Relationship between Faculty Engagement and Teaching Practices on Student Satisfaction: Moderating Role of Classroom Dynamics

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Abstract

The present study is aimed at unravelling the antecedents of student satisfaction with faculty. A conceptual model is developed and tested. The data from 418 multicultural students enrolled at a public two-year college demonstrates that socialization, effective teaching practices and student self-confidence are significantly related to student satisfaction with faculty. The hierarchical regression results indicate that classroom dynamics moderates the relationship between faculty engagement, socialization and student satisfaction.

Introduction

With growing influx of multicultural students in educational institutions, the emphasis on the importance of faculty engagement, socialization and student academic self-confidence have received increasing attention. Following Human Capital Theory (Becker, 1975), students invest considerable amount of time and resources in education to procure skills necessary to find employment in the present competitive world. Human capital theory argues that investment in education is considered essential for both economic development and personal advancement. Over the last two decades, the number of multicultural students is increasing significantly (Locks et al, 2008). Though the enrollment of multicultural students is increasing, there is ample empirical evidence that they underperform in colleges and then withdraw enrollment (Davies et al, 2012). This pattern of failing multicultural students needs to be addressed and resolved at the institutional level. To encourage multicultural students to feel fully included in higher education, institutional leadership must commit to providing an environment tailored to the unique needs of these students (Howard, 2007). Existing literature suggests that the perceptions of multicultural students differ from the perceptions of the non-multicultural students about the type of environment that would enable for them to succeed in education (Howard, 2007). Factors such as a sense of belonging, precollege experience, and racial tension play a significant role in determining the appropriate course of institutional leadership to create diversity and the ideal campus climate (Locks et al, 2008). Consequently, higher education institutions should better identify the needs of multicultural students and develop innovative teaching methods and more inclusive curriculum. Dewey (1929) mentioned that knowledge and action were inevitably linked, and that one energized the other in a reciprocal loop: "Every great advance in science has issued from a new audacity of imagination" (p. 212).

For rapid innovation to occur, the makers of change must be audacious, constantly seeking the change necessary to provide students with the best possible resources (Dewey, 1929). More importantly, educational leaders need to be audacious in their willingness to seek and implement change. Unfortunately, few blueprints exist, whether physical or virtual, that can guide the navigators and innovators of these realms.

Despite encouragement from the government and institutions of higher education, the management of multicultural students has been receiving increasing attention. Factors such as lack of faculty engagement, students' attrition rates, and students' low college completion rates in higher education are major concerns that we are currently facing (Crisp, & Nora, 2010; Guiffrida, & Douthit, 2010; U. S. Census Bureau, 2012). Failure to attend to these factors will only contribute to perpetuating multicultural students' poor performance and their attrition from these institutions (Crisp, & Nora, 2010; Guiffrida, & Douthit, 2010; U. S. Census Bureau, 2012). Faculty should continuously engage students by developing positive relationships, facilitate learner-learner collaboration and integration such that these students feel satisfied and inspired to succeed in higher education (Angelino, Williams, & Natvig, 2007).

Indeed, evidence indicates an overall crisis where multicultural students are concerned within the higher education sector. This crisis is characterized by low college completion rates (Lomax, 2008). Statistics indicate that fewer than 50% of all students in secondary education proceed to college, and of this 50%, fewer than 20% earn a degree (Davies, 2006). This is one of the significant reasons that the U. S. Census Bureau (2012) indicated a need to renovate the postsecondary education system. For example, despite enrollment rates of Latinos which have reached a record 12.6 million students, equivalent to 46% of Latino high school completers, the percentage of Latinos who earned postsecondary degrees is the lowest of any major racial/ethnic group in the U.S. (U. S. Census Bureau, 2012). Latinos in 2010 accounted for 8.5% of all bachelor's degree recipients, and 13.2% of those receiving associate's degrees, even though they represented 16.5% of all college enrollments in 2011. In addition, Liu (2012) observed that after high school a smaller percentage of Latino students when compared to that of Caucasian students immediately enroll in college, and just 36% of first-time, full-time Latino students finish a degree within six years, compared with 71% of their Caucasian peers. This entire situation has attracted much attention and brought together many educational leaders in order to find solutions to improve the higher educational system (The Lumina Foundation for Education, 2010).

In recent years, many business leaders, philanthropic organizations, researchers, and policymakers have agreed that more Americans need to enroll in and successfully graduate from college (The Lumina Foundation for Education, 2010). These entities define a college credential broadly to include short-term certificates as well as associate's and bachelor's degrees. A significant majority of business leaders (more than 75%) believe that improving postsecondary completion will have a very positive impact on the economy as well as on workforce productivity (Bridgeland et al, 2011). Towards that end, the Lumina Foundation for Education (LFE) (2010) called for the United States to increase higher education attainment rates so that 60% of adults ages 25-64 have a college credential by 2025. In support of LFE, the Bill and Melinda Gates Foundation worked to significantly increase the number of low-income youth, ages 16-26, to obtain college credentials (LFE, 2010). Subsequently, six other leading national institutions of higher education joined Lumina Foundation in a "completion commitment," setting the goal to produce an additional 5 million postsecondary certificates and associate degrees by 2020 (The Lumina Foundation for Education, 2010, p. 3). Most notably, in 2010, President Barack Obama reinstated the US government's intention to increase the number of college graduates by 2020 and make the country one of the leading countries in terms of education (The Lumina Foundation for Education, 2010).

The present study is aimed at unravelling the antecedents of student satisfaction with faculty and identify the factors that are necessary for them to get succeed in education.

Theoretical background and development of hypotheses

Human capital theory (Becker, 1975) provides the theoretical platform for the present study. According to Human capital theory, students invest considerable amount of money, time, and other resources in education with a view to get employed after procuring necessary skills. In this process of acquiring education, faculty plays a vital role. If students are not satisfied with the quality of education they receive from faculty, it is quite unlikely that they continue their education. In this study we attempt to see the effect of faculty engagement, socialization, student academic self confidence and effective teaching practices on student satisfaction with faculty.

Faculty engagement and student satisfaction with faculty

One of the important factors in education is the interaction between students and faculty. Professors must actively seek to create conditions that foster engagement. Good practices in undergraduate education develop reciprocity and cooperation among students, encourage student-faculty contact, provide students with prompt feedback, encourage active learning, communicate high expectations and respect diversity (Chickering & Gamson, 1987).

The connection between interpersonal skills and personal characteristics may influence the relationship a teacher has with students and, consequently, how successful he or she is at moving students' progress toward their educational objectives, which include both goals and competencies (Gray & Smith, 2000). In addition, the researchers suggest that students quickly change their viewpoint of what an ideal teacher is and over time, develop insight into the qualities of an effective teacher. Moreover, Gray & Smith (2000) also mentioned that students quickly become aware of the importance of choosing good role models and learning their own teacher preferences as they realize the extent of this influence on the outcome of their assessment. All of these characteristics contribute to effective teaching and learning. Therefore, an effective teacher is characterized as one who has the qualities that schools consider essential (Calabria, 1960). Based on the above it can be hypothesized that:

H1: Faculty engagement is positively and significantly related to student satisfaction.

Socialization and student satisfaction with faculty

On a campus, students perceive the academic and social environments as most important. Faculty leadership should ensure that multicultural students are provided with a good learning environment that fosters their socialization with peers and with the majority students (Bandura, 1994). In addition, this is important because socialization between students and students' ability to learn academic material efficiently has a direct and positive impact on their confidence and on outcomes in the classroom and in practical sections. One way to do that involves establishing peer networks through forums that enable the multicultural students in different disciplines to make social connections with their peers (Harper & Quaye, 2014). This strategy can be implemented via social media. Faculty should also provide multicultural students with socially supportive mentors. In lieu of perceiving ethnic diversity as a deficit, faculty should recognize that students with diverse ethnic backgrounds bring added value to the institution, and encourage every aspect of their experience (Norfles, 2003).

The increase in societal expectations of academic institutions is occurring simultaneously with the long-anticipated retirement of significant numbers of senior faculty members. The individuals replacing the retiring faculty members must exhibit a broader collection of talents and higher levels of productivity than their predecessors did (Fairweather, 1996; Massy & Wilger, 1995). In this situation, the experiences of new faculty are characterized by pressure, stress, and uncertainty (Boice, 1992; Rice et al, 2000; Sorcinelli, 1992). Some scholars observed that in the context of teacher support and preparation, one of the highest priorities is to help new faculty members acquire the attitudes knowledge, skills, and dispositions to work effectively with culturally diverse students with the purpose of improving each other's relationship (socialization) (Grant & Secada,1990; Liston & Zeichner, 1991). Schools, colleges, and departments of education must accept the responsibility of supporting and preparing all teachers, regardless of race, to teach in culturally diverse classrooms. Based on the above we hypothesize that:

H2: Socialization is positively and significantly related to student satisfaction.

Effective Teaching Practices and student satisfaction with faculty

Students expect teachers and teaching practices to be effective in classrooms. The faculty should ensure that effective teaching practice is embraced so that all multicultural students feel included. Diversity should be embraced in the delivery of academic content (Harper & Quaye, 2014). Available empirical evidence suggests that both psychological and behavioral dimensions should be considered when delivering academic content to students (Locks et al, 2008). Institutions of higher education should be at the forefront in offering multicultural students' programs that enable them to perform better (Andriano, 2012). For multicultural students, faculty members remain a critical and important element of higher education because they are at the focal point of the knowledge sharing at the foundation of the collegiate experience. In addition, multicultural students can also be "lower-income" or "first-generation" students and, for many of these students, the classroom may represent the only opportunity they have to engage in learning and interacting both with faculty members and with their peers (Tinto, 2008). For this reason, Tinto argues that there is a "centrality of the classroom to student success" (p. 600) for these students.

Some researchers contend that academic preparation may be a factor affecting multicultural students' experiences in higher education and may require different types of support than those provided to other groups of undergraduate students. (Chen & Carrol, 2005). Furthermore, poor academic preparation may require additional academic support for multicultural students while they are in college (Tinto, 2008). Emphatically stated, "the success of academically underprepared students does not arise by chance" and that "without such support, the access to college we provide them does not provide a meaningful opportunity for success" (Tinto, 2008: p. 2). Based on the above we hypothesize that:

H3: Effective teaching practices is positively and significantly related to student satisfaction.

Student Academic Self-Confidence and student satisfaction with faculty

For the development of self-confidence on the part of students, faculty plays a vital role. Self-confidence is akin to self-efficacy. Bandura (1994) defined self-efficacy as the set of beliefs a person holds regarding his or her own capabilities to produce desired outcomes and influence events that affect his or her life. These beliefs affect how people behave and think, the goals they set, the choices they make, and the series of actions they seek. Self-efficacy beliefs help determine the influences of self-motivation, the expenditure of effort on activity, and the level of dedication when faced with difficulties or obstacles. In addition, there is an association between perceived self-efficacy and teacher efficacy, which are important for effective teaching. Perceived self-efficacy determines one's levels of confidence and emotional health as well as which factors are applied to success and failure (Bandura, 1986). Teacher efficacy is the set of beliefs a teacher holds regarding his or her own abilities and aptitude to teach and influence student behavior and achievement regardless of outside influences or obstacles (Bandura, 1997). Therefore, it is the teacher's approach to his or her own aptitude as well as the ability of teaching in a professional discipline that structures and influences students' knowledge, values, and behavior (Ashton & Webb, 1986; Guskey & Passaro, 1994; Tschannen-Moran, & Hoy, 2001). Moreover, teacher efficacy is a task of a specific area and not a personality attribute, and it has been identified as a factor that relates most consistently to teaching and learning (Soodak & Podell, 1996; Woolfolk, Rosoff, & Hoy, 1990).

The capacity for self-regulation is one of the important features of human agency in social cognitive theory (Bandura, 2001). In addition, perceived self-efficacy plays a critical role in this process of self-management because it affects actions not only directly but also through its impact on motivational, decisional, cognitive, and affective determinants. Beliefs of personal efficacy influence what self-regulative standards people adopt, how resilient they are to adversity, how vulnerable they are to depression and stress, how they persevere in the face of difficulties, how much effort they invest in selected endeavors, how they think in an enabling or debilitating manner, and what types of decisions they make at important points that set the course of their life path.

Some researches argue that efficacy beliefs help determine how long individuals will persist when confronting obstacles, and how resilient they will prove in the face of adverse situations because the higher the sense of efficacy, the greater the effort, persistence, and resilience (James, 1985). People with low self-efficacy may believe that things are tougher than they really are, a belief that fosters depression, stress, and a narrow vision of how best to solve a problem (Bandura, 1986). High self-efficacy, however, produces feelings of serenity in approaching difficult activities and tasks. With respect to these influences, self-efficacy beliefs are strong predictors and determinants of the level of accomplishment that individuals finally achieve. Self-efficacy beliefs influence an individual's emotional reactions and thought patterns (James, 1985). People engage in tasks when they feel confident and competent and avoid those when they do not. Self-belief is essential in defining one's experience and providing an avenue through which individuals exercise control over the events that affect their lives (James, 1985). Based on the above we hypothesize that:

H4: Student academic self-confidence is positively and significantly related to student satisfaction.

Classroom dynamics as moderator

One very important factor in teaching is the classroom dynamics. Faculty should ensure that classroom discussions create a suitable environment for the engagement of multicultural students in both academic and social areas (Harper & Quaye, 2014). Classroom discussions are a good platform for enabling multicultural students to educate their majority peers about their concerns in the academic and social realms. For years, group dynamics have been a core area of social psychology (Brown, 1988; Forsyth, 1990; Shaw, 1981).

Group dynamics concerns the scientific examination of the dynamics of small group behavior and concentrates on issues such as group development and formation, group processes, and group structure. Understandably, the researchers have recognized that the greatest amount of institutional teaching involves learners organized into small groups. Group dynamics have significance for language instruction. By stimulating classroom interaction among learners as they participate in communicative events, current language teaching methodologies develop students and faculty member's communicative skills (Bar-Tal & Bar-Tal, 1986; Hadfield, 1992; Prabhu, 1992). Thus, based on the above we hypothesize that:

H5: Classroom dynamics moderates the relationship between faculty engagement and student's satisfaction with faculty such that, higher classroom dynamics leads to higher student satisfaction with faculty.

H6: Classroom dynamics moderates the relationship between socialization and student's satisfaction with faculty such that, higher classroom dynamics leads to higher student satisfaction with faculty.

H7: Classroom dynamics moderates the relationship between student's academic self-confidence and student's satisfaction with faculty such that, higher classroom dynamics leads to higher student satisfaction with faculty. The conceptual model is presented in Figure 1.

Figure 1

Conceptual Model
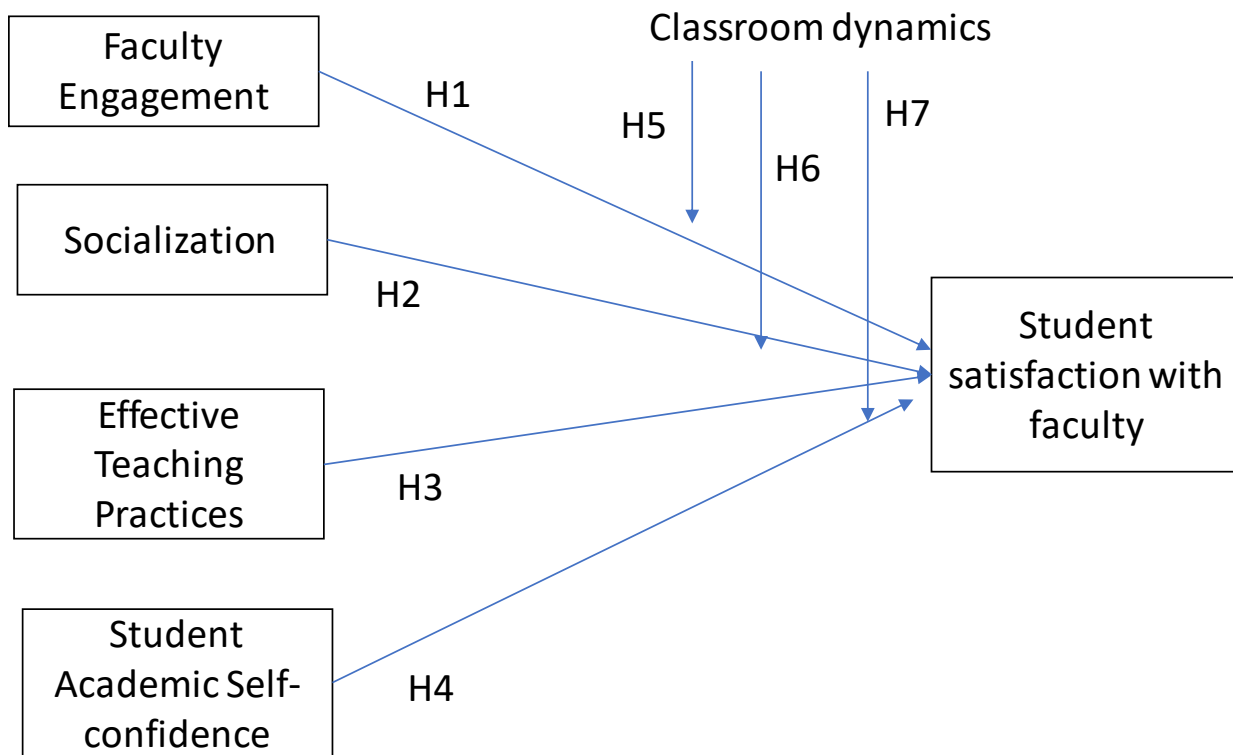
METHODS

Sample

The sample comprised of 418 multicultural students at a public 2-year college in one of the universities in Northeast part of United States. The researcher accessed emails from multicultural student centers and associations at the college. The survey was sent to one thousand full and part-time multicultural students currently enrolled at the college, and who were over the age of 18 at the time the survey was launched. Out of the surveys sent, 425 students responded, with a return rate of 42.5%. Seven of the returned surveys were incomplete and were not part of the study. Out of 418 respondents, 39 % were male (163) and 61% female (61%).

Measures

Faculty engagement: Seven items are used to measure the perception of students about faculty engagement on a five-point Likert frequency scale ('1' signifying not frequently, and '5' signifying 'very frequently". Some of the items in this category are that the respondents were asked to rate are (i) how often they engage with faculty in non-course works (ii) discussed the course topics outside the class, (iii) frequently ask questions in the class. The reliability coefficient Cronbach alpha for faculty engagement is 0.760.

Socialization: Seven items were used to measure the students' perceptions of their own Socialization (discussions with diverse faculty and peers) using a five-point Likert importance scale ('1' representing 'not important' and '5' representing 'very important'. Some of the sample items the respondents were asked to rate are: how important it is (i) to hold a formal leadership role before graduating, (ii) participate in internship programs, (iii) participate in learning community programs. The reliability coefficient for the socialization is 0.897.

Effective teaching practices: Seven items were used to measure the effective teaching practices of faculty on a five-point scale. Some of the sample items include: (i) to what extent faculty clearly explained the course goals and requirements, (ii) used examples to explain difficult points, (iii) reviewed and summarized the materials for students. Responses to items measuring students' perceptions of effective teaching practices, The reliability coefficient Cronbach alpha for this measure is 0.894.

Student academic self-confidence: The measure of students' perceptions of student Academic Self-Confidence, consisted of seven items. The respondents were asked to rate (i) to what extent the students feel about participate in class discussions, (ii) confident about performance in examinations, and (iii) enjoy interacting with faculty and peers in class. The reliability coefficient for this measure is 0.849.

Classroom dynamics: Seven items were used to measure the perception of class-room dynamics on a five-point scale. The students were asked to rate their witness to (i) learning and support services, (ii) attending campus events, (iii) learning research and scholarly activities. The reliability coefficient for this measure is 0.862.

Student Satisfaction with Faculty: Seven items were used to measure perceptions of Student Satisfaction with Faculty on a five-point scale. The respondents were asked to rate whether they are satisfied with teacher about (i) their teaching ability, (ii) preparedness before the class, (iii) providing feedback to students. The reliability coefficient for this measure is 0.917.

Results

The means, standard deviations, and correlations among study variables are reported in Table 1.

Table 1: Means, Standard deviations, and Correlations [a]

Variables	Mean	SD	1	2	3	4	5	6	7
1.Gender	1.605	0.489	1						
2.Faculty engagement	2.920	0.704	0.027	1					
3.Socialization	3.301	0.911	0.084	0.369**	1				
4. Effective Teaching Practices	4.000	0.724	0.006	0.391**	0.265**	1			
5. Student Academic Self-Confidence	4.075	0.679	-0.021	0.317**	0.193**	0.341**	1		
6. Classroom dynamics	2.675	0.816	0.005	0.552**	0.346**	0.291**	0.270**	1	
7.Student satisfaction with faculty	4.371	0.669	-0.037	0.267**	0.158**	0.567**	0.445**	0.212**	1

   **. Correlation is significant at 0.01 level
   a.   Cells contain zero-order (Pearson) correlations.

Our initial analysis of descriptive statistics table suggests that there was no problem with multicollinearity, because correlations between the variables were less than 0.8. The highest correlation was 0.56 between classroom dynamics and student satisfaction with faculty. However, statistical check was performed to see the variance inflation factor (VIF). The VIF it was less than 2, suggesting that multicollinearity should not be a problem (Aiken & West, 1991; Kennedy, 2008).

Multiple regression analysis was used to test the hypothesis. Table 2 presents the results of hierarchical regression results of moderating effects of classroom dynamics on student satisfaction with faculty.

Table 2: Hierarchical Regression results of moderating effects of classroom dynamics on student satisfaction with faculty

	Student Satisfaction with Faculty		
	Column 1 Step 1	Column 2 Step 2	Column 3 Step 3
Control Variable			
Gender	0.018	0.009	0.007
Main Variables			
Classroom Dynamics		0.030	0.111
Faculty Engagement		0.028	0.272
Socialization		0.090**	-0.170
Effective Teaching Practice		0.423***	0.422***
Student Academic Self-Confidence		0.241***	0.275**
Moderator			
Faculty Engagement x Classroom Dynamics			-0.514*
Socialization x Classroom Dynamics			0.498**
Student Academic Self-Confidence x Classroom Dynamics			-0.105
R^2	0.000	0.374	0.382
Adjusted R^2	-0.002	0.364	0.368
F-Value	0.136	40.367***	27.657***
ΔR^2		0.373	0.008
Δ F-Value		48.398	1.775
df	1,411	6,406	9,403

Standardized regression coefficients are reported

***p<.001; **p<.01; *p<.05

When student satisfaction with faculty is the dependent variable, Step 1 (Column 1) shows the effect of control variable, gender, is not significant (β = 0.018; p = 0.713). The direct effect model presented in Step 2 (Column 2) suggests that the beta coefficient of faculty engagement is not significant (β = 0.028; p = 0.575), beta coefficient for socialization is significant (β = 0.09; p < 0.05). The results also suggest that the regression coefficient of effective teaching practice is significant (β = 0.423; p < 0.001), and beta coefficient for student academic self-confidence is significant (β = 0.241; p < 0.001). The model was significant (F = 40.3; p < .001) and explained 37 percent of variation on student satisfaction with faculty (R^2 = 0.37; Adj R^2 = 0.36; ΔR^2 = 0.37; Δ F = 48.3, p < 0.001). These results do not support H1 but support H2, H3, and H4.

The moderating effects of classroom dynamics were tested and presented in Step 3 (Column 3). The beta coefficient of the interaction term faculty engagement and classroom dynamics was negative and significant (β = -0.514; p < 0.05) thus supporting H5. The beta coefficient of the interaction term socialization and classroom dynamics was positive and significant (β = 0.49; p < 0.01) thus supporting H6. Finally, the beta coefficient for the interaction term student academic self-confidence and classroom dynamics was not significant (β = - 0.10; p = 0.739).

The beta coefficients of student self-confidence and classroom dynamics and effective teaching practices and class-room dynamics were not significant. The regression model is significant explaining 38 percent of variance in the dependent variable ($R^2 = 0.38$; Adjusted $R^2 = 0.37$; $\Delta R^2 = 0.008$; Δ F-Value = 1.775, p < 0.001). The interaction terms explained additional variation of 36 percent in student's satisfaction with faculty.

Figures 2 and 3 show the interaction plots of the regression lines linking classroom dynamics influencing student satisfaction with faculty. Figure 2 shows that higher level of faculty engagement is associated with higher levels of student satisfaction with faculty. The relationship becomes stronger when the class-room dynamics are higher than lower in the relationship between faculty engagement and student satisfaction. Even if the faculty engagement is high, lower classroom dynamics results in lower student satisfaction as the curve becomes downward sloping after the medium level of faculty engagement.

Figure 3 shows that higher levels of socialization of student-faculty is associated with higher levels of student satisfaction with faculty. As the socialization between student-faculty increases, student satisfaction with faculty also increases. Higher levels of class-room dynamics are associated with higher levels of student satisfaction when socialization increases.

Figure 2: Classroom dynamics as a moderator in the relationship between faculty engagement and student satisfaction
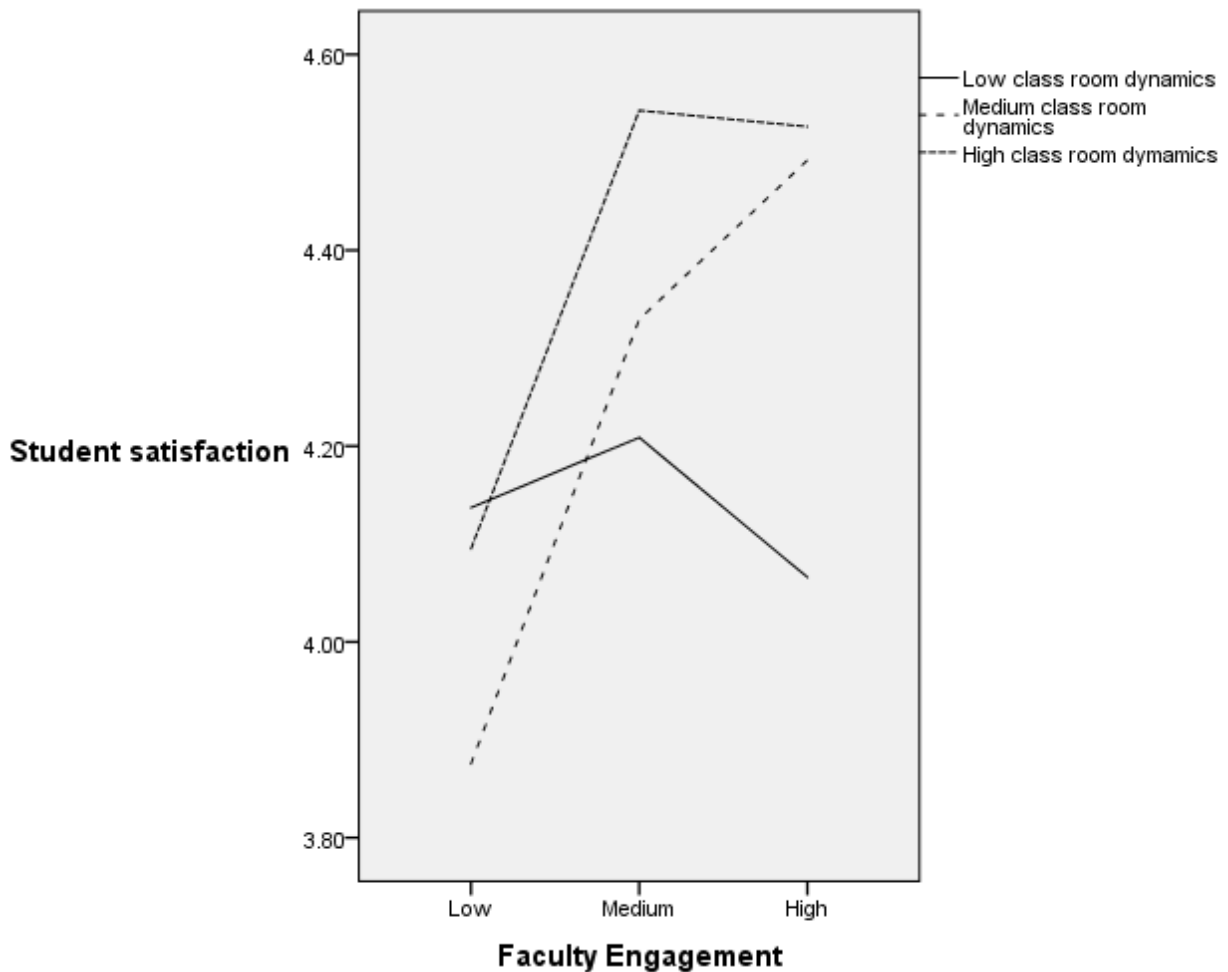
Figure 3: Classroom dynamics as a moderator in the relationship between socialization and student satisfaction
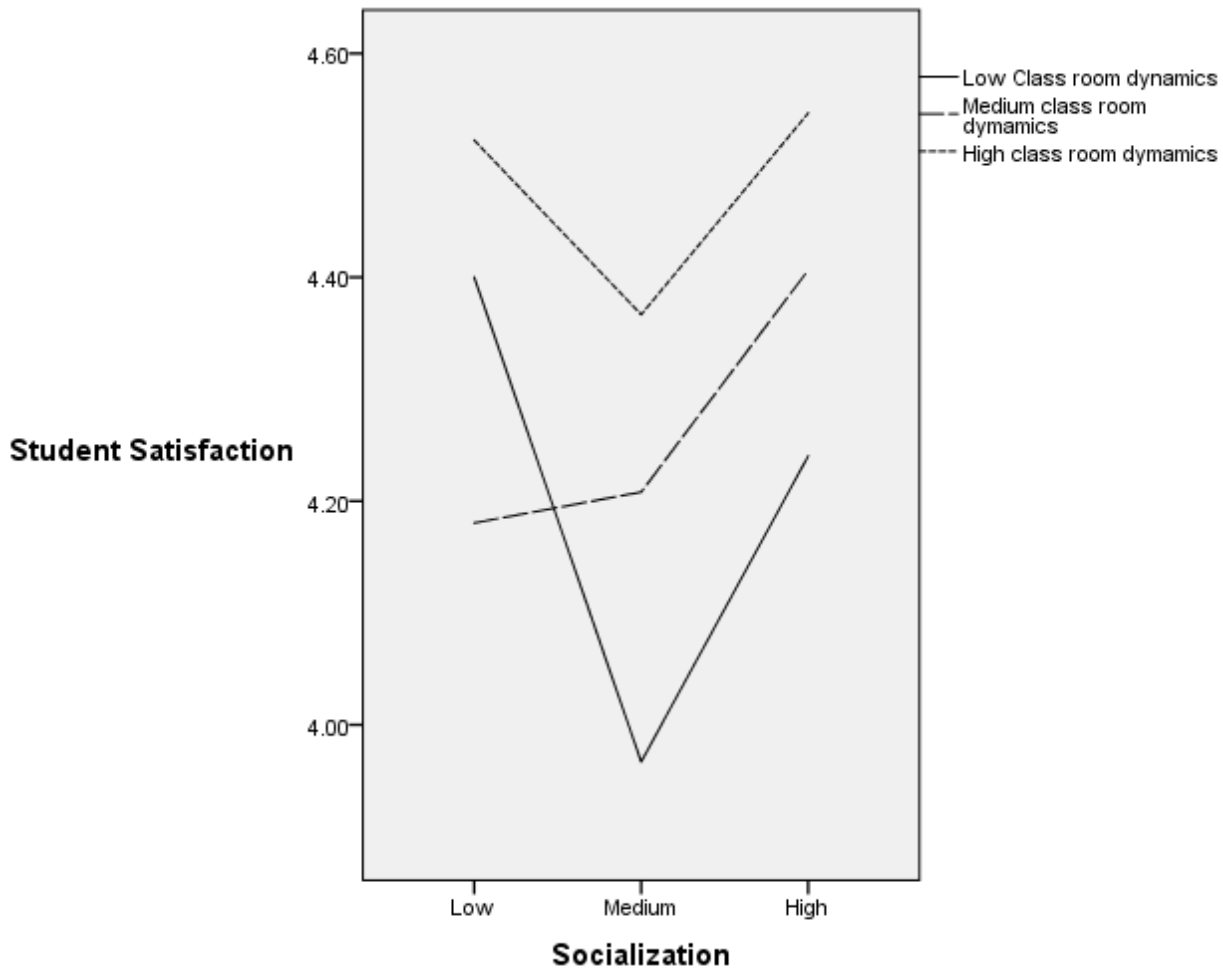
Discussion

Student satisfaction with faculty has become a serious concern in higher education. According to Snyder and Dillow (2012), an educational system is characterized by several transitional points viz., elementary, secondary, and postsecondary education. These points mark the progression of a student's academic journey. But it is very interesting to note that not all the students continue their path to higher education. Available empirical evidence suggests that that multicultural students tend to quit college in their first year (Davies, Bowser, & Brown, 2012). Some of the causes for this phenomenon was the lack of lack of faculty engagement which results in students' attrition rates. Researches argue that low completion rate of students has been the major concern of higher education (Crisp, & Nora, 2010; Guiffrida, & Douthit, 2010; U. S. Census Bureau, 2012). It is suggested that more attention should be directed towards faculty engagement, students' attrition rates, and students' low college completion rates, because they are some of the areas that present major concerns and demand improvement. Failure to do so will only contribute to perpetuating multicultural students' poor performance and their attrition from these institutions (Crisp & Nora, 2010; Guiffrida, & Douthit, 2010; U. S. Census Bureau, 2012).

The results from the present study, based on the model we developed, show that classroom dynamics plays an important role in moderating the relationship between faculty engagement and student satisfaction. Further, classroom dynamics also enhances the student satisfaction when socialization is encouraged among students.

Finally, the relationship between student self-confidence and student satisfaction with faculty enhances when classroom dynamics is high i.e. congenial academic environment is created by professors.

Contributions, limitations, and suggestions for future research

The present study contributes to the existing literature on higher education. The studies on multicultural student are very scattered and sparse in literature. Since the focus of the study was on multicultural students an attempt is made to develop a conceptual model, based on human capital theory, and test it empirically with the data collected from these students. The results suggest that it is very important for the professors to engage students in whatever possible way so that they gain self-confidence and complete their education. The study also helps the administrators in creating a congenial academic environment where students can freely ventilate their feelings and get rid of fear of engaging with peers and professors. Since finance is one of the big constraints of these multicultural students, administrators need to come forward to help them in whatever fashion they can so that students can gain self-confidence.

The present study is not without any limitations. First, as with any survey data, there is inherent problem of common method variance and social desirability bias. However, to reduce these biases we maintained unanimity in the data. Secondly, the results also suffer from generalizability because it focused on only segment of United States. However, the sample size is big enough that the results are expected to be generalizable.

The present study provides avenues for future research. Since the findings from the present study showed that faculty engagement is important in student satisfaction with faculty and professional success of students, future researchers need to focus on the antecedents of faculty engagement. Future research needs to focus on antecedents of classroom dynamics and student self-confidence. Since the present study demonstrated that engagement between faculty and students was a key factor in explaining the perceptions of students regarding the ability of the faculty to motivate them to succeed, future research needs to see whether personality factors influence the relationship. Further, researchers need to explain the process how higher level of engagement motivates students to higher academic achievement (Ford & Moore, 2013). The satisfaction of the students with the support they receive from faculty to improve self-efficacy levels should be a key factor in predicting the success of students both academically and professionally (Bandura, 1997).

In addition to faculty engagement, student satisfaction levels regarding the preparedness of faculty is another key factor in enhancing interaction and communication between students and the faculty (Ford & Moore, 2013). Educational institutions need to monitor the preparedness of faculty before they enter classrooms. This is because, as shown in this research, high levels of preparedness contribute to a positive student-faculty relationship. Future research should consider what institutions are doing to meet the changing expectations of the students. This includes periodical revision of curricula to reflect the changes in the environment, provision of study materials, and provision of effective feedback. When students are satisfied with the level of faculty preparedness, they are more likely to engage more with the faculty and this will lead to better academic and professional success.

To conclude, the findings from this research suggest that students feel that the frequency of faculty efforts to motivate them toward success are important contributors to their academic success and professional success. Further, they feel that faculty's efforts to motivate them are related to faculty engagement efforts and the dynamics of classroom activities.

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