

Original Article

The Influence of Skill Development Training on Student Performance: Unveiling the Key Role of Student Satisfaction

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ABSTRACT

The study aims to determine whether and how student satisfaction levels affect the efficacy of skill development programs, ultimately determining whether or not higher student satisfaction leads to improved academic or skill-based outcomes. The study to investigate the impact of skill development training on student performance through the mediating role of student satisfaction. The study adopted the quantitative research design, and secondary cross-sectional data was acquired through a questionnaire. The participants underwent training for skills, and their performance was evaluated later through a questionnaire. The quality of the instructor, course design, instructor prompt feedback, and student feedback are our independent variables, and the dependent variable is the student's performance. Currently, multiple platforms are being used for training purposes; however, Pakistan has a relatively low level of awareness. The development of the simple regression econometric model aims to investigate the impact of skill development training on student performance. The researcher used the purposive sampling technique to achieve the research objectives. The Linear Regression Model is used to test the impact of skill development on student performance. The study results indicate that skill development training has benefitted students and has significantly affected their performance. By providing the relevant skills training, students will now have better job opportunities and growth at their workplace. This will help reduce inflation and help the economy grow.

Keywords: *Economy grow, Improved academic outcomes, Skill development training, Student performance, Student satisfaction*

INTRODUCTION

Many nations, particularly developing nations, face the problem of university graduates missing future employability capability for shifting industry demands. Graduate unemployment was already a concern because of the need for 4IR's lack of competency and skill development and the shifting nature of industry demand (Oluwajodu et al., 2015). When employability is considered, the human development and human capital theories come into play. Human development and human capital are words used to define graduates' quality, including the degree of skill and knowledge that graduates bring to their work, in the context of human development theory and human capital theory. Therefore, employability skills related to graduates' knowledge and skills are equivalent to human development and human capital (Tomlinson, 2017).

The Pakistani government and other organisations have taken steps to promote financial education and literacy to address the issue of financial literacy. For instance, the National Financial Literacy Program for Youth (NFLP-Y) was established by the State Bank of Pakistan to educate young people about financial management and planning (as cited by Khan et al., 2024). Other organisations, such as the Pakistan Poverty Alleviation Fund (as cited by Ali et al., 2023) and Pakistan Microfinance Network (as cited by Rauf & Mahmood, 2009), have also been working to provide financial services access to low-income groups and raise financial literacy. The issue of financial literacy in Pakistan is the result of various factors. As a result, addressing the issue of financial literacy will require a comprehensive strategy that incorporates a variety of options. Some strategies to improve financial literacy

in Pakistan include increasing financial education in schools and universities, providing access to financial resources and services, and raising public awareness of the significance of financial literacy.

This study aims to develop a platform for all students to access and learn the most beneficial skills they could use in future. It is easily accessible from their homes, allowing them the competitive edge they need to survive in the job market. As we have noticed, the demand for skills is moderately increasing in the job sector, and this is an added benefit for candidates if they start learning skills that complement their jobs. Researchers aim to use an existing online channel through which the videos are shared, and students can benefit from them, such as YouTube. This study is particularly relevant to Pakistan's current condition and requirements.

However, fewer platforms in Pakistan promote skill-based learning. This study focuses on assessing the need and determining if there is a positive relationship between skill development training and student performance. As we are moving towards learning new skills and making jobs more accessible, there is a lack of awareness regarding financial and analytical skills; students do not understand the importance of developing skills (Barrett, 2001). Due to this issue, they face constant financial losses and cannot secure a good job. There is a need for empirical research that examines the impact of skill development training on student satisfaction. The literacy rate in Pakistan is meagre, especially among individuals who need financial knowledge of how to use the money to better themselves and society. If individuals use their money effectively and efficiently, they can contribute to the

economic development of Pakistan. The researcher aims to provide training and then analyse students' performance by collecting feedback. By achieving this objective, the study will contribute to the awareness of existing platforms and develop interest among students in Pakistan. The following are the research objectives of the study.

- To propose the development of a social media platform that will help students develop their financial and analytical skills.
- To identify the impact of skill development training on student performance.
- To identify the mediating role of student expectation between skill development training and student performance.

The research objectives led the researcher to raise the following questions:

- Can students develop financial and analytical skills to make effective and efficient financial decision-making?
- What is the impact of skill development training on student performance?
- Does the student's expectation mediate the relationship between skill development training and student performance?

LITERATURE REVIEW

Skill development is becoming the need of the hour in Pakistan because of the economic crisis and low wage rate. According to a report by the Pakistan Institute of Development Economics (PIDE), titled 'State of graduate unemployment in Pakistan', the unemployment rate of graduates was at 16.5 per cent in 2020, and now it may have been worsening (as mentioned by Asif et al., 2022). This is because students need more particular skills for their desired jobs. They know but need to improve their application. The universities must still provide quality education and have the same courses designed by the Higher Education Commission (HEC) Pakistan years ago. More than 750,000 educated youth fled overseas for better employment in 2023 due to Pakistan's poor economic situation (Ashraf et al., 2013). In this fast-paced environment, when the students learned they could not land their desired jobs even after investing money in degrees, they prioritised skills. The abilities, expertise, efficiency, and flair a person possesses to perform a specific job or activity are commonly known as their skills. These skills can either be innate or gradually developed over time (Lee & Branford, 2024).

Hypotheses Development

Quality of Instructor and Satisfaction of Students

Their pleasure benefits from a teacher's excellence who is passionate about their kids' education. A teacher's effectiveness directly affects student happiness, which affects how successful the educational process is (Munteanu et al., 2010). Assume the instructor completes the course and motivates the learners to advance personally and academically. The results from high student satisfaction and improved learning outcomes (Ladyshevsky, 2013). Students are more likely to be satisfied and find it simpler to express their opinions about the course when the teacher is aware of their problems as learners. Consequently, this study concluded that the instructor's effectiveness substantially impacts the pupils' satisfaction.

H₁: The quality of the instructor significantly impacts the satisfaction of the students.

Course Design and Satisfaction of Students

The course's design contributes to students' success as the more active and attractive the latest developed course design is, the more influential the outcome is compared to a prepared traditional course. Hence, this study hypothesised that the course design significantly affects students' satisfaction (Jenkins, 2015).

H₂: Course design has a significant impact on the satisfaction of students.

Prompt Feedback and Satisfaction of Students

Prompt feedback helps students learn better and enables them to recognise their strengths and limitations so they may make necessary improvements. As a result, students experience increased motivation and engagement with their work. Feedback also makes it simpler for teachers to recognise their gaps and understand where they fall short. Consequently, this study includes the hypothesis that prompt feedback significantly affects satisfaction (Yorke, 2003).

H₃: Prompt feedback from the students has a significant impact on satisfaction.

Expectations and Satisfaction of Students

Expectations directly influence student satisfaction, and the Expectation Disconfirmation Theory (EDT) developed by (Oliver, 1980) has been used to measure satisfaction based on these expectations. Improving student satisfaction can be achieved by understanding and meeting their expectations, and identifying these expectations is an effective way to increase satisfaction levels. A positive approach in many online learning

classes has created high expectations in learners, leading to successful outcomes. Therefore, this study includes a hypothesis that the expectations of students significantly impact their satisfaction.

H₄: Expectations of the students have a significant impact on satisfaction.

Satisfaction and Performance of the Students

The outcome of an educational institution's performance is satisfactory. Studies show that effective interactions between teachers and students are critical to student satisfaction, instruction calibre, and effectiveness of course material. Student success in motivation, learning, assurance, and retention is correlated with their level of pleasure. The education system is built around student academic achievement, a critical component. The academic performance of their students determines whether academic institutions are successful or unsuccessful. Additionally, all faculty members are primarily concerned with student academic success because it directly affects the socio-economic development of a nation. Regular assessments are essential for evaluating pupils' academic success (Farooq et al., 2011).

H₅: Students' satisfaction has a significant impact

on the performance of the students.

Student Satisfaction as a Mediator

The instructor's expertise, course structure, prompt feedback and student expectations are institutional elements that impact student performance and satisfaction. This study tested the hypothesis that the effectiveness of the instructor, the course design, the promptness of the feedback, and the student's expectations substantially impacted student performance through satisfaction (Fredericksen et al., 2000).

H₆: Student satisfaction mediates the relationship between the Quality of the instructor, course design, prompt feedback, and students' performance.

Research Framework

The following research framework is adapted to study the impact of skill development training on student performance and the mediating role of student satisfaction. The research objective is to propose developing a platform from which students and individuals can learn and develop financial and technical skills. Furthermore, it will help them make effective and efficient financial decisions.

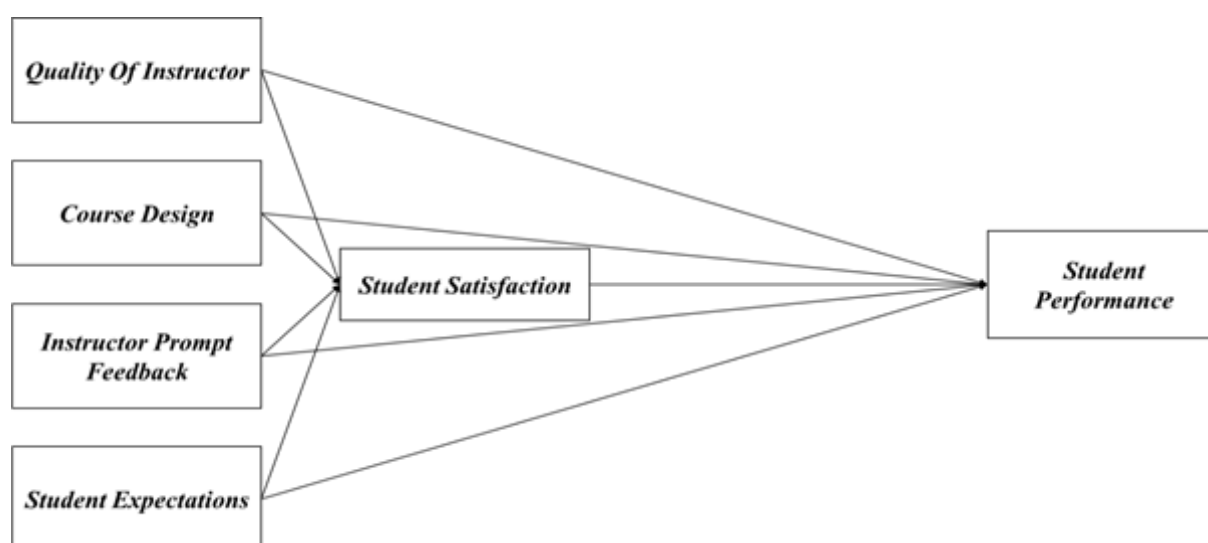


Fig. 1. Conceptual Framework

METHODOLOGY

The current study investigates the impact of skill development training on student performance and the mediating role of student satisfaction. The quantitative research methodology uses a deductive approach to accomplish the research objectives. The researcher collected primary data through a questionnaire after a training session. The cross-sectional Data technique

was used to collect the data from different respondents at one point. The sample for this research study was selected using a purposive sampling technique, which includes students who had undergone relevant training. The data was collected from the respondents using a questionnaire. The survey was conducted within the premises of a private university in Karachi Campus. The total number of observations was 285. The population for the study is the students who want

to develop financial and analytical skills.

The descriptive analysis has been done. The researcher used multiple regression techniques for the data analysis. The cross-sectional data is collected. The researcher used PLS-SEM software as it is preferable for the mediation analysis. Multiple linear regression is used to test the hypothesis. Statistical tests were applied

to check the reliability and validity of the data. Saunderson (2012) develops a research onion that the researcher uses to clarify the research path. The current study uses the Positivism Philosophy, which led the researcher to use the deductive approach. A quantitative research design is used to identify the impact of online training on students' performance.

RESULTS FINDINGS

Descriptive Analysis

Table 1
Descriptive Statistics

		Frequency	Percentage
Gender	Male	156	55%
	Female	128	45%
Age	Less Than 20 Years	94	33.09%
	20-30	165	58.09%
	31-40	12	4.22%
	41-50	8	9.52%
	Greater Than 50 Years	5	1.76%
Education	Bachelors	182	64.08%
	Masters	95	33.45%
	Doctorate	4	1.40%
	Other Education	3	1.05%
	Total	284	100%

Researchers studied skill-based training on student performance for our research, with satisfaction acting as a mediator. From our data, 55% were males, while the remaining 45% were females. The age bracket for the substantial majority, 58.09% of our sample, was between 21 - 30 Years old, 33.09% were less than 20

Years of age, and 9.52% were between 41 - 50 Years old. Only 12 respondents were aged 31-40, which is 4.22%, and five respondents were greater than 50, which is 1.76% of the total. Of the 182 participants who graduated, 64.08% of the total, 95 were masters, 33.45% remaining 4 were doctors, and 3 had other education.

Correlation Analysis

Table 2
Correlation

	CD	PF	QI	SE	SP	SS
CD	1					
PF	0.528	1				
QI	0.322	0.467	1			
SE	0.447	0.212	0.475	1		
SP	0.238	0.902	0.341	0.425	1	
SS	0.128	0.701	0.637	0.765	0.158	1

CD=Course Design
PF=Prompt Feedback
QI=Quality of Instructor
SE=Student Expectation
SP=Student Performance
SS=Student Satisfaction

The above table shows the results of correlation analysis; 0.528 shows that there is a positive correlation between prompt feedback and course design. 0.322

shows that the quality of the instructor and course design are positively correlated. 0.467 shows that the quality of the instructor and prompt feedback are also positively

correlated. All the independent and dependent variables are positively correlated with different values. Student expectation and course design are positively correlated by 0.447, student performance and course design are positively correlated by 0.238, and student

satisfaction and course design are positively correlated by 0.128. Student satisfaction and student performance are correlated by 0.158. Student satisfaction and student expectation are correlated by 0.765.

Statistical Analysis and Model Assessment

Table 3

Outer Loadings

	CD	PF	QI	SE	SP	SS
CD	0.943					
CD	0.941					
CD	0.926					
CD	0.894					
PF1		0.894				
PF2		0.858				
PF3		0.874				
PF5		0.91				
PF6		0.888				
PF7		0.906				
QI1			0.863			
QI2			0.927			
QI3			0.916			
QI4			0.888			
QI5			0.889			
SE1				0.901		
SE2				0.923		
SE3				0.91		
SP1					0.963	
SP2					0.947	
SP3					0.94	
SS1						0.933
SS2						0.954
SS3						0.916
SS4						0.958
SS5						0.956

Researchers have applied outer loadings to assess the internal consistency and reliability of the data. The outcomes of the outer loading analysis indicate that our

items exhibit values greater than 0.7, which falls within the acceptable range.

Table 4

Reliability & Validity

	Cronbach's Alpha	Composite Reliability (Rho_a)	Composite Reliability (Rho_c)	Average Variance Extracted (ave)
CD	0.945	0.945	0.96	0.858
PF	0.947	0.95	0.957	0.79
QI	0.938	0.943	0.953	0.801
SE	0.898	0.902	0.936	0.83
SP	0.946	0.947	0.965	0.902
SS	0.969	0.969	0.976	0.89

The data has internal reliability consistency, as Cronbach's Alpha is more significant than 0.7 for all the items. To check the validity of the data, we have

applied the Average Variance Extracted (AVE) test. The result shows that the AVE is more significant than 0.5, proving convergent validity in the data.

Table 5
Discriminant Validity

	CD	PF	QI	SE	SP	SS
CD						
PF	0.928					
QI	0.922	0.967				
SE	0.847	0.912	0.775			
SP	0.838	0.902	0.741	0.925		
SS	0.828	0.901	0.737	0.865	0.965	

When the researcher studies all variables altogether, it reflects that the Quality of the instructor is more significantly correlated to Prompt Feedback by 0.967,

while Student Satisfaction and the Quality of the Instructor are comparatively the least correlated of all variables by 0.737.

Table 6
R-Square

	R-square	R-square adjusted
Student Performance	0.854	0.853
Student Satisfaction	0.882	0.877

The regression model exhibits an excellent fit to the data, as indicated by the R-squared value of 0.854. It suggests that the independent variables included in the model explain approximately 85.4% of the

variance in student performance. The regression model demonstrates a solid fit for the data, as evidenced by an adjusted R-squared value of 0.853.

Table 7
F-Square

	CD	PF	QI	SE	SP	SS
CD						0.107
PF						0.294
QI						0.212
SE						0.551
SP						
SS					0.867	

The Student Satisfaction variable explains approximately 86.7% of the variance in Performance, suggesting a strong relationship. On the other hand, Student Expectation serves for around 55.1% of the variance in Satisfaction, indicating a high impact on this

variable. The results of the study can be transformed into the following Econometric model as follows:
 $SP_i = B_0 + B_1 CD_i + B_2 PF_i + B_3 QI_i + B_4 SE_i + B_5 SS_i + e_i$
 $SP_i = B_i + 0.469 CD_i + 0.497 PF_i + 0.481 QI_i + 0.483 SE_i + 0.924 SS_i + e_i$

Table 8
Path Coefficient

	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	P value
Course Design -> Student Satisfaction	0.469	0.888	0.143	2.484	0.028
Prompt Feedback -> Student Satisfaction	0.497	0.487	0.112	4.432	0.000
Quality of Instructor -> Student Satisfaction	0.481	0.747	0.111	2.735	0.043
Student Expectation -> Student Satisfaction	0.483	0.471	0.112	5.856	0.000
Student Satisfaction -> Student Performance	0.924	0.924	0.123	39.49	0.000

The standard error of the regression was calculated to be 0.281. It indicates that the predicted values from the model are, on average, closer to the actual observed

values. In this case, the standard error of 0.281 suggests that the model's predictions tend to have a relatively small average deviation from the actual data points.

Table 9

Total Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Course Design -> Student Performance	0.064	0.822	0.133	0.481	0.030
Course Design -> Student Satisfaction	0.069	0.888	0.143	0.484	0.280
Prompt Feedback -> Student Performance	0.461	0.454	0.106	4.344	0.000
Prompt Feedback -> Student Satisfaction	0.497	0.487	0.112	4.432	0.000
Quality of Instructor -> Student Performance	0.075	0.747	0.102	0.729	0.046
Quality of Instructor -> Student Satisfaction	0.081	0.784	0.111	0.735	0.046
Student Expectation -> Student Performance	0.447	0.434	0.761	5.88	0.000
Student Expectation -> Student Satisfaction	0.483	0.473	0.831	5.856	0.000
Student Satisfaction -> Student Performance	0.924	0.924	0.231	39.49	0.000

Course Design has a positive and statistically significant effect on student performance (Prob Value = 0.028, $p < 0.05$), suggesting that course design tends to impact student performance positively. Prompt feedback shows a positive and statistically significant relationship effect on student performance (Prob Value = 0.000, $p < 0.05$), indicating that feedback motivates students. The quality of the instructor has a positive and statistically significant impact on student performance (Prob Value = 0.043, $p < 0.05$), implying that the instructor's quality does impact students'

satisfaction, which impacts students' performance. Student Expectation has a positive and statistically significant effect on student performance (Prob Value = 0.000, $p < 0.05$), implying that student expectation impacts student performance. Student Satisfaction that acts as a mediator has a positive and statistically significant impact on student performance (Prob Value = 0.000, $p < 0.05$), implying that student satisfaction does impact student performance. This indicates that performance and satisfaction are statistically significant in the sample.

Table 10

Total Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	P-Values
Course Design -> Student Performance	0.695	0.875	0.134	2.848	0.0324
Prompt Feedback -> Student Performance	0.597	0.497	0.111	4.421	0.000
Quality of Instructor -> Student Performance	0.478	0.745	0.112	2.357	0.034
Student Expectation -> Student Performance	0.476	0.428	0.114	5.698	0.000
Student Satisfaction -> Student Performance	0.965	0.987	0.124	29.49	0.000

There is an indirect effect between course design, prompt feedback, quality of instructor, student expectations, and student performance, as the Total Indirect Effect shows a p-value of less than 0.05, which means that the

Discussion

Looking at the results, we found a positive correlation between the need for such a platform and the need for it. The reviewed literature presented a similar story. For instance, Lee and Branford (2024) argue that the abilities, expertise, efficiency, and flair

a person possesses to perform a specific job or activity are commonly known as their skills. These skills can either be innate or gradually developed over time. The results revealed a noteworthy positive relationship among the pupils' training. Tomlinson (2017) found that employability skills related to graduates' knowledge and skills are equivalent to human development and human capital. The study's results emphasise the ability of skills to transform development instruction in the workplace. Using these abilities, open the door to more job opportunities and improve the country's financial sector. It will help decrease inflation; people

will develop better financial and analytical skills. Asif et al. (2022) argue that students need more particular skills for their desired jobs. The financial and analytical skills help not only in their career but also in their day-to-day life when these skills can be used in different ways. The researcher's goal is to develop a platform that delivers skill training quickly and efficiently; for this purpose, YouTube will be available to users at no cost.

CONCLUSION

In conclusion, this study aimed to create awareness about the rapid shift in the job market and the high demand for skill-based work in the current era. As the world progresses, the traditional degree is being replaced by relevant training programs. The results indicated a strong positive relationship between student satisfaction and training. The research findings highlight the transformative power of skill development training in the job sector. Adopting these skills will open the door to more job opportunities and improve the country's financial sector. It will help decrease inflation; people will develop better financial and analytical skills. It will help not only in their career but also in their day-to-day life when these skills can be used in different ways. The researcher's goal is to develop a platform that delivers skill training quickly and efficiently; for this purpose, YouTube will be used for free by users.

Skill development training is essential for student growth and success in the professional journey; however, training itself is expensive. Hiring an instructor for training and updating software also costs a lot. Pakistan is a country where people prefer staying outdated and in their comfort zone rather than working at the pace of the entire world. Teachers are comfortable working with old methodologies and are reluctant to learn something new. 70% of universities have older version software; skill development training should also be given to teachers to minimise hiring outside instructors for training.

Future Implication

As for future implications, this platform can be used in different fields, and this will be helpful for different domains in an organisation. For instance, stock trading, human resource management, finance, supply chain, e-commerce, administration, and all other fields. In the stock trading field, video lectures could be recorded on types of markets, defining whether the market is bullish or bearish, interpreting graphs, and using intuition for investing. Similarly, human resources can develop

recruitment skills, ways to create a healthy workspace, and training minds for strategic thinking. It will also be helpful for individuals who want to start from scratch and build a functional business. This requires full-fledged training in start-up and setting up the business, including all the domains of how e-commerce works.

Competing Interest

The authors had no competing interests.

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