



The Impact of Education Quality, Faculty Competence and Learning Environment on the Community Satisfaction in Terms of Student Performance: Moderating Role of Higher Education System

Najeh Rajeh Alsalhi^{1,2,3*}, Mohd. Elmagzoub Eltahir^{1,3}, Hajar Alhubaishi⁴

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ABSTRACT

Purpose: The present study examines the impact of quality education, competent faculty and effective learning environment on the community satisfaction in term of student performance in UAE. The research also investigates the moderating role of higher education system among quality education, competent faculty, effective learning environment and community satisfaction in term of student performance in UAE.

Design / methodology / approach: The researchers used survey questionnaire's to get the primary data from the selected students of higher educational institutions. The researchers also used the smart-PLS to check the association among the constructs.

Findings: The outcomes exposed that the quality education, competent faculty and learning environment have a positive association with community satisfaction in term of student performance in UAE. The results also expose that the higher education system significantly moderates among quality education, learning environment and community satisfaction in term of student performance in UAE. **Practical implications:** The study guides the policymakers in making policies related to achieve the community satisfaction by providing quality education, competent faculty and effective learning environment. The article has guidelines for the education ministry and institutional management on how to improve student performance. The study has a guideline that with effective education strategies education quality should be improved so that higher student performance is possible. **Originality/value:** Student performance has become the foremost element for the community satisfaction regarding education system and could be achieve by providing quality education, competent faculty and effective learning environment. This aspect requires the focus of new researchers and regulators and the current research examines the impact of quality education, competent faculty and effective learning environment on the community satisfaction in term of student performance.

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¹ Humanities and Social Sciences Research Center (HSSRC), Ajman University, Ajman, UAE.

² Deanship of Research and Graduate Studies, Ajman University, Ajman, UAE. n.alsalhi@ajman.ac.ae

³ College of Humanities and Sciences, Ajman University, Ajman, UAE. m.babiker@ajman.ac.ae

⁴ Ajman Statistics Center, Ajman, UAE. hsaeed@ajman.ac.ae

Introduction

Globalization has caused the education industry to expand rapidly over the past decade. The global community is also deeply concerned about the educational performance of their offspring, as their performance is the most definitive measure of their success. As a result of educational advancements, various variables can impact educational services, such as education quality, teacher skill, competence, the function of educational institutions, and other factors. All countries, whether developed or developing, are making extraordinary endeavors. Similar holds for UAE.

Regarding advancing education and disseminating the latest digital technology, the UAE ranked 36th out of 140 countries (Matsumoto, 2019). The nation has developed a five-year plan to enhance its educational system. The ultimate objective is to provide students with the necessary tools and assurances to enroll in institutions worldwide and compete in nearly every sector of the global economy. According to the United Nations Agenda 2030, "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," "leaving no one behind," the United Arab Emirates (UAE) is paying particular attention to the improvement of their education system (Thorne, 2011) to increase community satisfaction.

The Emirate of Ajman contributed to realizing its 2021 vision by nurturing an investment culture in human development and providing superior services to its constituents and community (Tabari, 2014). The Emirate of Ajman has 40 government schools, 659 classrooms, 16,130 students, and 1,150 teachers serving both genders. In the private sector, 33 schools, 50,060 students, and 1,388 teachers serve both male and female students. It is impossible to separate quality from development. Kindergarten (for children ages 4 and 5), Primary (for children ages 6 to 12), Preparatory (for children ages 12 to 15), Secondary (for children ages 15 to 18), Technical Secondary School (for children ages 12 to 18), and Higher Education are the current educational offerings in Ajman (Hathorn & Dillon, 2018). Despite this, the nation must give more attention to the performance of its students, keeping in mind factors such as education quality and teacher competency. These factors are regarded as a foundation for enhancing student performance, which results in community satisfaction (Almekhlafi, 2021; Harb & El-Shaarawi, 2007; Yousef, 2011). Keeping in mind their significance, the purpose of the present study was to investigate them in terms of student performance.

Much literature on community satisfaction regarding students' performance in the United Arab Emirates is available. However, there are still several gaps in the literature, which the present investigation seeks to fill. These gaps include: 1) even though community satisfaction in terms of students' performance has been studied extensively from different perspectives, at different times, and in different economies, it has not yet reached its full potential, as there are numerous of its aspects that are unique to the context of the UAE; and 2) even though several models about community satisfaction in the context of student performance have been investigated in the United Arab Emirates (UAE), the model consisting of community satisfaction, education quality, faculty competence, and learning environment with the moderating effect of the higher education system has not been examined in recent years. 3) Ahmed et al. (2010) and Briones et al. (2021) investigated whether there is a relationship between education quality and community satisfaction in

terms of students' performance; however, the current study will also focus on this issue, along with other variables such as faculty performance, learning environment, and the moderating effect of the higher education system in the United Arab Emirates with a new sample set. 4) [Kunter et al. \(2013\)](#) and [Mulang \(2021\)](#) investigated whether there is a connection between faculty competence and community satisfaction in terms of students' performance; however, the current study will also examine this issue, along with other variables such as education quality, learning environment, and the moderating effect of the higher education system in the United Arab Emirates, using a new sample set. 5) [Fahd, Miah, and Ahmed \(2021\)](#) and [Law, Geng, and Li \(2019\)](#) investigated whether there is a relationship between the learning environment and community satisfaction in terms of students' performance; however, the present study will also work on this issue along with other variables such as education quality, learning environment, and the moderating effect of the higher education system in the United Arab Emirates with a new sample set. 6) [Wariyo and Asgedom \(2021\)](#) and [Doña-Toledo, Luque-Martínez, and Del Barrio-García \(2017\)](#) investigated whether the higher education system can act as a moderator in different contexts; however, the current investigation will also work on it in the relationship between education quality, faculty competence, and learning environment using a new sample set. The significance of the current study is evident, as it pertains to 1) one of the most important topics of the modern era, namely, community satisfaction. This study will emphasize the need to investigate it, especially in the context of education quality, faculty performance, learning environment, and the higher education system. 2) Although there is a great deal of literature on community satisfaction, the present study will add to it, particularly in terms of student performance; 3) It will provide a guideline as well as assistance to the community as well as education-related professionals to review and upgrade the policies to provide more logical solutions for improvement in the student's performance for community satisfaction, particularly in terms of community satisfaction.

Literature Review

The excellent performance of students is predicated on the quality of education provided by institutions of higher education. Literature also suggests that the quality of education significantly impacts student performance. In this context, [Ahmed et al. \(2010\)](#) investigated whether there is a correlation between the quality of education provided by educational institutions and community satisfaction regarding student performance. The study focused on institutions of higher education. The research was performed in Pakistan. The research is empirical. The sample for the research consisted of data from 600 students. Using questionnaires, the sample information was gathered. The study employed the SPSS2 and AMOS analysis techniques for analysis. According to the results of the analysis, the educational quality of educational institutions has a significant impact on community satisfaction regarding student performance.

Similarly, [Briones et al. \(2021\)](#) investigated the factors influencing students' performance. The research was performed in the Philippines. The research is empirical. As a sample, the research utilized data from students in the 11th grade. Using questionnaires, the sample information was gathered. For analysis, the study utilized regression analysis. According to the analysis's findings, educational institution quality influences community satisfaction regarding student performance. The character of teachers employed by an educational institution correlates with the quality of education provided by the institution.

In this context, [Mammadov and Çimen \(2019\)](#) examined whether there is a correlation between the quality of education as measured by the quality of teachers and community satisfaction as measured by student performance. The research involved 28 economies. The research is empirical. The sample for this research was comprised of PISA-2015 and TALIS-2013 participants. Using questionnaires, the sample information was gathered. The study employed the SPSS2 analysis method for analysis purposes.

According to the analysis's findings, the character of an educational institution's teachers affects community satisfaction regarding student performance. Similarly, the educational character of any institution is contingent on the quality of the schools as a whole. An educational institution adheres to high standards in every aspect, increasing the likelihood of providing a high-quality education, which impacts student performance. In this context, [Lucas and Mbiti \(2014\)](#) examined whether there is a correlation between school quality and community satisfaction regarding pupil achievement. The research was performed in Kenya. The research is empirical. According to the findings, the quality of education instruction significantly impacts community satisfaction regarding student achievement. Thus, the hypothesis derived from the preceding discussion is as follows.

H1: *There is a significant nexus between education quality and community satisfaction in UAE.*

The educational character of any institution is contingent upon the qualifications of the faculty employed by the institution. A competent faculty improves student performance. Literature suggests that faculty competence has a substantial effect on student performance. In this context, [Mulang \(2021\)](#) investigated whether there is a correlation between the competence of faculty in educational institutions and the community's satisfaction regarding human resource performance. The research was performed in Indonesia. The research is empirical. As a sample, the research utilized information from 393 respondents. Using questionnaires, the sample information was gathered. For analysis, the investigation utilized SEM analysis. In terms of human resource performance, the analysis results suggest that faculty competence in institutions significantly impacts community satisfaction. In addition, [Kunter et al. \(2013\)](#) investigated whether there is a correlation between faculty competence in educational institutions and community satisfaction regarding student performance. The research was performed in Indonesia. The research is empirical. The investigation utilized four-year-old data. Using questionnaires, the sample information was gathered. The study employed multiple regression analysis for analysis. According to the analysis results, the competence of faculty in institutions significantly impacts community satisfaction regarding student performance. In addition, [Ainurrohmah and Handayani \(2020\)](#) investigated whether there is a correlation between the competency of teachers in educational institutions and community satisfaction with student performance. The research was performed in Indonesia. The research is empirical. The study sampled information from 90 participants. Using questionnaires, the sample information was gathered.

The study utilized the SPSS-23 analysis method for purposes of analysis. According to the results of the analysis, the competence of instructors has a significant impact on community satisfaction regarding student performance. In addition, [Passos \(2009\)](#) investigated whether there is a correlation between faculty competence in educational institutions and community satisfaction regarding students' performance. The

investigation was conducted on the economies of Southern and East Africa. The research is empirical. As a sample, the research utilized data from 3177 students. The specified information spans from January to December of 2000. Using questionnaires, the sample information was gathered. The study employed multiple regression analysis for analysis. According to the analysis results, the competence of faculty in institutions significantly impacts community satisfaction regarding student performance. Thus, the hypothesis derived from the preceding discussion is as follows.

H2: *There is a significant nexus between faculty competence and community satisfaction in UAE.*

A variety of factors influence students' academic performance. Some factors are external to institutions, while others are internal. The learning environment provided to students is one of the essential factors. In this context, [Fahd et al. \(2021\)](#) investigated whether a blended learning environment is associated with community contentment regarding student performance. It was conducted in the United States. The research is empirical. As a sample, the investigation used 230318 data instances. Using questionnaires, the sample information was gathered. For purposes of analysis, the study utilized the AMOS analysis method. According to the results of the analysis, the integrated learning environment has an effect on community satisfaction regarding student performance. In addition, [Law et al. \(2019\)](#) examined whether a correlation exists between the learning environment and community satisfaction regarding student performance. The research is empirical. The study sampled information from 96 students. Using questionnaires, the sample information was gathered. Simple regression analysis was employed for analysis in this study. According to the analysis's findings, the learning environment affects community satisfaction with student performance. In addition, [Li and Wang \(2022\)](#) investigated whether there is a correlation between an integrated learning environment and student performance satisfaction in the community. The research was performed in China. The research is empirical. As a sample, the researchers used information from 30337 Kindergarten students. The specified data span the years 2000 through 2020.

Using questionnaires, the sample information was gathered. For purposes of analysis, the study employed the Smart PLS method. According to the analysis's findings, the learning environment affects community satisfaction with student performance. In addition, [Vo, Zhu, and Diep \(2017\)](#) examined whether a correlation exists between the learning environment and community contentment regarding student performance. The research was performed in Vietnam. The research is empirical. The sample for the research consisted of data from 51 students. Using questionnaires, the sample information was gathered. The EOC analysis method was utilized for analysis in the study. According to the analysis's findings, the learning environment influences community satisfaction regarding student performance. Thus, the hypothesis derived from the preceding discussion is as follows.

H3: *There is a significant nexus between the learning environment and community satisfaction in UAE.*

Every nation is very concerned about their future generations' property, including employment and other factors. Good skills offer better employment opportunities. The skills are founded on the students' improved performance. The performance of students is contingent on the education provided by educational institutions. Even though many institutions provide a conducive learning environment, students frequently exhibit subpar

performance. Numerous variables, such as the country's higher education level, impacted the nature of the relationship. In this context, [Du et al. \(2021\)](#) examined whether higher education can mediate the nexus between sleep quality, resilience, alcohol misuse, dietary behavior, and perceived stress. The population of Asia, Europe, and North America were the subjects of this investigation. The research is empirical. As a sample, the study utilized the information of 2254 students. Using questionnaires, the sample information was gathered. For analysis, the study employed the GMM method.

The analysis results suggested that students' higher education level moderates the relationship between sleep quality, resilience, alcohol abuse, dietary behavior, and perceived stress. The success of students in their professional endeavors is a factor contributing to community satisfaction. Literature suggests that higher education should function as a moderator for skills. In this context, [Wariyo and Asgedom \(2021\)](#) investigated whether higher education can mediate the relationship between college aptitude and success. The investigation was conducted on the Ethiopian populace. The research is empirical. As a sample, the study utilized the information of 551 students. Using questionnaires, the sample information was gathered. For analysis, SPSS and binomial regression analysis techniques were utilized. The analysis results suggest that higher education significantly moderates the relationship between abilities and college achievement. [Doña-Toledo et al. \(2017\)](#) also investigated whether higher education can mediate the relationship between antecedents and perceived values. The investigation was conducted on the Chinese populace. The research is empirical. As a sample, the research utilized the information of 352 university graduates. Using questionnaires, the sample information was gathered. For purposes of analysis, the study employed the PLS-MGA method. According to the analysis results, higher education significantly moderates the relationship between antecedents and perceived values. Thus, the hypothesis derived from the preceding discussion is as follows.

H4: *Higher education system significantly moderates the nexus between education quality and community satisfaction in UAE.*

H5: *Higher education system significantly moderates the nexus between faculty competence and community satisfaction in UAE.*

H6: *Higher education system significantly moderates the nexus between learning environment education quality and community satisfaction in UAE.*

Research Methods

This study investigates the influence of quality education, competent faculty, and an effective learning environment on community satisfaction in terms of student performance, as well as the moderating effect of the higher education system in the United Arab Emirates. Using survey questionnaires, the researchers gathered primary data from selected students of higher education institutions. The constructs are measured using items from previous research. For instance, education quality is measured with four items from [Latif et al. \(2019\)](#), faculty competence is measured with three items from [Doi and Hosoda \(2021\)](#), the learning environment is measured with five items from [Wang et al. \(2021\)](#), the higher education system is measured with five items from [Ouyang, Zheng, and Jiao \(2022\)](#), and community satisfaction in terms of student performance (CSSP) is measured with six items and taken from [Caskurlu et al. \(2020\)](#).

Respondents were selected from secondary school students by the researchers. The survey questionnaires were distributed to the selected students via personal university visits by the researchers. Researchers selected the students by straightforward random sampling. The researchers distributed approximately 577 questionnaires, but only 321 valid responses were received, representing a response rate of approximately 55.63 percent. In addition, the researchers utilized smart PLS to examine the association between the constructs. It is a dependable tool that handles primary data and provides the finest results even when large data sets or complex models are used (Hair Jr, Howard, & Nitzl, 2020). The researchers employed three independent variables: education quality (EDQ), faculty competence (FCM), and learning environment (LEN). Moreover, the researchers used the higher education system (HES) as the moderating variable and community satisfaction in student performance (CSSP) as the dependent variable. Figure 1 depicts the presented variables.

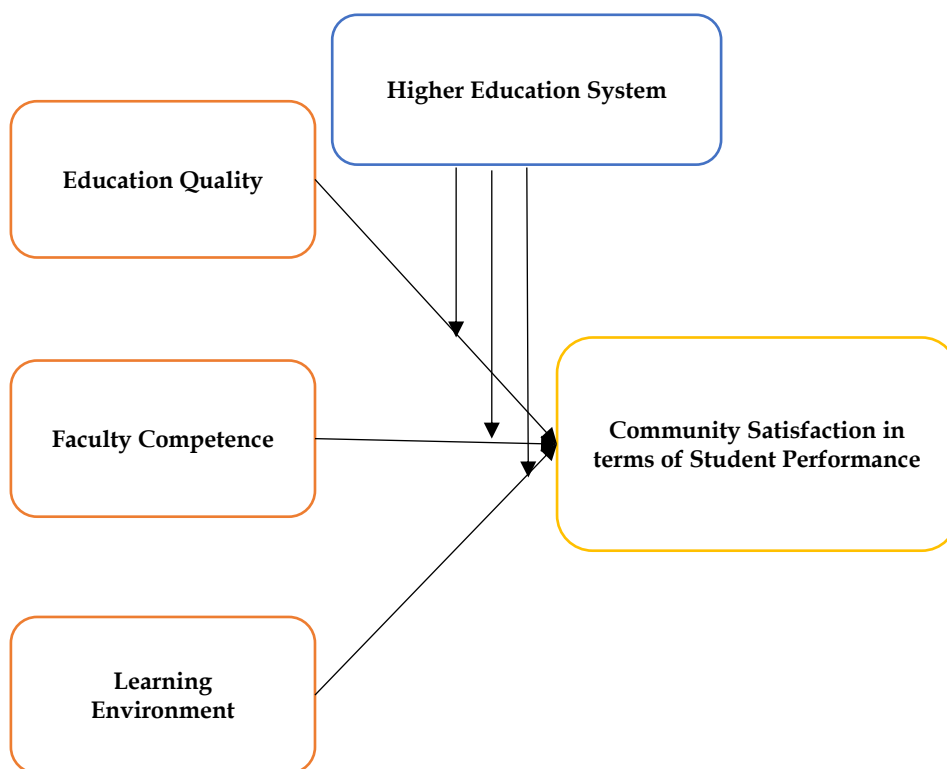


Figure 1: Research model

Research Findings

The research examines convergent validity, and the results revealed that loadings are more significant than 0.50, composite reliability (CR) values are more significant than 0.70, average variance extracted (AVE) values are more significant than 0.50, and Alpha values are greater than 0.70. These values indicated the validity of convergent validity. Table 1 contains these values.

Table 1:

Convergent validity

Constructs	Items	Loadings	Alpha	CR	AVE
Community Satisfaction in term of Student Performance	CSSP1	0.713	0.801	0.857	0.547
	CSSP3	0.782			
	CSSP4	0.613			
	CSSP5	0.741			
	CSSP6	0.830			
Education Quality	EDQ1	0.907	0.766	0.848	0.589
	EDQ2	0.845			
	EDQ3	0.705			
	EDQ4	0.569			
Faculty Competencies	FCM1	0.879	0.833	0.899	0.749
	FCM2	0.847			
	FCM3	0.870			
Higher Education System	HES1	0.862	0.883	0.918	0.738
	HES2	0.916			
	HES3	0.898			
	HES5	0.750			
Learning Environment	LEN1	0.675	0.823	0.876	0.587
	LEN2	0.785			
	LEN3	0.729			
	LEN4	0.806			
	LEN5	0.825			

The research also examines the discriminant validity, and the Fornell Larcker and cross-loadings were utilized to examine the discriminant validity. The results revealed that the figures revealing the association with the construct are greater than those revealing the relationship with other constructs. These values indicated the validity of discriminant validity. These values are presented in Tables 2 and 3.

Table 2

Fornell Larker

	CSSP	EDQ	FCM	HES	LEN
CSSP	0.739				
EDQ	0.734	0.768			
FCM	0.508	0.478	0.865		
HES	0.456	0.473	0.615	0.859	
LEN	0.726	0.827	0.536	0.427	0.766

Table 3

Cross-loadings

	CSSP	EDQ	FCM	HES	LEN
CSSP1	0.713	0.377	0.325	0.241	0.389
CSSP3	0.782	0.453	0.389	0.305	0.491
CSSP4	0.613	0.327	0.355	0.198	0.364
CSSP5	0.741	0.641	0.390	0.416	0.612
CSSP6	0.830	0.748	0.412	0.430	0.700
EDQ1	0.709	0.907	0.449	0.436	0.768
EDQ2	0.685	0.845	0.426	0.503	0.626
EDQ3	0.416	0.705	0.303	0.193	0.710
EDQ4	0.315	0.569	0.235	0.213	0.421
FCM1	0.482	0.470	0.879	0.578	0.483
FCM2	0.408	0.388	0.847	0.520	0.448
FCM3	0.422	0.374	0.870	0.492	0.458
HES1	0.343	0.349	0.504	0.862	0.286
HES2	0.404	0.470	0.507	0.916	0.383
HES3	0.504	0.484	0.676	0.898	0.478
HES5	0.233	0.249	0.327	0.750	0.248
LEN1	0.473	0.409	0.363	0.355	0.675
LEN2	0.640	0.664	0.477	0.316	0.785
LEN3	0.515	0.462	0.371	0.361	0.729
LEN4	0.525	0.759	0.408	0.282	0.806
LEN5	0.601	0.824	0.420	0.331	0.825

The investigation also examines the discriminant validity, with the Heterotrait Monotrait (HTMT) ratio used to evaluate the discriminant validity. The results demonstrated that the figures are less than 0.90. These values indicated the validity of discriminant validity. [Table 4](#) contains these values.

Table 4:

Heterotrait Monotrait ratio

	CSSP	EDQ	FCM	HES	LEN
CSSP					
EDQ	0.822				
FCM	0.612	0.574			
HES	0.478	0.507	0.680		
LEN	0.837	0.223	0.643	0.481	

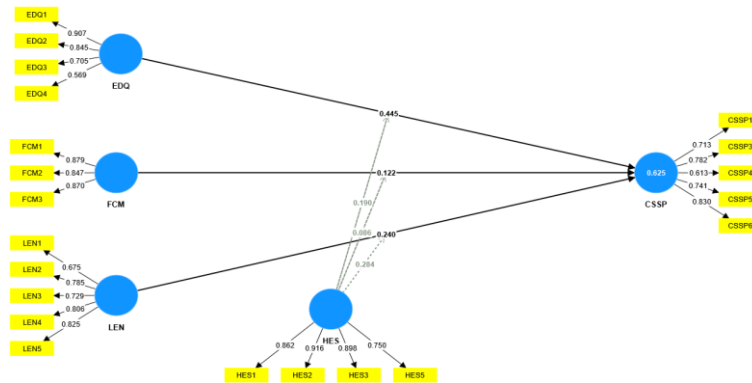


Figure 2: Measurement model assessment

Accept H1, H2, and H3 as quality education, competent faculty, and a conducive learning environment positively correlate with community satisfaction regarding student performance in the United Arab Emirates. Regarding student performance in the UAE, the results also reveal that the higher education system considerably moderates between quality education, learning environment, and community satisfaction and accepts hypotheses H4 and H6. These relationships are listed in Table 5.

Table 5:

Path analysis

Relationships	Beta	Standard Deviation	T Statistics	P values
EDQ -> CSSP	0.445	0.072	6.169	0.000
FCM -> CSSP	0.122	0.046	2.676	0.008
LEN -> CSSP	0.240	0.079	3.039	0.003
HES x LEN -> CSSP	0.284	0.105	2.704	0.007
HES x FCM -> CSSP	0.086	0.055	1.557	0.120
HES x EDQ -> CSSP	0.190	0.092	2.068	0.039

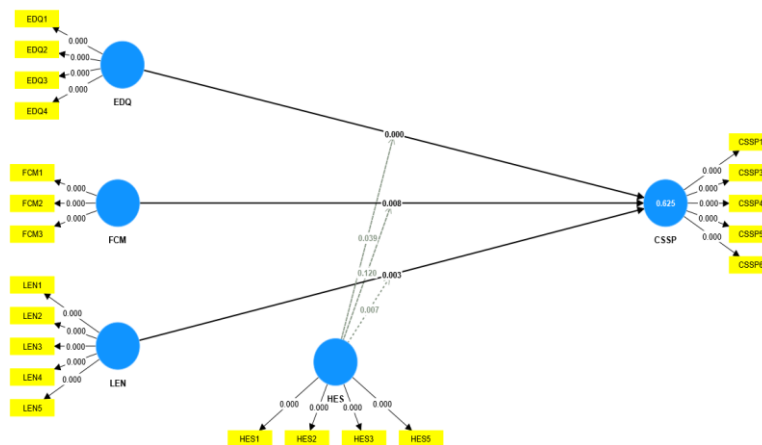


Figure 3: Structural model assessment

Discussions

The results demonstrated an association between education quality and CSSP. These results are consistent with Strelan, Osborn, and Palmer's (2020) examination of the relationship between education quality and CSSP. The study indicates community members are concerned about their children's education, character development, and career advancement. Consider their offspring to be academically successful. If the institutions provide high-quality education, students will perform well, and the community will be satisfied. These findings concur with Abu Saa, Al-Emran, and Shaalan's (2019) assertion that a high-quality education improves students' knowledge, refines their character, and fosters the development of new skills. Therefore, the community may experience a satisfaction.

The results demonstrated a positive correlation between faculty competence and CSSP. These findings are consistent with Infante-Moro, Infante-Moro, and Gallardo-Pérez's (2019) assertion that if faculty members have greater competence specific to their teaching profession, they will not only deliver lectures but also comprehend students' circumstances and resolve their learning issues. Therefore, faculty competence enhances CSSP. According to Jum'ah et al. (2021), faculty members who have core competencies in the teaching field and implement effective teaching methods can better instruct students in particular disciplines. Consequently, the competent faculty enhances CSSP.

The results demonstrated that the learning environment is positively associated with CSSP. These results are consistent with Francescucci and Rohani's (2019) findings, which shed light on the function of the learning environment in enhancing CSSP. The study hypothesizes that if the learning environment is innovative, tranquil, and courageous, students can learn and compete more effectively in the educational system. CSSP improves due to the anticipated opportunistic future resulting from an effective learning environment. These findings are also consistent with Spitzer, Gutsfeld, Wirzberger, and Moeller's (2021) conclusion that an effective learning environment increases the likelihood of acquiring and enhancing professional skills. Thus, the community may be pleased with the students' performance.

The results indicated that the higher education system moderates the relationship between education quality and CSSP. According to Namoun and Alshantiti (2020), the objective of education administration in the higher education system is not only to educate students for the sake of education but also to prepare them for professional life. Thus, efforts are made to enhance education quality, and superior education quality leads to an increase in CSSP. These findings are consistent with Clark, Nong, Zhu, and Zhu's (2021) explanation that the higher education system enhances education quality, and institution concern for students' performance increases CSSP. Therefore, the higher education system strengthens the relationship between education quality and CSSP.

Results indicated that the higher education system moderates the relationship between faculty competence and CSSP. These results are consistent with Real (2022), which suggests that competent faculty members are recruited, retained, and compensated for their contribution to student performance in the higher education system. Therefore, the higher education system strengthens the connection between faculty competence and CSSP. These

findings are supported by Cutrer, Russell, Davidson, and Lomis's (2020) assertion that the higher education system encourages the enhancement of faculty competence, thereby enhancing the role of faculty competence in developing CSSP.

The results indicated that the higher education system is a significant moderator between the learning environment and CSSP. These results are consistent with the findings of Müller and Mildemberger (2021), which indicate that the higher education system provides a more effective learning environment for students and that institutions tend to care about CSSP. Thus, CSSP's learning environment enhances. These results are also consistent with Law, Geng and Li's (2019) assertion that a higher education system with improved institutional regulation enhances the efficacy of the learning environment and its role in CSSP.

Implications

As a result of its literary contributions, the academic audience can obtain guidelines from the present study. This study illuminates the effects of education quality, faculty competency, and learning environment on CSSP. It describes the function of the higher education system as a moderator between education quality, faculty competence, learning environment, and CSSP. The study also addresses the function of the higher education system, education quality, faculty competence, and learning environment in UAE CSSP.

The article provides the education ministry and institutional administration with recommendations for enhancing CSSP. To attain a higher CSSP, the study suggests that education content must be enhanced through effective strategies. It has been suggested that policies should be developed to develop faculty competencies and that CSSP should be enhanced. The study also suggests enhancing the learning environment for higher CSSP. There is a recommendation that policymakers implement a higher education system to enhance education quality in CSSP. The study suggests that a higher education system should be implemented to improve faculty competence and CSSP's impact. The study assists policymakers in formulating policies to attain community satisfaction by providing quality education, competent faculty, and an efficient learning environment. In addition, the study suggests that a higher education system should be implemented to enhance the impact of the learning environment on CSSP.

Conclusion

This study aims to investigate the role of education quality, faculty competence, and learning environment in CSSP, as well as the role of the higher education system in relation to education quality, faculty competence, and learning environment and CSSP. The UAE education system was mined for empirical evidence to verify hypotheses. According to study results, education quality, faculty competence, and the learning environment have a positive correlation with CSSP. According to the findings, an institution providing a high-quality education increases students' knowledge, teaches them morality, and fosters the development of essential skills, resulting in a higher CSSP. The results demonstrated that when faculty members have greater teaching competence, they can instruct students more effectively, improving student performance and boosting community satisfaction. The findings revealed that an effective learning environment that provides education following innovative requirements enhances student performance and CSSP. The results indicated

that the higher education system moderates the relationship between CSSP and education quality, faculty competence, and learning environment. If the higher education system is effectively implemented, the contribution to CSSP in terms of education quality, faculty competence, and learning environment is enhanced.

Limitations

There are also some limitations to the study. First, the authors examined only a few predictors of CSSP, including education quality, faculty competence, and learning environment. Other variables, such as social culture, parental support, and learning resources, may influence CSSP and should also be investigated by the authors. In addition, this study examines only the higher education system as a moderator between education quality, faculty competence, and learning environment and CSSP. Future researchers must also investigate a potential mediator between education quality, faculty competence, the learning environment, and CSSP.

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