

## Student satisfaction with the quality of education and learning at the Algerian University

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### **Abstract:**

This pilot study tests student satisfaction with the quality of teaching and learning, and compares the nature of this relationship with the good performance of the University. The data was collected through 97 questionnaires distributed to a Saida University student. The technique of partial regression of structural equations was used to study student satisfaction at SAIDA University about the quality of teaching and learning, And SPSS and smartpls3 were used. The results also indicated that there is a positive relationship between the quality of education and learning and its dimensions, and this is supported by previous empirical studies.

**Key words:** Total quality, quality of education, student satisfaction, structural equation models, PLS methodology.

**JelClassificationCodes:**A20, M10, C38.

## 1. INTRODUCTION

The reform of the higher education system has become one of the main issues that concern government officials around the world, believing that the formation of human capital is the mainstay of every economic and social renaissance and sustainable community development. Educational organizations and other organizations strive to improve the level of services they provide until they reach the degree of excellence in performance. This may be manifested in achieving the student's satisfaction with these services, in order to achieve their goals. This has translated into adopting many approaches and experimenting with a lot of repair recipes. In order to reach higher education to the highest levels and reflect this on the quality of training and qualification of human resources to enable them to integrate into a global environment characterized by competitiveness in all fields and keep pace with the developments and transformations witnessed by the times with the growing knowledge economies and the challenges of globalization. . However, the reform of higher education needs a holistic view that concerns all aspects and fields, a view that goes beyond piecemeal approaches and prosthetic solutions and goes beyond the quantitative dimension. The reform must be comprehensive and based on quality and quality in the various components of the educational system. That is why some leading countries in the field of Education have chosen to adopt a quality system in reforming their educational systems, a system that has proven its effectiveness and effectiveness in achieving the desired results. The quality of teaching and learning has an impact on student satisfaction. So what are the quality standards in higher education?

Therefore, we pose the following problems:

Does the application of quality teaching and learning practices in a Saida University lead to student satisfaction ?

## 2. The theoretical framework of the study

Through this aspect, we will address the basic concepts of the quality of teaching and learning, its dimensions and student satisfaction.

### 2.1. Quality of teaching and learning:

Education has become one of the main means for the progress and advancement of societies, as it directly contributed to the emergence of the technological revolution that the modern world is witnessing. And the general social system depends on it in all its branches, political, economic, health and others. Therefore, higher education institutions make a great effort in providing high-quality services to meet the needs of students, satisfy their various desires, and achieve their desired goals (The role of physical education lesson in reducing the rush of students). The quality of teaching and learning has many-sided definitions that are difficult to confine to a narrow circle because they include different dimensions that include technical, administrative, behavioral and social concepts. (Zammuto, 1996)

It is not possible to establish a clear definition of the quality of teaching and learning, and it cannot be measured and placed in specifications for operation or service, and it is necessary to agree on a clear definition of the quality of teaching and learning within the university, that is, so that it can be measured and applied to work Mohamed El Bakri Sonia (2002). Quality assurance

in the field of higher education is a general term that expresses the permanent and continuous process aimed at monitoring and ensuring the quality of the system of higher education institutions. Quality assurance is a legal mechanism that focuses on the responsibility to improve as a primary focus. The quality of education is also defined as an organized process of quality inspection that requires making sure that the educational institution meets the standards, and that it is able to continuously improve and meet them later, so that the institution guarantees the quality of education for itself and the general public (Analysis of the Effect of Service Quality Dimensions on Student Satisfaction in Master of Management of Mercu Buana University) .

Quality in higher education is defined as" an integrated method applied in all branches and levels of the educational area to provide employees and work teams with the opportunity to satisfy the needs of students and beneficiaries of the education process, or it is the effectiveness of achieving the best educational research and consulting services efficiently methods at the lowest costs and the highest possible quality. (Zakai Hamidi, 2016)

That she Meet the expectations of students and achieve their desires in the light of scientific standards, and this quality is shown by providing a Distinguished Educational Service as provided by a faculty member, and in what students acquire knowledge and skills. Either(Rhodes) He defined it as a strategic management process based on a set of values and derives its movement energy from information, within the framework of which we can employ the talents of educational staff and invest their intellectual abilities at various levels of the organization in a creative way to achieve continuous improvement of the organization. M. & Baron, S. (2000).

The quality standards vary according to the fields that apply them and according to the evaluation systems that monitor them, but they all meet in many specifications and standards that are based on basic principles and pillars that are all concerned with the quality of the final product through the various stages of production. The quality of Education does not deviate from this framework, as it is concerned with the characteristics of school graduates and the results of their academic achievement through various stages and processes, as well as the ability to overcome all problems and obstacles that may hinder their path in accordance with the principle of prevention is better than cure. These are some of the quality standards in education according to some academic studies and scientific research interested in the subject:

- Quality Curriculum And academic courses.
- Quality of infrastructure.
- Efficiency of educational and administrative frameworks.
- The quality of the basic and continuous configuration.
- Optimal management of human and financial resources.
- Positive impression of the beneficiaries of the school services.
- Continuous improvement.
- Academic achievement results.

The studies also differed in determining the dimensions of the quality of education and learning, and according to the quality group and university performance at the University of Basra, I identified them in six dimensions: 1-the effectiveness of the educational process2.-self-education3.-general professional and community skills.4-academic support for students5.-

physical capabilities and infrastructure6.-fair practices and Equality between students , (Onditi E. O., 2017)

## 2.2. Student satisfaction

According to Hom (2002) , Researchers are challenged to develop a unified definition of the concept of student satisfaction, and therefore there is a need for the theory of customer satisfaction to be selected and modified so that it can explain the meaning of student satisfaction. According to the study (Kotler, 1987)He defined satisfaction as a state felt by a person who has witnessed a performance or a result that fulfills his expectations, and he perceives the performance. Satisfaction is also defined by Malik, Danish and Usman ( 2010) as an approved performance that results in satisfaction(Onditi & Wechuli, 2017) Given the great importance of student satisfaction, the educational organization must work carefully to achieve this to bridge the gap between the expected value of the quality of Educational Service and its value in accordance with the students ' inclinations and trends, the greater the benefit that the student envisages from the service provided to him, the Greater his satisfaction.

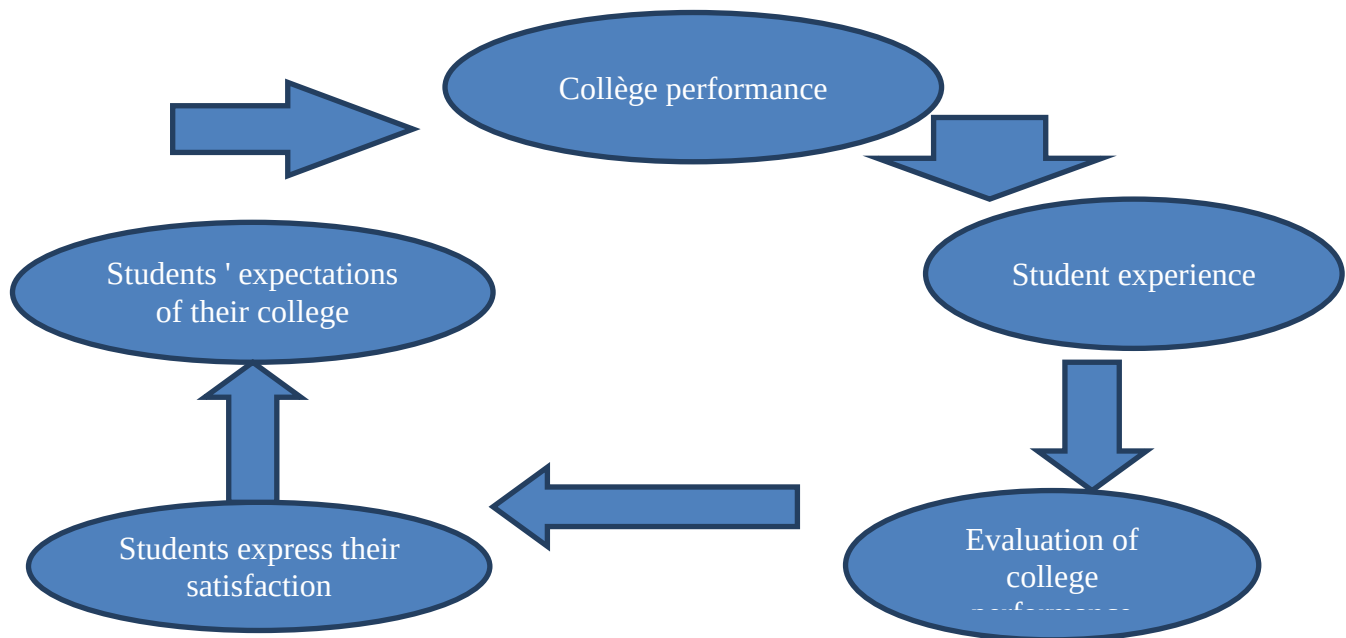
**study suggests**(Najib, 2015)The correct equation for student satisfaction, which is followed by most American and European universities and some Arab universities, according to the following approach: (Faiza Kaddy, 2017).

The satisfaction rate is higher than the student expects, which is a rare case, the university is in a state of superior profit, because the college has achieved its goals by providing the student with knowledge, values and target skills, and the student will be pleased and delighted with his academic achievement and career, and speaks positively about the college.

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The satisfaction rate is equal to what the student expects. The college is in a state of stability and moderate profit, as a result of the high probability of continuity of students ' study. It must maintain this acceptable satisfaction, and aspire to reach superior satisfaction.

**Figure 1.**The logical framework of the Working Mechanism of the student satisfaction system



Source: Prepared by the researchers

### 3. The applied framework

Through this experimental study, we will try to present the research hypotheses approved and derived through previous studies, as well as the approved model of the study, as well as experimental studies based on measurement performance.

#### 3.1. Research and hypotheses

The literature review identified many differences in the nature of the dimensions of the quality of teaching and learning, and the dimensions of student satisfaction. Therefore, a pilot study was designed to uncover these differences by testing student satisfaction at Saida University about the quality of teaching and learning. We believe that the impact of this study contributes to the establishment of a culture focused on meeting the educational and cognitive needs of students, as well as identifying the level of quality of education and learning from the student's point of view. Accordingly, a set of research hypotheses was developed based on the results specified in the literature review. The research is based on the following main hypothesis: The application of quality teaching and learning practices at a Saida University leads to student satisfaction.

The main hypothesis gives rise to the following sub-hypotheses

- There is a positive moral relationship between the effectiveness of the educational process and the quality of teaching and learning.
- There is a positive correlation between self-education and the quality of teaching and learning.
- There is a positive moral relationship between professional skills and the general societal quality of education and learning.
- There is a positive correlation between academic support for students and the quality of teaching and learning.
- There is a positive correlation between material resources, infrastructure and the quality of teaching and learning.

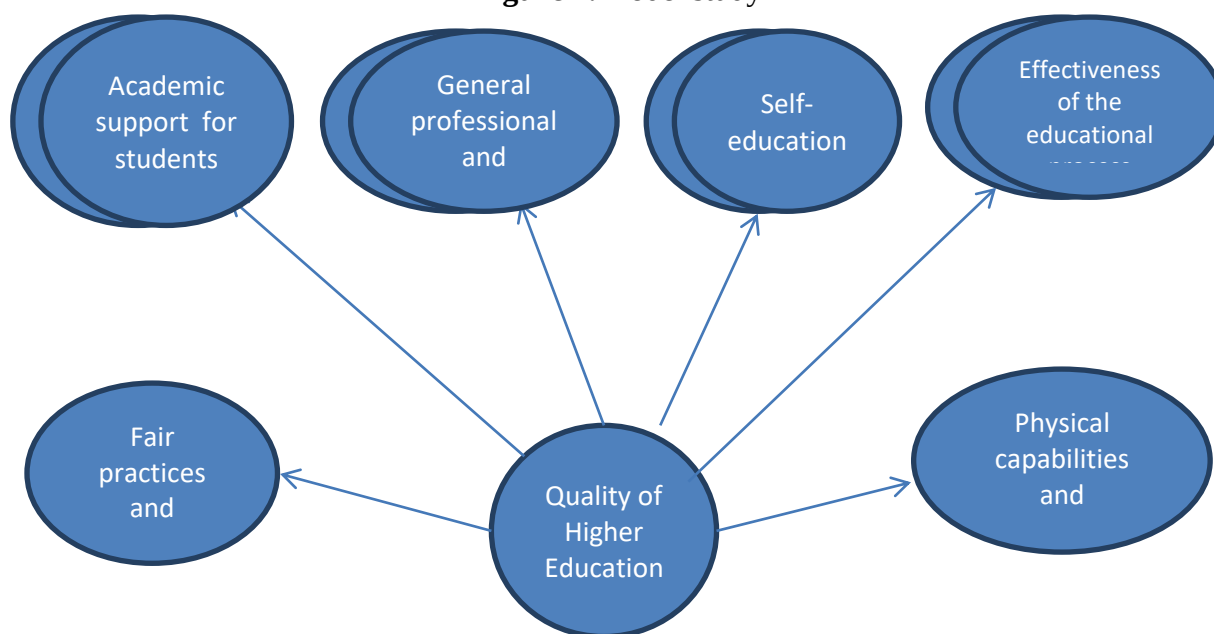
- There is a positive moral relationship between fair practices, equality between students and the quality of teaching and learning.

### 3.2. The conceptual model of the study

Presenting the conceptual model of the current study based on a study conducted by the University quality and performance group at the University of Basra, which identified six dimensions of the quality of teaching and learning: 1-the effectiveness of the educational process2.-self-education3.-general professional and community skills4.-academic support for students5.-physical capabilities and infrastructure .6-fair practices and equality among students .In order to test the student's satisfaction in the Faculty of management and economics about the quality of teaching and learning , (Shekoufeh, 2013).

The presentation of a conceptual model is a starting point for the start of the study, so that it identifies the study variables and their relationships:

**Figure 2. model study**



**Prepared by the researcher using the Smart pls3 program**

### 3.3. research methodology

This study applies a survey research method to study student satisfaction at a Saida University about the quality of teaching and learning. The statistical community includes(Students of the University of Saida). The data collection tools were standard and closed-The questionnaire(Based on the likart pentameter). The validity and reliability of the questionnaire was explored they were confirmed prior to their distribution. 140 questionnaires were distributed, of which 97 were valid for analysis with a sampling rate of 69.28%. The data

was analyzed using the statistical program SPSS V20 and Smart PLS3. Appropriate to the methodology of partial regression of structural equations.

#### 4. Dataanalysis and hypothesis testing

##### 4.1. Descriptive Study of the sample

##### 4.1.1. validity and constancy of the study tool

Questionnaire stability means stability in the resolution results and not changing them significantly if they are redistributed to the sample members several times during certain periods. We used the alpha cronbach method to measure the stability of the questionnaire, and according to the results of the following table, the value of the alpha cronbach coefficient is (0.896), which is greater than (0,7) It is the minimum acceptable according to( Nunnally, 1978),This means that they are good, characterized by honesty and reliability.

##### 4.1.2. Studying the direction of the opinions of the interviewees

We study the opinions of the respondents to find out the level of application of the University of France to the dimensions of the quality of teaching and learning.

**Table 1.** The direction of the respondents ' opinions on the dimensions of the quality of education and learning

| <b>Dimensions of the quality of teaching and learning</b> | <b>Arithmetic mean</b> | <b>Standard deviation</b> | <b>Degreeof approval</b> |
|-----------------------------------------------------------|------------------------|---------------------------|--------------------------|
| Effectiveness of the educational process                  | 3,2792                 | 0,70894                   | Neutral                  |
| Self-education                                            | 3,4237                 | 0,79012                   | Disagree                 |
| General professional and community skills                 | 3,9614                 | 0,85142                   | Disagree                 |
| Academic support for students                             | 4,1871                 | 0,71135                   | Disagree                 |
| Physical capabilities and infrastructure                  | 4,0614                 | 0,66157                   | Disagree                 |
| Fair practices and equality among students                | 4,0936                 | 0,72564                   | Disagree                 |

**Source:**Prepared by the researchers using SPSS V20

It is clear from the results of the table above, that the dimensions of the quality of education and Learning vary. Where the application came after (the effectiveness of the educational process) with an Medium degree, **i.e. neutral**. This means that the effectiveness of the educational process is not clear to the student from the approved educational courses and programs. And also his lack of participation in it. The application of other dimensions of the quality of teaching and learning came to an unacceptable degree, which is not approved.This result indicates that the University of Saida does not focus on the application of the dimensions of the quality of teaching and learning, which led to dissatisfaction and dissatisfaction of students with the University

##### 4.2. exploratory and confirmatory study (PLS)

The descriptive statistics determined the average attitudes of the respondents, and the opinions of the respondents were almost homogeneous because the standard deviation in general is less than 0.8. However, descriptive statistics did not determine the relationship of the variable quality of education and learning with its dimensions and the strength of each relationship. To answer the research problem, we resort to a more accurate and in-depth analysis through both exploratory and confirmatory analysis (PLS analysis).

#### 4.2.1. Evaluation of the measurement model

##### A. Convergent honesty

Convergent honesty is how close and consistent the questions are from each other, and based on (Hair et al, 2010) there are three criteria for assessing convergent honesty:

##### ❖ factor loading

Table 2. factor loading values

| Item | Loading | Item | Loading | Item | Loading | Item | Loading |
|------|---------|------|---------|------|---------|------|---------|
| Q1   | 0.841   | Q8   | 0.753   | Q15  | 0.759   | Q22  | 0.798   |
| Q2   | 0.792   | Q9   | 0.875   | Q16  | 0.675   | Q23  | 0.775   |
| Q3   | 0.490   | Q10  | 0.756   | Q17  | 0.739   | Q24  | 0.842   |
| Q4   | 0.507   | Q11  | 0.763   | Q18  | 0.790   | Q25  | 0.638   |
| Q5   | 0.422   | Q12  | 0.697   | Q19  | 0.644   | Q26  | 0.883   |
| Q6   | 0.647   | Q13  | 0.796   | Q20  | 0.842   | Q27  | 0.891   |
| Q7   | 0.293   | Q14  | 0.859   | Q21  | 0.622   | Q28  | 0.806   |
|      |         |      |         |      |         | Q29  | 0.635   |

Source: Prepared by the researchers using Smatpls3

By the results of the above table, we note that the indicators: Q3, Q4, Q5, Q6, Q7, Q16, Q19, Q21, Q25, Q29 the coefficients of their external loading are less than 0.7. And they are unacceptable according to (Hair et al, 2016, p 136). Because the common variation between the latent variable and its indicator is smaller than the variation of measurement errors, these indicators should be deleted.

##### ❖ Composite reliability (CR)

Table 3. Composite reliability values

| Latent variables                          | CR    | Latent variables                           | CR    |
|-------------------------------------------|-------|--------------------------------------------|-------|
| Effectiveness of the educational process  | 0.800 | Academic support for students              | 0.864 |
| Self-education                            | 0.867 | Physical capabilities and infrastructure   | 0.847 |
| General professional and community skills | 0.861 | Fair practices and equality among students | 0.883 |

Source: Prepared by a researcher using Smatpls3

From the results of the table above, we note that all the values of the Tave coefficients are significant and statistically acceptable because their values are greater than 0.50 according to Fornell and Lacker's (1981) , This shows that each latent variable explains more than half of the

variations of its indicators, and therefore the truth of convergence is achieved in this model, i.e. there is a compatibility of questions from each other.

### B. Discriminatory honesty

#### ❖ The discrepancy between the questions

We verify that questions that measure one latent variable do not measure another latent variable, by having the value of the relationship between the question and its latent variable be greater than the value of its relationship with another latent variable, in order to say that the questions are independent. This is consistent with our study model and the results of the following table shows it.

**Table 4.** The discrepancy values between questions

| Item | Effectiveness of the educational process | Self-education | General professional and community skills | Academic support for students | Physical capabilities and infrastructure | Fair practices and equality among students |
|------|------------------------------------------|----------------|-------------------------------------------|-------------------------------|------------------------------------------|--------------------------------------------|
| Q1   | 0.841                                    | 0.421          | 0.516                                     | 0.238                         | 0.236                                    | 0.233                                      |
| Q2   | 0.792                                    | 0.247          | 0.388                                     | 0.276                         | 0.200                                    | 0.175                                      |
| Q8   | 0.217                                    | 0.753          | 0.281                                     | 0.154                         | 0.194                                    | 0.190                                      |
| Q9   | 0.358                                    | 0.875          | 0.438                                     | 0.242                         | 0.285                                    | 0.259                                      |
| Q10  | 0.424                                    | 0.756          | 0.676                                     | 0.170                         | 0.334                                    | 0.298                                      |
| Q11  | 0.268                                    | 0.763          | 0.414                                     | 0.260                         | 0.289                                    | 0.269                                      |
| Q12  | 0.366                                    | 0.489          | 0.697                                     | 0.220                         | 0.246                                    | 0.196                                      |
| Q13  | 0.534                                    | 0.414          | 0.796                                     | 0.278                         | 0.354                                    | 0.304                                      |
| Q14  | 0.456                                    | 0.541          | 0.859                                     | 0.389                         | 0.456                                    | 0.398                                      |
| Q15  | 0.382                                    | 0.417          | 0.759                                     | 0.259                         | 0.363                                    | 0.430                                      |
| Q17  | 0.258                                    | 0.126          | 0.202                                     | 0.839                         | 0.442                                    | 0.454                                      |
| Q18  | 0.288                                    | 0.129          | 0.300                                     | 0.790                         | 0.494                                    | 0.402                                      |
| Q20  | 0.235                                    | 0.354          | 0.396                                     | 0.842                         | 0.682                                    | 0.537                                      |
| Q22  | 0.326                                    | 0.286          | 0.413                                     | 0.643                         | 0.798                                    | 0.389                                      |
| Q23  | 0.081                                    | 0.243          | 0.223                                     | 0.472                         | 0.775                                    | 0.566                                      |
| Q24  | 0.224                                    | 0.333          | 0.463                                     | 0.501                         | 0.842                                    | 0.477                                      |
| Q26  | 0.146                                    | 0.247          | 0.256                                     | 0.538                         | 0.576                                    | 0.838                                      |
| Q27  | 0.203                                    | 0.328          | 0.432                                     | 0.486                         | 0.502                                    | 0.891                                      |
| Q28  | 0.292                                    | 0.256          | 0.408                                     | 0.426                         | 0.410                                    | 0.806                                      |

Source: Prepared by the researcher using Smatpls3

#### ❖ The dimensions overlap with each other (**variable correlation- $R^2$ of AVE**

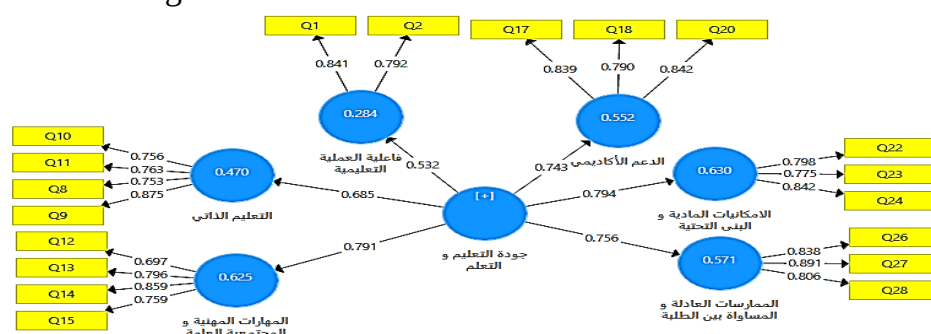
|                                          |                |                                           |                               |                                          |                                   |
|------------------------------------------|----------------|-------------------------------------------|-------------------------------|------------------------------------------|-----------------------------------|
| Effectiveness of the educational process | Self-education | General professional and community skills | Academic support for students | Physical capabilities and infrastructure | Fair practices and equality among |
|------------------------------------------|----------------|-------------------------------------------|-------------------------------|------------------------------------------|-----------------------------------|

|                                            |       |       |       |       |       | students |
|--------------------------------------------|-------|-------|-------|-------|-------|----------|
| Effectiveness of the educational process   | 0.817 |       |       |       |       |          |
| Self-education                             | 0.415 | 0.788 |       |       |       |          |
| General professional and community skills  | 0.558 | 0.597 | 0.780 |       |       |          |
| Academic support for students              | 0.313 | 0.265 | 0.375 | 0.824 |       |          |
| Physical capabilities and infrastructure   | 0.268 | 0.359 | 0.463 | 0.671 | 0.806 |          |
| Fair practices and equality among students | 0.251 | 0.329 | 0.434 | 0.571 | 0.587 | 0.846    |

**Table 5.**Overlapping dimensions with each other

**Source:**Prepared by the researchers using Smatpls3

It is clear from the results of the table above that the value of the relationship of each latent variable with itself is greater than the value of its relationship with another latent variable. By Fornell-Larcker standarts, we say that these latent variables are independent. Accordingly, we adopt the following model:



#### 4.2.2. Evaluation of the structural model

##### A. Pathways and hypothes is testing

It is clear from the following table that the error rate (P-value) is equal to zero, i.e. less than 5%, and therefore we accept the relationships between the quality of teaching and learning and its dimensions.

**Table 6.**The coefficient of the course of research hypotheses

| Relationship         | Original Sample | Sample Mean | Standard DTDEV | T value | P value | Decision    |
|----------------------|-----------------|-------------|----------------|---------|---------|-------------|
| Effectiveness of the | 0.532           | 0.529       | 0.097          | 5.517   | 0.000   | significant |

|                                                                                               |       |       |       |        |       |             |
|-----------------------------------------------------------------------------------------------|-------|-------|-------|--------|-------|-------------|
| <-educational process<br><b>Quality of teaching and learning</b>                              |       |       |       |        |       |             |
| <- Self-education<br><b>Quality of teaching and learning</b>                                  | 0.685 | 0.685 | 0.063 | 10.962 | 0.000 | significant |
| General professional<br>-and community skills<br><b>Quality of teaching &lt; and learning</b> | 0.791 | 0.791 | 0.071 | 11.065 | 0.000 | significant |
| Academic support for<br><- students<br><b>Quality of teaching and learning</b>                | 0.743 | 0.751 | 0.049 | 15.237 | 0.000 | significant |
| Physical capabilities<br>-and infrastructure<br><b>Quality of teaching &lt; and learning</b>  | 0.794 | 0.803 | 0.036 | 22.113 | 0.000 | significant |
| Fair practices and<br>equality among<br><b>Quality of &lt;-students teaching and learning</b> | 0.756 | 0.758 | 0.048 | 15.588 | 0.000 | significant |

Source: Prepared by the researchers using Smatpls

### B. Determination coefficient R-square

Used to estimate the model to judge the predictive power of the model, it represents a measure of the prediction in the sample. It is clear from the results of the following table that the values of R<sup>2</sup> are greater than 0,10 And they are accepted according to (Falk & Miller,1992). And so on (Chin, 1998). Who determined the standard of impact force by the value of R<sup>2</sup> . For example, the quality of teaching and learning has the ability to explain the inherent variable of self-education by 47%.

**Table 7.** Determination coefficient R<sup>2</sup>

| <b>The latent variable inherent</b>       | <b>R<sup>2</sup></b> | <b>Impact size</b> |
|-------------------------------------------|----------------------|--------------------|
| Effectiveness of the educational process  | 0.284                | Weak               |
| Self-education                            | 0.470                | Average            |
| General professional and community skills | 0.625                | Average            |
| Academic support for students             | 0.552                | Average            |
| Physical capabilities and infrastructure  | 0.630                | Average            |

|                                            |       |         |
|--------------------------------------------|-------|---------|
| Fair practices and equality among students | 0.571 | Average |
|--------------------------------------------|-------|---------|

Source: Prepared by the researchers using Smatpls3

### C. Assessing the size of the F-square impact

It is clear from the results of the following table that the magnitude of the impact of the variable of the quality of education and learning is significant on each of its dimensions when the other dimensions are fixed. Because the values of  $f^2 \geq 0.35$  according to the criteria Cohen (1988). Which shows us the importance of these variables inherent in the model.

**Table 8.** Impact size  $f^2$

| Latent variables                           | Quality of teaching and learning | Impact size           |
|--------------------------------------------|----------------------------------|-----------------------|
| Effectiveness of the educational process   | 0.396                            | Important significant |
| Self-education                             | 0.886                            | important             |
| General professional and community skills  | 1.670                            | important             |
| Academic support for students              | 1.230                            | important             |
| Physical capabilities and infrastructure   | 1.702                            | important             |
| Fair practices and equality among students | 1.332                            | important             |

Source: Prepared by the researchers using Smatpls3

### D. Model quality standards

**Q2 prediction quality** The following table shows that all Q2 coefficients are statistically significant and acceptable because they are greater than 0 according to (2009) Crousch. This shows that the underlying variables present in the study model have predictability.

**Table 9.** Prediction quality Q2

| Latent variables                           | Q <sup>2</sup> (= 1-SSE/BSP) |
|--------------------------------------------|------------------------------|
| Effectiveness of the educational process   | 0.362                        |
| Self-education                             | 0.261                        |
| General professional and community skills  | 0.339                        |
| Academic support for students              | 0.383                        |
| Physical capabilities and infrastructure   | 0.348                        |
| Fair practices and equality among students | 0.173                        |

Source: Prepared by the researchers using Smatpls3

#### ❖ The quality of the GOF match

It measures the reliability of the study model, i.e. shows the overall performance of the model.

$$GOF = \sqrt{R^2 \times AVE} = 0.58$$

The value of GOF is equal to 0.58 greater than 0.36 by the standards of (2009) Wetzels and van. Which shows the great conformance quality of the study model, and big enough to consider the general sincerity of the model.

#### Testing the differences of the gender variable (female - male):

To test these differences, we use a methodology PLS-MGA (Multi Group Analysis) Which divides the total study model into two parts according to the gender variable (female - male) Then the study model is evaluated for each group, after which it is tested whether there are significant differences between the two groups. . Therefore, we put forward the following statistical hypothesis:

- There are significant differences in the impact of the quality of education and learning on its dimensions due to the gender variable (Female - Male) at the University of Saida

**Table10.** ResultsofPLS-MGA

|                                                                                | Coefficients des chemins diff (Hom vs Fem) | valeur- p (Hom vs Fem) | Decision      |
|--------------------------------------------------------------------------------|--------------------------------------------|------------------------|---------------|
| Effectiveness of the educational Quality of teaching and <- process learning   | 0.226                                      | 0.908                  | Insignificant |
| Quality of teaching <- Self-education and learning                             | 0.066                                      | 0.657                  | Insignificant |
| General professional and community Quality of teaching and <- skills learning  | 0.208                                      | 0.988                  | Insignificant |
| - Academic support for students Quality of teaching and learning<              | 0.027                                      | 0.404                  | Insignificant |
| Physical capabilities and Quality of teaching <- infrastructure and learning   | 0.062                                      | 0.168                  | Insignificant |
| Fair practices and equality among Quality of teaching and <- students learning | 0.190                                      | 0.049                  | Insignificant |

**Source:**Prepared by the researchers using Smatpls3

It is clear from the table above that there are no significant differences at the significance level ( $\alpha$  0.05) It is attributed to the type variable regarding the relationship between the quality of blinding and learning and its dimensions. This result means that there are no moral differences between the student and the student in their opinions in applying the dimensions of the quality of education and learning at the of Saida University.

#### 4. CONCLUSION

The results of the study showed that the University of Saida is generally not interested in applying the dimensions of the quality of teaching and learning, and this is explained by the

average general trend of the opinions of the students questioned . Where the application came after (the effectiveness of the educational process) with an average degree, i.e. neutral. This means that the effectiveness of the educational process is not clear to the student from the approved educational courses and programs. This means that the effectiveness of the educational process is not clear to the student from the approved educational courses and programs. And also his lack of participation in it. The application of other dimensions of the quality of teaching and learning came to an unacceptable degree, i.e. not right . This result indicates that the University of Saida does not focus on the application of the dimensions of the quality of teaching and learning, which led to dissatisfaction and dissatisfaction of students with the University.

To answer the research hypotheses, we resorted to a more accurate and in-depth analysis through both exploratory and confirmatory analysis (pls). To study the relationship between the quality of education and learning and its dimensions. The results were that the theoretical model of the relationship between the quality of education and learning and its dimensions. It has a good enough fit by analyzing SmartPLS3. The quality of teaching and learning has a positive impact on its dimensions to varying degrees. Where the effect was weak in relation to the effectiveness of the educational process. The impact was very strong in terms of physical capabilities, infrastructure, and general professional and community skills. The impact is strong in terms of the dimensions of self-education, fair practices and equality among students, material possibilities and infrastructure.

The application of the dimensions of the quality of teaching and learning positively and directly affects the satisfaction of the student at the University of France. This study also showed that the proposed model of university student satisfaction about the quality of education and learning has the ability to be appropriate and predictable for other studies, and can be relied on in subsequent studies.

## 5. BibliographyList:

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