Student Satisfaction as a Mediator between Learning Experience and Reputation: Insights from Business Schools in Khyber Pakhtunkhwa

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Abstract

The demand for good reputation has increased more due to pressure of globalization and internationalization of higher education (Lafuente-Ruiz-de-Sabando, Zorrilla, & Forcada, 2018) where national competition is no more a challenge but institutes have to compete on international level for long term sustainability. The current study was intended to find the effect of two major aspects of learning experience i.e. teaching quality and academic activities on student satisfaction and reputation of business schools in Khyber Pakhtunkhwa, Pakistan. Moreover, mediating role of student satisfaction in the relationship between learning experience i.e. teaching quality and academic activities and reputation of business schools was also investigated. The study adopted positivism and deductive approach. A sample of 351 students was surveyed on a five-point Likert scaled questionnaire. Confirmatory factor analysis and multiple regression analysis were used to test model fitness and hypotheses. Furthermore, two methods i.e. Baron and Kenny (1986) and Hayes (2017) statistical techniques were used to check the mediation effect in the study. Findings of the study displayed that teaching quality & academic activities have a positive and significant effect on student's satisfaction and reputation of business school. Moreover, it was found that student satisfaction serve as the role of partial mediator between learning experience (teaching quality & academic activities) and reputation of business school. The study would help the business schools in Pakistan to build their reputation by considering the features related to good teaching quality and academic activities explored in the study. These factors have also the potential to increase student satisfaction and in turn build a strong reputation to improve the ranking position of business school. Thus, it can guide business school in attracting and maintaining the adequate number of students in times of severe competition.

Key Words: Faculty, Academic, Business school, Learning experience, Activities, Quality

Corporate image has taken a widespread recognition in today's world. Managers strive hard to create a good reputation of their company to reap its advantages. The perceptions of outsiders play a crucial role in responding to demands of market as it involves multiple attributes into an account (Meynhardt, Strathoff, Fröhlich, & Brieger, 2019). In fact, companies should focus more on perceptions and attitudes of its customers that how they choose or make decision that can potentially help in building organizational image. In addition, it also help in attracting clients for the reason they believe that organization with good image will also enhance their value and social status (Aghaz, Hashemi, & Sharifi, 2015). Likewise to corporate world, good reputations also make a difference in case of educational institutes. The positive reputation of the educational institute lessens the insecurity of students and public about their performance and can become a source of competitive advantage (Almeida & Coelho, 2019; Wong, Woo, & Tong, 2016). From the perspective of reputation management, it is important for the directors to improve the quality of education to achieve student satisfaction, reputation and a favorable ranking (Kundi, Khan, Qureshi, Khan & Akhtar, 2014; Wong et al., 2016). The demand for good reputation has increased more due to pressure of globalization and internationalization of higher education (Lafuente-Ruiz-de-Sabando, Zorrilla, & Forcada, 2018) where national competition is no more a challenge but institutes have to compete on international level for long term sustainability. Therefore, it has become a need for management of higher education institutes to know what can make them able to develop better linkages with stakeholders and the community (Iqbal, Rasli, & Ibn-e-Hassan, 2012) for good reputation.

In case of developing country like Pakistan, there are very few higher education intuitions that could made place in world rankings. According to Gabol (2019), only three Pakistani universities could make in top 500 in "QS World University Rankings by Subject 2019". This shows a lower level of reputation of Pakistani higher education institutions in the prestigious world ranking.

On the other hand, Higher Education Commission (HEC) in Pakistan is determined towards quality education and setting higher benchmarking for improvement of education. Due to these national and international pressures, need of research studies in the context of higher education in Pakistan are urgent.

Despite the general agreement on the importance of image and reputation of higher education institute, little work has been done to explore the subject of reputation and its antecedents. There are various research gaps and limitations identified in literature. First, Aghaz et al. (2015) asserted that researches paid more attention to reputation in corporate world but having a limitation that it cannot be generalized to non-profit organizations like higher education institutes. Higher education institutes are different from corporates. Lafuente-Ruiz-de-Sabando et al. (2018) also pointing towards this gap that more studies are required to unleash the factors affecting reputation of educational institutes in specific. Second, learning experience is studied from various aspects including teaching quality, academic aspects and other approaches to learning (Ertl et al., 2008). Still, there is a scant work on the subject matter and studies are required to unveil more perspectives on the student learning experience that can influence students' satisfaction (Ertl et al., 2008; Sabando et al., 2018). Third, despite extensive work is done on student satisfaction, student loyalty, reputation but integrated model with moderation (Wong et al., 2016) and mediated models are missing. In fact, most of the studies were done in reputation management domain with assumption that university image or reputation influence student satisfaction and only one study of Helgesen & Nesset (2007) considered student satisfaction influence university image. The present study identified that student satisfaction as mediator between learning experience and reputation of business schools is not tested in any of the study to the best of researcher knowledge. Fourth, the contextual gap also exists. The study was not found that could address the role of student satisfaction as mediator between reputation and learning experience in the context of higher education or business school in Pakistan. Therefore, study will address the gaps identified to add to the body of knowledge and lessen the theoretical and contextual gaps in the literature of reputation of educational institutes.

Moreover, the study would help the business schools in Pakistan to build their reputation by considering the features related to good teaching quality and academic activities explored in the study. The factors discovered in the study will be helpful to increase the student satisfaction and in turn build a strong reputation to improve the ranking position of business schools. Thus, the study will also help in guiding business school in attracting and maintaining the adequate number of students in times of severe competition to meet the challenges of globalization.

The intended objectives of the study are:

1. To find the effect of two major aspects of learning experience i.e. teaching quality and academic activities on student satisfaction
2. To find the effect of teaching quality and academic activities on reputation of business schools in Khyber Pakhtunkhwa, Pakistan.
3. To find the mediating role of student satisfaction in the relationship between learning experience i.e. teaching quality and academic activities and reputation of business schools.

Literature Review

Role of Higher Education Commission (HEC), Pakistan in Promoting Business Education

The higher education sector in Pakistan was one of the most ignored area before HEC was formed in 2002 by the government of Pakistan. After its creation, degree-awarding higher education institutions (HEIs) have enormously grown to 183 in Pakistan (Taylor, 2017). HEC has also played a vital role in development of business education in Pakistan. The increase in business opportunities in free market due to the effect of globalization and WTO gave rise to a mushroom growth of business schools in Pakistan (NBEAC, 2015). This mushroom growth has also increased the criticism over quality of business schools. HEC formed the "National Business Education Accreditation Council (NBEAC)" in 2007 to protect and promote the interests of all stake holders. NBEAC is working as an accrediting authority to facilitate and enhance the quality of business education at national level (NBEAC, 2015).

NBEAC has set the benchmarks to bring business schools to a level that they can meet international standards and become industrially viable (NBEAC, 2015). Due to these new advancements in business education nationally and increase in globalization demands, there is an immense pressure on business schools in Pakistan to strive for sustainability. The accreditation of business school also improves the reputation of business school. Therefore, business schools need to enhance the quality of their programs to secure their position in ranking of best business schools. The present study will help the business schools in Pakistan to improve the standards of

their education by exploring the quality of business schools in terms of learning experiences and how can it affect the satisfaction of students and in turn reputation. The concept of learning experience, satisfaction, reputation and their relationships are discussed in the following.

Learning Experience

Learning environment or experience has an extensive meaning consists of a number of factors e.g., curriculum, teaching quality, assessment criteria and relationship among student and teachers (Qureshi & Ullah, 2014). Learning experience involves any kind of interaction, courses, programs and all activities in which learning occurs irrespective of the nature of activity whether it is performed inside the class or outside. It can be student's learning directly from teachers or can be learning through modern means such as games and interactive software applications (Ertl et al., 2008; Ma, Li, & Liang, 2019). Biggs model (2003) illustrated that student learning can be described in 3 different ways. First, learning is a product of individual differences between students. Secondly, student learning is a product of teaching. And thirdly, student learning is a product of students' engagement in learning focused tasks. Learning experience has various aspects. Teaching and academic aspects are most important aspects (Ertl et al., 2008). The scope of this study confines to two aspects of learning experiences i.e. teaching quality and academic activities. These aspects are also covered in NBEAC policy of quality assurance.

Teaching Quality

Quality instruction is possible with quality teaching which involves competent instructor that has depth in knowledge, engage students in the learning, involve dynamic delivery styles that arouse students' interest, develop students' critical thinking and best teaching practices with high expectations for students and relating theory to practice (Mammadova, 2019; Sogunro, 2017). Teaching quality is described as a multi-faceted concept in studies (University New Zealand, 2018). Zerihun, Beishuizen and Van (2012) elaborated that students' active participation or engagement, teacher guidance and teaching skills of the instructor are the important factors of effective teaching. Availability of the teachers, clear presentation skills, organized approach in teaching, provide updates to the students, encouraging active engagement of students and answering their queries are the facets of good teaching quality (Kuzmanovic, Savic, Gusavac, Makajic-Nikolic & Panic, 2013). Kolachi and Mohammad (2013) explained quality teaching with respect to instructor qualification, background and knowledge (international experience, language proficiency, up-to-date knowledge, grip over relevant literature), experience, teaching skills (respectful attitude, sense of humor, communication skills, ability to maintain control of the classroom, attentiveness, ability to remember names, counseling skills, interest in addressing students' concerns, motivational ability). Raza & Irfan (2018) also emphasized on development of students, professionalism of teachers, teaching style, student's motivation and teacher personality for quality of teaching. Furthermore, teaching quality involves high enthusiasm for the subject, good preparation and delivering of course material and, humor in presentation, up to date knowledge of the teacher, adherence to the course objectives, inspiring students to contribute in class activities, meaningful discussion of students, homework, helping students, inspiring interest of students in the subject, making the course intellectually challenging and providing feedback on assigned work (Baliyan & Moorad, 2018; Zafar, 2019). Similarly, the NBEAC, Pakistan also emphasize on good faculty. The standards that NBEAC set for good faculty are based on faculty size, portfolio, qualifications, faculty planning, stability & turnover, faculty to student ratios, faculty recruitment & selection, faculty promotion, retention & development, faculty evaluation & assessment, faculty role in decision making, faculty engagements in consulting & training, involvement in social & professional organizations, and international experience of the faculty.

Academic Activities

Academic activities have a special influence over the word of mouth of educational institutions (Rughoobur-Seetah, 2019).The term academic activities are confined to the courses (Abdullah, 2006), strategies to implant employability across the whole curriculum, work related modules, problem based and work related learning, skills identification and curriculum audit (Milner, Cousins, & McGowan, 2016). In this regard, NBEAC, Pakistan has set some standards for business schools in Pakistan. It includes curriculum alignment, program design, content & coverage, responsiveness to corporate needs, soft skills provision, program delivery, examination & assessment, academic honesty, student progression &individual learning, personal grooming & interpersonal skills, student counselling & guidance, extracurricular & co-curricular activities. Moreover, the academics activities described in other studies are summarized in Table 1.

Table 1. *Academic Activities of Business schools from Literature*

Academic activities	Reference
- Number of business programs and providing wide	(Abdullah, 2006; Akareem &

range of specializations in business schools.	Hossain, 2016; EFMD, 2016
- Business programs are developed according to the market dynamics.	Qureshi, 2012)
- Curriculum covers analytical skills and competencies.	
- Programs provide international business and management & entrepreneurial courses in programs.	
- Suitable evaluation & grading system.	(Afzal et al., 2010; Qureshi,2012)
- Internship is considered in student grades evaluation.	(Akareem & Hossain, 2016;
- Students' attendance is ensured.	Rughoobur-Seetah, 2019)
- Latest works and researches are shared in class for learning.	
- Business school provides E-business throughout the program.	
- Assignments or final projects are industry centric.	
- Pedagogy involving practical learning along with theory such as case base methods, simulations, games etc. to enhance learning experience of students.	
- Hands on computer skills for job.	
- Topics in courses are taught as are linked with each other and courses as a whole are taught in integrated manner.	
- Programs provide training of technological tools.	
- Small number of students in a class.	
- Business school provides flexible programs for on-job students and distant learning facilities for students.	(Abdullah, 2006; Hall, 2008)
- Plagiarism is ensured in assignments and thesis.	(HEC, 2013)
- Business school provides joint programs designed together with other schools.	(Hall, 2008)
- Program for students' development.	(Kolachi and Wajidi, 2008)

Student Satisfaction

Satisfaction is defined as a state of pleasure or disappointment regarding product or service when perception of the product's performance is compared to its expectations. When consumer feels satisfied from the use of products or services then it will create feeling of loyalty in customer regarding that product or services (Azoury, Daou & El Khoury 2013; Barusman, 2014; Hossain, Hoq, Sultana, Islam, & Hassan, 2019). Elliot and Healy (2001) defined satisfaction with respect to students as a short-term attitude of student that is a result of evaluation of the received education service and they are satisfied when actual experiences exceed their initial expectations. Similarly, Al-Sheeb, Hamouda, & Abdella (2018) described student's satisfaction as a state of happiness or contentment with their institute experience.

Reputation

The word reputation and image of organization are interchangeably used with no clear difference (Barusman, 2014; Chun, 2005; Helgesen & Nesset, 2007). Reputation is defined as overall set of consumer perception about an organization either directly or indirectly (Barusman, 2014; Meynhardt et al., 2019). Azoury et al. (2013) defined it as an overall outcome of one's beliefs, ideas, feelings and impressions formed about an institution at a single point in time. Munisamy, Jaafar, & Nagaraj (2014) described reputation of company in more holistic way that it is a public perception of the company shared by its multiple stakeholders over time. Azoury et al. (2013) also reinforced the idea that reputation is the judgement of stakeholders about an organization and should be gauged from their perspective. Moreover, organizations following social responsibilities are considered reputable creating a socially responsible image in the minds of its consumers (Maheshwari & Kumar 2013; Stoyanov, 2017). In education sector, social image involves engagement of institute in contribution to society through volunteer work and providing opportunities to minorities (Gruber et al., 2001; Qureshi, 2012). Owino (2013) summarize image of higher education institute involves general public perception, employers perception of university, corporate social responsibility activities and positive media reports of the university.

Relationship of Teaching Quality and Academic Activities with Student Satisfaction

Teaching quality was found to have a significant and positive relationship with student satisfaction in recent studies such as Dali, Daud, Sofian and Fauzee (2017) and Hossain et al., 2019). Moreover, Ijuptil and Hassan (2017) also confirmed a positive link between teaching quality and student satisfaction. In their study, the facets of teaching quality used as independent variables

were teacher's professionalism, teacher's knowledge, teacher's self-esteem and teacher's communication skills and found to have positive effect on satisfaction except for teacher's knowledge. Academic activities were found to have a significant and positive relationship with student satisfaction (Dali, Daud, Sofian and Fauzee, 2017). The study of Al-Sheeb et al (2018) found that course satisfaction, a sense of belonging, knowledge and skills contribute to the overall students' satisfaction.

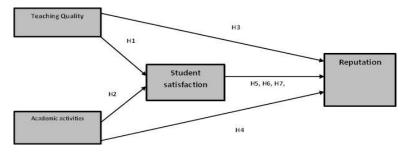**Relationship of Student Satisfaction with Reputation**

The studies of Arambewela & Hall (2009) and Brown and Mazzarol (2009) affirmed a relationship between student satisfaction and reputation. Similarly Azoury et al (2013) also reported positive link between student satisfaction and institutional image. They asserted that student satisfaction inspires word of mouth. According to Munisamy, Jaafar, & Nagaraj (2014) and Hossain et al. (2019), one of the foundations for creating strong reputation of institute results from the real satisfaction of students from their institution and it can provide competitive advantage to the institution.

Mediating Role of Student Satisfaction

Lafuente-Ruiz-de-Sabando et al. (2018) provided the extensive literature review on higher education image and reputation. They highlighted two diverging views that some researchers consider that image cause students satisfaction where others suggests that it is student satisfaction that has effect on institution image. Most of the studies on the subject of reputation management consider university image or reputation as a mediator between service quality and student satisfaction and only one study of Helgesen & Nesset (2007) considered it a reverse relationship that student satisfaction influence university image. However, in corporate literature there are various studies that support the mediating role of customer satisfaction. For instance, Karyose, Astuti & Ferdiansjah (2017) found the mediating role of customer satisfaction between the relationship of service quality and customer loyalty. Rahman & Anwar (2016) found service of bank affect customer satisfaction and it in turns affect customer loyalty. Saeidi et al. (2015) firmly asserted that customer satisfaction is antecedent to corporate reputation and supported its mediating role.

Relationship of Teaching Quality and Academic Activities with Reputation

Various researchers have tested the relationship of factors related to service quality of education with reputation of educational institute. In this direction, Theus (1993) conducted a study and asserted that the factors namely the size of institution, site, outlook, range of programs and courses, distinctiveness, environment, financial resources, diversity of students and services of university create institutional reputation. Kazoleas, Yungwook & Moffitt (2001) underlined the importance of factors for university reputation were overall image of the university, image of programs offered by the university, focus on teaching and research, quality of education, environmental factors, financial factors, and sports programs. Arpan et al. (2003) emphasized on factors such as name and brand, academic practices, facilities and psychological environment and pointed out that sport and academic can affect the global ranking for the universities. Gafoor & Ashraf (2012) argued that quality of the programs; and the social and physical environment of the university affect reputation. Duarte et al. (2010) tested the effect of four factors on university reputation namely institutional, academic, social, and individual factors. Their results indicated that reputation has a significant relation with components associated to course image, communication, employment prospects, and social climate of the university. Aghaz, Hashemi, & Sharifi Atashgah (2015) discussed four factors namely university members, university environment, academic planning, and internal and international reputation in creating overall reputation of institute. Rughoobur-Seetah (2019) also confirmed the idea that institutional support can positively influence word of mouth. Overall, these studies discussed earlier have incorporated the elements of teaching quality, academic activities and personal development. These studies indicated that these elements have a possible positive influence on reputation of institute. It is not easy to isolate all the factors that affect the reputation of educational institute (Aghaz et al., 2015). This study attempts to investigate the impact of teaching quality and academic activities to add to the arena of knowledge on factors affecting reputation of educational institutes. The conceptual model of the study is given in Figure 1.

Figure 1. Conceptual model of the study (Mediated Model)

Hypotheses

The hypotheses of the study derived from literature review are as follows:

H_1: *There is a significant relationship between Teaching quality and Student satisfaction.*

H_2: *There is a significant relationship between Academic activities and Student satisfaction.*

H_3: *There is a significant relationship between Teaching quality and Reputation.*

H_4: *There is a significant relationship between Academic activities and Reputation.*

H_5: *There is a significant relationship between Student satisfaction and Reputation.*

H_6: *Student satisfaction mediates the relationship between Teaching quality and Reputation.*

H_7: *Student satisfaction mediates the relationship between Academic activities and Reputation.*

Research Methodology

The study is based on positivism paradigm and deductive approach. The study considered only students of BBA, MBA, PhD/ MS from management departments (business schools) of HEC recognized university or DAI, having total population of students approximately 3669 in 2016 (Registrar offices). The sample size of students comes out as 361 derived by using formula of Yamane (1967). The students were selected on random sampling technique. The questionnaire returned from 354 students showing 98% of response rate. Self-administered survey using questionnaire was used to collect data. All items except for 4 demographic questions, items were measured by five point Likert scale. The choices ranged between 1 (represented strongly disagree) and 5 (represented strongly agree). The questionnaire items were adapted from previous study. The adaption involved slight modified in language to make the questions fit to the purpose of study and make it comprehendible for students in the context of Khyber Pakhtunkhwa, Pakistan. For example, the question is phrased in original form as as "*Effective teaching methods are used for teaching*" and it is modified as "*Effective teaching methods are used for teaching such as case study, group project, interactive & experiential learning etc.*" to make it understandable for students. Face validity was ensured through a group of students and content validity was ensured through a group of professors of business schools study in pilot study phase and recommended changes were made accordingly. The detail of the adapted items constituting study variables is given in Table 2. The questions are given in Annexure 1.

Table 2. *Details of items of study variables*

Variable	Items	Source
Teaching Quality (items = 13)	4 items (Q1, Q2, Q3, Q9)	(Akareem & Hossain, 2016)
	4 items (Q4,Q5,Q7,Q10)	Kolchi and Mohammad (2013)
	1 item (Q6)	Gruber et al. (2001)
	4 items (Q8,Q11,Q12,13)	Kuzmanovic et al. (2013)
Academic activities (Items = 15)	7 items (Q1,Q2,Q3,Q4,Q11,Q12,Q13,Q14)	(Akareem & Hossain, 2016)
	2 item (Q15)	(HEC, 2013)
	6 items (Q5,Q6,Q7,Q8,Q9,Q10)	Gruber et al. (2001)
Student satisfaction (Items= 4)	4 items (Q1,Q2,Q3,Q4)	Owino (2012)
Reputation (Items= 6)	3 items (Q1, Q2, Q4)	Gruber et al. (2001)
	3 items (Q3, Q5, Q6)	Owino (2012)

Data Analysis and Results

The data analysis was performed using SPSS 20 and Amos 23.0. The results are explained in this section.

Demographics

Demographics of study showed that sample is mainly comprised of male students (78.8%). Most of the students were in the age group of 20-30 years (54.2%). Further the sample largely consists of BBA program (51.7%) and most of students were from public business schools (76.3%).

Table 3. *Demographics Profile of Respondents*

Demographics of Sample		Frequency	Percentage
Gender wise composition	Male	279	78.8%
	Female	75	21.2%
Age wise composition	Less than 20 years	14	11.6%
	From 20 up to 30 years	192	54.2%
	From 30 up to 40 years	102	28.8%
	More than 40 years	19	5.4%
Program wise composition	PhD/MS	25	7.1%
	Master of Business administration	146	41.2%
	Bachelor of business administration	183	51.7%
Business school wise composition	Public sector	270	23.7%
	Private sector	84	76.3%

As a perquisite to multivariate analysis, the normality of data is checked using skewness and kurtosis. The values of skewness and kurtosis are lower than 2 and 7 respectively showing data has not shown departure from normality (West, Finch, & Curran, 1995). Collinearity was evaluated using values of VIF and tolerance. The values of VIF are not higher than 10 and the values of tolerance are not lower than 0.10 illustrating absence of collinearity in data (Gujarati, 2009). Reliability of data is ensured using Cronbach alpha showing values for all constructs are higher than 0.6 depicting internal consistency of items in each construct. The mean values for teaching quality, student satisfaction and reputation are more inclined towards disagree (between 2 & 3) showing that students of business schools in Khyber Pakhtunkhwa have negative perception about the services they are receiving. The mean value for academics is 3.7 showing positive perception of students towards academic services of their business schools. The results of reliability, normality, descriptive & collinearity statistics are given in Table 4.

Table 4. *Reliability, Normality, Descriptive & Collinearity statistics*

Construct	Teaching Quality	Academics	Reputation	Satisfaction
Reliability	0.95	0.94	0.65	0.81
Skewness	0.83	-1.22	-0.04	0.93
Kurtosis	-0.01	0.65	-0.43	0.60
Mean	2.19	3.79	2.64	2.14
Std Dev	1.05	1.23	0.89	0.88
Tolerance	0.84	0.36	0.18	0.91
VIF	1.18	2.73	5.28	1.09

Validity

Confirmatory factor analysis is basically used to test an existing, theoretical model or structure or to find which of the several models is the best fit for the data (Swisher, Beckstead & Bebeau (2004). CFA was applied to ensure that the items of the construct explain it well. Modification indices were used where required in the model to obtain good fit (Figure 2). Furthermore, due to low item loadings 5, 11, 1 and 3 items were removed from construct of teacher quality, academics activities, student satisfaction and reputation respectively.
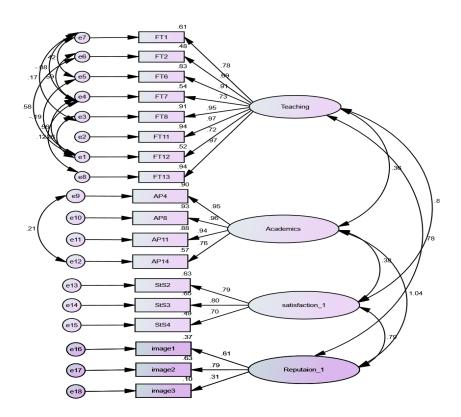
Figure 2. Modified Measurement Model

Table 5. *Fit Indices for the Overall Factors Model*

Models	RMSEA	GFI	RMSR	CFI	X^2/df
Model 1	0.02	0.99	0.01	0.99	1.22

In order to assess the model fit, five fit indices were used including chi-square/degree of freedom(X^2/df), Goodness of Fit Index (GFI), Root Mean Error of Residuals (RMSR), Root Means Square Error of Approximation (RMSEA) and Comparative Fit Index (CFI). The cut off values for X^2/df is $\leq$3, GFI is $\geq$0.9, RMSR= is $\leq$0.1, RMSEA is $\leq$0.08 and CFI is >0.9 (Usluel, Askar, and Bas, 2008). The results of fit indices in Table 5 indicated that there is overall good fit supporting the model.

All items exhibited factor loading within acceptable limit ensuring the unidimensionality of constructs (Figure 2). Construct validity of the study was assessed via composite reliability (CR) and Average Variance Extracted (AVE). Construct validity is considered good if values of factor loading for each item is greater than 0.5, the value of CR is higher than 0.7 and the value of AVE is more than 0.5, hence study has good construct validity (Figure, Table). Discriminant validity was checked via Fornell- Larcker criteria that square root of AVE should be greater than inter-construct correlations. Square root of AVE is provided in bold in Table 6 confirming the discriminant validity of the study.

Table 6. *Discriminant & Convergent validity*

	CR	AVE	Academic	Teaching	Reputation	Satisfaction
Academic	0.94	0.79	**0.89**			
Teaching	0.95	0.72	0.37	**0.85**		
Reputation	0.70	0.46	0.64	0.61	**0.68**	
Satisfaction	0.77	0.52	0.42	0.72	0.54	**0.72**

Multiple Regression Analysis

Multiple regression model was used to investigate the direct relationships of independent variables teaching quality and academic activities on dependent variable student satisfaction (H1, H2). The results of regression in Table 7 showed that R^2 = 0.59. It entails that 59% change in student satisfaction occurs due to change in these two independent variables. The results shows that 1% rise in teaching quality (b=0.69.6) & academic activities (b= 0.10) will cause increase in students satisfaction by 69% and 10% respectively. Teaching quality (b=0.69) & academic activities have a significant positive relationship with student satisfaction (p<0.05), thus, H1 and H2 are accepted.

Table 7. *Multiple Regression for Student satisfaction (DV) with Teaching quality & Academic activities (IV)*

Variables	B	S.E	B	T	P value	R^2	F
Constant	0.51	0.11		4.63	0.000		
Teaching	0.58	0.04	0.69	16.82	0.000	0.59	308.04
Academic	0.12	0.05	0.10	2.49	0.013		

Multiple regression model was used to examine the direct relationships of independent variables teaching quality and academic activities on dependent variable reputation (H3, H4,). The results of regression in Table 8 showed that R^2 = 0.60. It entails that 60% variation in reputation occurs due to variations in these two predictors. The results shows that 1% rise in teaching quality (b=0.63) & academic activities (b= 0.46) will cause increase in reputation by 60% and 62% respectively. Teaching quality & academic activities have a significant positive relationship with reputation (p<0.05), thus, H3 and H4 are accepted.

Table 8. *Multiple Regression Analysis of Reputation (DV) with Teaching quality & Academic activities (IV)*

Variables	B	S.E	B	T	p-value	R^2	F
Constant	0.198	0.067		2.952	0.000	0.60	312.2
Teaching	0.537	0.019	0.63	27.613	0.000		
Academic	0.336	0.017	0.46	20.234	0.000		

Multiple regression analysis was also used to investigate the direct relationships of independent variable student satisfaction with dependent variable reputation (H5). The results of regression in Table 9 showed that R^2 = 0.55. It entails that 53% change in reputation occurs due to change in student satisfaction. The results shows that 1% rise in students satisfaction will cause 73% rise in reputation. Student satisfaction (b=0.73) has a significant positive relationship with reputation (b=0.73, p<0.05), thus, H5 is accepted.

Table 9. *Regression Analysis of Reputation (DV) with Student satisfaction (IV)*

Variables	B	S.E	B	T	P value	R^2	F
Constant	0.22	0.09		2.63	0.009	0.53	493.4
Satisfaction	0.72	0.03	0.73	22.21	0.000		

Mediation Analysis

In order to test the hypothesis H6 stating that student satisfaction mediates the relationship between teaching quality and reputation, three conditions proposed by Baron and Kenny (1986) were satisfied. In Table 10, Model I representing the first condition that there is significant relationship between independent variable (IV) teaching quality and dependent variable (DV) reputation (b= 0.78, R^2=0.57, F= 658.3, p<0.05). Model II representing the second condition teaching quality (IV) has significant relationship with mediator (M) student satisfaction (b= 0.77, R^2= 0.59, F= 610.8, p<0.05). Model III representing the third condition for mediation that mediator student satisfaction is significantly influencing dependent variable reputation. In Model III, teaching quality (IV) and student satisfaction (M) were regressed together on reputation (DV), it was detected that beta was reduced significantly from 0.78 to 0.53 and R^2 increased from 0.57 to 0.65 from Model I to Model III. In the light of these results, it can be asserted that student satisfaction partially mediates the relationship between teaching quality and reputation and hence H6 is accepted.

Table 10. *Mediation Analysis of Student satisfaction between Teaching Quality & Reputation*

Model	IV	DV	B	S.E	B	T	P	R^2	F	ΔR^2
Model I	Teaching	Reputation	0.60	0.03	0.78	25.66	0.000	0.57	658.3	-
Model II	Teaching	Satisfaction	0.64	0.03	0.77	24.71	0.000	0.59	610.8	-
Model III	Teaching	Reputation	0.45	0.04	0.53	11.87		0.65	396.9	0.08
	Satisfaction		0.33	0.05	0.33	7.38	0.000			

Furthermore, to enhance the statistical power of mediation analysis, the indirect effect was tested using Macro Process by Hayes (2017). The study applied PROCESS macro Version 3 (Hayes, 2017) with 5000 samples bootstrapping approach. This technique estimate indirect effect on basis of bootstrap samples generated from original sample by random sampling with replacement. The criteria are that if zero does occur between the lower limit and the upper limit of 95% confidence interval for indirect effect, the indirect effect for mediator is not significant showing there is no mediation. These results in Table 11 indicated the total effect is significant (b = 0.66, p<0.05). Indirect effect is also significant as there is no zero found between given confidence interval (b = 0.22, SE = 0.03, Lower 95% CI = 0.153, Upper 95% CI = 0.283). This shows that student satisfaction mediates the relationship between teaching quality and reputation. The results of direct effect is also significant (b=0.45, p<0.05), therefore, there is partial mediation. A path analysis is given in Figure 3 showing mediation of student satisfaction between teaching quality & reputation.

Table 11. *Mediation Analysis of Student satisfaction between Teaching Quality and Reputation by Process Macro*

Path	Total effect	Direct effect	Indirect effect		95% CI	
	IV-DV	IV-DV	IV-M IV-M	X M-DV M-DV	Lower Limit	Upper Limit
Teaching- Satisfaction-Reputation			0.22 (0.03)			
	0.66 (0.03)	0.45 (0.38)	0.64(0.03)	0.34(.0457)	0.1526	0.2825

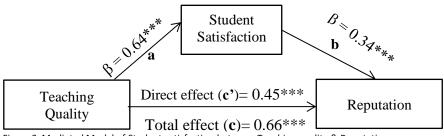***Standard errors are given in parenthesis**

Figure 3. Mediated Model of Student satisfaction between Teaching quality & Reputation

In order to test the hypothesis H7 stating that student satisfaction mediates the relationship between academic activities and reputation, three conditions proposed by Baron and Kenny (1986) were satisfied. In Table 12, Model I representing the first condition that there is significant relationship between independent variable (IV) academic activities and dependent variable (DV) reputation (b= 0.67, R^2= 0.44, F= 335.7, p<0.05). Model II representing the second condition academic activities (IV) has significant relationship with mediator (M) student satisfaction (b= 0.29, R2= 0.28, F= 39.4, p<0.05). Model III representing the third condition for mediation that mediator student satisfaction is significantly influencing dependent variable reputation. In Model III, academic activities (IV) and student satisfaction (M) were regressed together on reputation (DV), it was detected that beta was reduced significantly from 0.67 to 0.49 and R^2 increased from 0.44 to 0.75 from Model I to Model III. In the light of these results, it can be asserted that student satisfaction partially mediates the relationship between academic activities and reputation and hence H7 is accepted.

Table 12. Mediation Analysis of Student satisfaction between Academic activities & Reputation

Model	IV	DV	B	S.E	B	T	P	R^2	F	ΔR^2
Model I	Academic	Reputation	0.48	0.03	0.67	18.3	0.00	0.44	335.7	-
Model II	Academic	Satisfaction	0.21	0.03	0.29	6.28	0.00	0.28	39.400	-
Model III	Academic	Reputation	0.36	0.03	0.49	19.6	0.00	0.75	660.7	0.31
	Reputation		0.60	0.02	0.59	23.5	0.00			

Furthermore, to enhance the statistical power of mediation analysis, the indirect effect was tested using Macro Process by Hayes (2017). The study applied PROCESS macro Version 3 (Hayes, 2017) with 5000 samples bootstrapping approach. This technique estimate indirect effect on basis of bootstrap samples generated from original sample by random sampling with replacement. The criteria are that if zero does occur between the lower limit and the upper limit of 95% confidence interval for indirect effect, the indirect effect for mediator is not significant that shows there is no mediation. These results in Table 13 indicated the total effect is significant (b = 0.48, p<0.05). Indirect effect is also significant as there is no zero found between given confidence interval (b = 0.12, SE = 0.02, Lower 95% CI = 0.101, Upper 95% CI = 0.169). This shows that student satisfaction mediates the relationship between academic activities and reputation. The results of direct effect is also significant (b=0.36, p<0.05), therefore, there is partial mediation. A path analysis is given in Figure 4 showing mediation of student satisfaction between teaching quality & reputation.

Table 13. *Mediation Analysis of Student satisfaction between Academic activities and Reputation by Process Macro*
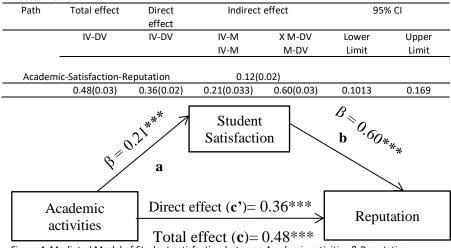
Path	Total effect	Direct effect	Indirect effect		95% CI	
	IV-DV	IV-DV	IV-M IV-M	X M-DV M-DV	Lower Limit	Upper Limit
Academic-Satisfaction-Reputation			0.12(0.02)			
	0.48(0.03)	0.36(0.02)	0.21(0.033)	0.60(0.03)	0.1013	0.169

Figure 4. Mediated Model of Student satisfaction between Academic activities & Reputation

Discussion and Conclusion

The first objective of the study was to investigate the effect of two aspects of learning experience i.e. teaching quality & academic activities on student's satisfaction and reputation of business school. The second objective was to examine mediating effect of student satisfaction between learning experience (teaching quality & academic activities) and reputation of business school. The results indicated that teaching quality positively affect student satisfaction and reputation of business school. These results are in line with study of Douglas, Douglas & Barnes (2006) and Hossain et al. (2019). Moreover, Green, Hood, & Neumann (2015) also explored in their literature survey that satisfaction is strongly linked to teaching quality such as knowledge, teaching style of teachers, course topics, execution and staff-student interactions. Richardson, Slater &

Wilson (2007) found that teaching quality explain 46% variance in student satisfaction. Similarly, studies support positive relationship between teaching quality and reputation. Kazoleas et al. (2001) accentuated the important factors for university reputations also include teaching and research. Nevill and Rhodes (2004) found that good teaching is among the factors that would retain students at university. The findings are also supported by the Suarman (2015), they found in their literature survey that student want knowledge, enthusiasm, easy to approach and friendly teachers. Therefore, Dali, Daud, Sofian & Fauzee (2017) emphasized on importance of role of teachers in education that teachers should improve in terms of quality teaching and learning, assessment, subject or guidance towards their students.

The results of the study narrated that there is a significant positive effect of academic activities on student satisfaction and reputation of business school. Consistent with previous study of Aghaz, Hashemi, & Sharifi (2015), Duarte et al. (2010), Gafoor & Ashraf (2012) and Hossain et al. (2019). Al-Sheeb et al. (2018) also supported the results of the study with their findings that student perceptions of the academic, social, and environmental aspects have a positive association with college student satisfaction. Learning environment such as small class size, teaching and learning quality influence student satisfaction (Coles, 2002; Gibson, 2006). Moreover, Kazoleas et al. (2001) highlighted image of programs offered by the university as one of the important factors in building reputation. Furthermore, Munisamy et al (2014) asserted that student's choice of educational institution is affected by placement & career prospects and the reputation of the university and its programme.

The results of the study for the relationship between reputation of business school and student satisfaction were found positive and significant. These results are in accordance with previous work of Park, Robertson and Wu (2004). They discovered that service quality, perceived value, and customer satisfaction can affect corporate reputation. Moreover, the results have a contribution to the body of knowledge that student satisfaction partially mediates relationship between teaching quality and reputation of business school. The result of the study also support the mediating role of student satisfaction in relationship between academic activities and reputation of business school consistent with the results of Owino (2013) that found overall service quality and customer satisfaction was partially mediated by corporate image. These results are in line with findings of previous research of Helgesen & Nesset (2007) and Lafuente-Ruiz-de-Sabando et al (2018) in aspect that student satisfaction cause university image.

Conclusion and Future Research Directions

The study found that teaching quality & academic activities has a positive and significant effect on student's satisfaction and reputation of business school. Moreover, it was found that student satisfaction serve a mediating role between learning experience (teaching quality & academic activities) and reputation of business school. Business schools should pay attention to the teaching quality and academic aspects to gain student satisfaction and in turn build a strong reputation. Future studies should be done to explore factors in detail that can influence the reputation of business schools. Qualitative studies can be also helpful to study the perceptions of students in depth regarding building reputation of business schools. The present study incorporated the perceptions of students and study can be extended to more stakeholders such as teachers, employers and head of departments. The literature review of study also identified that there is a need for more researches to explore the variables that mediates or moderates relationship of education quality and reputation. This study tested student satisfaction as mediator between learning experience and reputation of business schools, other study can explore other variables as mediator or moderator that can affect the relationship. Student satisfaction is less studied as mediating variable between relationship of learning experience and reputation of higher education institutes. The study has the theoretical addition to the body of knowledge by introducing student satisfaction as mediator, which was not used earlier in reputation model for business schools. Moreover, the study has also contextual contribution as no other research was found on learning experience and its effect on reputation of business schools in Khyber Pakhtunkhwa, Pakistan. These findings will bridge the gaps identified in literature earlier.

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Annexure 1

Variable	Items	Source
Teaching quality (Items = 13)	1. Strength of Permanent faculty is in accordance with number of students 2. Business school maintains faculty with standard qualification 3. Business school maintains strength of PhDs' in overall faculty 9. Business school focusses on development of faculty by offering training & development programs	(Akareem & Hossain, 2016)
	4. Business school selects faculty on basis of previous teaching experience 5. Business school selects faculty on basis of previous industry experience 7. Teachers possess effective Pedagogy and teaching skills such as communication skills, motivation ability, modern style of teaching etc. 10. Teachers possess leading edge of Knowledge in their field	(Kolchi & Mohammad, 2013)
	6. Communication among teachers exists that what other faculty members would cover in course	Gruber et al. (2001)
	8. Teachers adopt Participatory leadership with students to ensure their participation 11. Teachers are available for informal discussion other than class time 12.Teachers are responsive to student concerns and opinions 13.Teachers give prompt services to students such as	Kuzmanovic et al. (2013)

	timely feedback	
Academic activities (Items = 15)	1. Wide range of programs and courses are offered in business school	(Akareem & Hossain, 2016)
	2. Flexible programs are offered in business school such as hybrid MBAs, evenings and weekend's classes etc.	
	3. Business school offers up-to-date course curriculum	
	4. Small number of students is kept in class for effective learning & individual attention	
	11. Industry related assignments and projects are given for practical learning	
	12. Assessment & Grading of business school is fair	
	13. Effective teaching methods are used for teaching such as Case study, group project, interactive & experiential learning etc.	
	14. Strict policy is followed in business school regarding students attendance	(HEC, 2013)
	15.Business school strictly implemented Plagiarism policy	
	5.Business school teaches E-business in curriculum practically and theoretically	Gruber et al. (2001)
	6. Business school teaches analytical skills in curriculum useful for job	
	7.Curriculum teaches advanced computer skills & technological tools such as advanced computer simulation, interactive learning	
	8. Efforts are made to learn International business practically and theoretically in business school etc.	
	9. Efforts are made to learn entrepreneurship in programs practically and theoretically	
	10. Coursework as a whole is integrated and taught as cluster of interrelated topics	
Student satisfaction (Items= 4)	1.Business school provides the quality as they promised at the time of admission	Owino (2012)
	2.I am willing to recommend this business school to my friends and relatives	
	3.Overall, I am satisfied with competitiveness of this business school services	
	4.I am willing to come back for further studies in this business school if I have to study further	
Reputation (Items= 6	1. Business school promote diversity (women, domestic minorities, ethnics & national groups)	Gruber et al. (2001)
	2. Business school is committed to ethical conduct by investing in the local community, charity work, environment or voluntary programs	
	4. Business school instills Corporate social responsibility and ethical values in students	
	3.This business school has good reputation among the general student population	Owino (2012)
	5. This business school has good reputation in general public.	
	6. Employers have a positive perception towards this business school	