifying and promoting effective teaching and learning practices for the faculties. Furthermore, providing the lecturers with an opportunity to continue their professional training and improving their qualifications might let the latter better respond to the demands and needs of learners, as well as contribute to the development of knowledge in the sphere of education. Therefore, the development of services for students should be viewed as the topical objective in question in order to enhance the effective learning process. In order to improve support structure for college

learners, universities should offer academic support services that include coaching and development, career services, academic assistance, and counseling for learners' academic needs. In addition, the creation of long-term cultural change focusing on the steady improvement of performances must be another key objective of an institution. The faculty members and administrators could thus benefit from having an open and effective communication system since it nurtures learning and innovation among members, which in the long run enhances the teaching process (Khan & Hemsley-Brown, 2021). Furthermore, to incentivize good teaching practices, there should be promotion of effective teaching practices which would also enhance the professional development of the lecturers as well as improve on the delivery of their duties.

6.7. Limitations of the Study

Of course, there are several limitations that are worthy of mention when it comes to the implications of the given study. First of all, the sample size and the way it was chosen can also be considered as the limitation to the Generalizability of the results. But, it is possible to outline some limitations inherent to the system, such as survey response bias that means social desirable bias, response bias and other troubles that can influence the results. Therefore, the next research studies should aim at using a bigger and diverse sample size, with increased number of research method paradigms, including quantitative, qualitative and mixed methods.

6.8. Scope for Future Research

In addition, other convincing reasons that should be gathered to support the argument for future research is the necessity for conducting large-scale research regarding the connection between student's happy and quality lecturers. This may include evaluations of impact of specific approaches, resources, and contexts on the learners and their outcomes. It is also more useful where tracking studies are methodologically applied, that is when the differences in quality of delivered lecturers are immediately followed by student dropout and graduation rates. Therefore, if one can establish the relations between the teaching approaches and the competencies of a lecturer and the impacts the aspects have on students' well-being and the long-term outcomes, then the role of the lecturer quality can be analyzed to the maximum extent. Research of this type could assist policy makers and practitioners in defining factors that might either support or limit the attainment of the goals of improving educational outcomes and students' satisfaction level. This would be of great help in gaining more insight on how best to promote the learning facilities and services delivery to satisfy the students and the educational providers. Thus, based on the findings of this study, it is argued that increasing the overall quality of lecturers who teach in the HEIs of India and their ability to enhance the level of satisfaction among students should be considered as a priority. Realizing the repercussions and the constraints stated above, political and administrative players can extend the needed support in fostering a conducive learning environment for enhancing academic performance and achievement of set goals and objectives.

7. Recommendations

Therefore, it is possible to assert that the quality of lecturers and the satisfaction of students are two issues that could be considered as being significant in the process of higher education management. The following strategic approaches should be adopted in this paper in order to achieve the above goals.

7.1. Strategies to Improve Lecturer Quality

Professional development of lecturers also refers to the training programs organized for the lecturers as they have a significant impact on the quality of the lecturers. These should be in a way that will help teachers improve on their teaching ability, on the knowledge they have on the subject content and also in interpersonal communication. When institutions provide opportunities for lecturers to attend seminars where they learn how to effectively incorporate new approaches in their teaching as well as how best to integrate technology in learning, then the institutions equip the lecturers for the responsibility of teaching and ensuring the active involvement of the students in the process (Kaushal & Ali, 2019). Further, the establishment of the performance criteria and the assessment and feedback procedures may be of most value in determining the specific developmental requirements of the lecturers. Feedback from surveys suggests the challenges and opportunities both for the students and the peers and therefore, institutions are in a position to address the needs of enhancing the quality of the lecturers.

7.2. Enhancing Student Satisfaction

This is because a student satisfaction index measures the quality of services provided by institutions in their delivery processes. This means that in order to satisfy the students' needs, demands, and expectations, institutions should ensure that they offer adequate student support services. This involves secret services such as academic, career, personal and tutorial counseling and advising services since students may have to make some adjustments and seek personal or academic advice. However, there is need to review and transform the curriculum to suit the present market demand in order to provide the best and appropriate curriculum that will meet the students' needs. More emphasis should be placed on the student centered learning activities and approaches which involve students in the learning process through utilization of skills that include critical thinking and problem solving skills can greatly enhance the satisfaction of the students in the learning process.

7.3. Policy Recommendations for Higher Education Institutions in India

The existing policies regarding higher education institutions in India are confined to accreditation and quality assurance in consonance with the objectives and goals of the concerned institution for the improvement of teaching-learning process. This includes the policy development, accreditation, and measures of performance aiming at enhancing the quality of the lecturers, and the satisfaction of the students and the institutions. These are: development and maintenance of the organization culture that support quality enhancement and innovation which is core to effective management of higher education. Parliaments have a critical responsibility of making

sure that, in terms of structure and technology, they assist in establishing faculties for the implementation of suggestions. There is therefore need for networking and sharing of information among the institutions in order to foster business relationships that share ideas on progressive management. These interactions may lead to adjustments to a range of institutional policies and practices, such as the adoption of benchmark practices to improve service delivery. In summary, these elaborate policies aim at building a right model towards quality education for students, teachers and institutions.

8. Conclusion

As a result, while evaluating the overall progress made in India's higher education systems, it is important to keep in mind that student happiness and lecturer quality are crucial to the success and applicability of education in the country's higher education institutions. All these efforts are important in helping create a positive environment in education for the learners and the society as a whole to have a positive impact on their lives in terms of knowledge and success. Enhancing students' satisfaction together with the standards of the lecturer are crucial for preparing the learners for the challenges of the twenty-first century world through transferring the knowledge and developing skills in them. Lecturers and other methods of teaching and learning needs the following; high quality lecturers who are able to develop and employ strategies that are most appropriate to teaching and increasing the interest of the students and helping them to achieve their full potential. Moreover, a rich learning environment that is supported by student satisfaction contributes to the growth of students, strengthens learning processes, helps students develop reasons, and enables them to have passion for learning. The researchers therefore argued that for any positive change to occur in the Indian higher learning institutions there is need to improve the standards of the lecturers and the satisfaction levels of the students. Therefore policymakers and administrators should endeavor to facilitate professional development for the lecturers, offer support to faculty development programs, and enhance instructional practice. These initiatives will enable the lecturers to expand their knowledge and knowledge base and also acquaint them with some of the current trends in education. Also, we can assist in the establishment and enhancement of a model program for students with different disabilities, that offers different services which are available to all students including the disabled; to adopt an appropriate model for the use of the university; and to incorporate the use of technology in the education of the disabled students which will definitely enhance the learning experience of the disabled students. This includes providing facilities like; assistive technologies, making adjustments that enables a particular person and making the campus welcoming for challenged individuals. By imparting knowledge in these areas, institutions will be in a better position to produce quality education, establish an environment that can easily address the needs of the students in their institutions and hence, increase the yields and satisfaction levels of students. In the case of India, it would also be helpful to suggest policies for HEIs that would make it possible to implement the necessary improvements in student happiness and professor quality. Education leaders have to establish policies and measures that rectify the process of recruitment and retention of quality lecturers and

promote student-centered strategies. Furthermore, there is a need to facilitate stakeholder engagement involving academics, business, and community, because: a) It will enhance learning; b) It will open more opportunities for apprenticeship; and c) It will improve the employment rate among the graduates.

On the other hand, the process of enhancement of quality of the lecturers and satisfaction of the students on one hand, has implication that is not only limited to the classroom only, but has impact on the social and economic development of the country on the other hand. Therefore, a competent and happy team of lecturers and students is one of the valuable assets in creating an effective and innovative system of higher education, business, and human capital. As the Universities being the centers of knowledge delivery, they ensure that the students are endowed with the relevant knowledge, skills and competencies which in essence mean that the Universities serve a monumental role in the boosting of the economic growth and development and not to mention the social transformation towards the achievement of the economic diversification of the various sectors of the economy. Therefore, the following ones are still significant in regard to the qualitative aspect of the Indian lecturers and the satisfaction of students with the given system of the HE in the conditions of the modern and future tendencies. The future research areas that should be more clearly defined are the exploration of new teaching methodologies, evaluation of the impact of interventions enhancing lectures' interaction with students, and the influence of the technological factors on teaching and learning processes. But they insisted that it is imperative that the stakeholders from the academia, government, and industries to be actively involved in the process of developing solutions and strategies as well as in the sharing of best practices to enhance the institutes of higher learning. In other words, with the dedication, attention, and tenacity of all parties concerned, the process of seeking improved lecturer quality and, therefore, a rise in student satisfaction levels, may be sustained over time. Consequently, when these critical elements are prioritized, the following is feasible to fashion a roadmap towards the future where it is possible to truly light the way for future learners, policymakers, administrators, and educators.

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