

Impact of Business Student Capacity Development, Student Motivation and Teacher Attitude to improve Business Student Performance: Moderating Role of Social Media Usage

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Abstract: In the present digital age, competition among business schools is increasing. Institutions need to identify the factors that can improve the academic performance of their students so that they can attract prospective students through positive word of mouth. Therefore, this research examined the effect of business student capacity development, teacher attitude, and business student motivation on business student academic performance through the mediation of business student satisfaction and the moderation of social media usage. A quantitative research methodology was adopted to meet the objectives of the research. A questionnaire was developed through in-depth literature reviews to gather data from business students. A purposive sampling technique was used for this purpose. The collected data were examined using the SEM technique and the Smart PLS approach. The results show that business student capacity development, teacher attitude, and business student motivation have a positive effect on business student academic performance. Moreover, business student satisfaction also has a direct effect on business student academic performance. The mediation of business student satisfaction and the moderation of social media usage are also supported. Present research identify variables to improve academic performance of business students specifically. Social media usage as moderator is also unique contribution in this research.

Keywords: Academic Performance; Student Satisfaction, Student Motivation, Teacher Attitude, Student Capacity Development.

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1. Introduction

In the present era of globalization, the development of nations and economies is mainly dependent on the education of students. Education is perceived as an

important factor, as it is a basic requirement for obtaining good employment and achieving professional success. In this scenario, the importance of business education increases because it serves the demand for management-related jobs and enables students to work on their own business ventures (Feniser et al., 2025). However, the number of institutions offering business studies is increasing rapidly. Therefore, there is a need to maintain a strong focus on the skills and knowledge of business students to boost their productivity so that business schools can attract more students. The basic goal of educational institutions is to provide assistance to students for their professional and academic advancement. The academic performance of business students is one important way to demonstrate their achievements at the university level. Academic performance affects the present and future lives of students and reflects their overall ability and productivity. In the context of business studies, students are taught various business-related subjects that enable them to enhance higher education values, competence, communication techniques, IT technology, and analytical skills (Shaheen et al., 2025). Academic performance plays the role of an indicator of the quality of education, reflecting the level to which a business student has gained the competence, skills, and knowledge required for professional development and academic progression. With strong academic performance, critical thinking ability and intellectual development are enhanced (Mappadang et al., 2022). On the long run, career prospects and employability of students is also improved through strong academic performance. At the level of university, academic performance is the basic benchmark for the evaluation of business educational outcomes, curriculum relevance and teaching effectiveness.

Academic performance of students is affected by the level of student satisfaction. A higher level of student satisfaction indicates that students are satisfied with the quality of teaching, physical infrastructure, and other higher education factors (Maniriho, 2024). Student satisfaction is vital for students of business studies, as it affects commitment, motivation, and engagement in learning. All these factors directly influence the professional readiness and skill development of business students. Business students who are satisfied are more likely to participate actively in problem-solving activities, team activities, and experiential learning (Dang et al., 2024). Also, high level of student satisfaction contributes significantly towards better career outcome, improved retention rates and stronger reputation of university.

Business education is one of the most important factors in national development, as it plays a vital role in shaping the future of a nation. There are various educational factors that affect student outcomes, including teacher attitude. Studies indicate that teacher attitude is based on the predispositions, feelings, and behaviors demonstrated by teachers toward the teaching profession and students. A positive teacher attitude has significant positive effects on students' learning ability and their academic pursuits (Yassen, Khan, & Rasool, 2023). Teacher attitudes enhance student engagement, build trust, motivate learners and shape classroom environment. All the factors directly impact academic performance and student satisfaction (Leonard, 2025).

In terms of business studies, the capacity development of students is very important, as it strengthens students' adaptive abilities, attitudes, skills, and knowledge needed for future employability and success. Past studies have indicated that capacity development goes beyond the development and acquisition of content. It mainly focuses on enhancing autonomous learning capabilities, communication,

problem-solving, and critical thinking (Akramy & Aabid, 2024). Universities can work on the preparation of business graduates to meet the demands of the labor market and society by systematically developing the ethical, behavioral, and cognitive competencies of students. The capacity development of students also improves the learning process, which later enables students' active participation and collaboration to achieve their learning outcomes. Capacity development among business students also motivates them to achieve higher personal and academic goals (Adegnika et al., 2021). As a result, capacity development of students plays key role to enhance long-term success of students, academic performance and learning effectiveness.

Student motivation is vital to the learning process. The success of students' education is also dependent on their level of motivation. Business students are more likely to achieve their goals when they are motivated (Otermans et al., 2025). Scholars mentioned that students' motivation increase energy and effort in pursuit of their academic goals. Therefore, student motivation is important for their future success. Motivation is also considered as important element to effect learning activity (Mirzaei, Hoseini Shavoun, & Ahmari Tehran, 2025). One important aspect is that motivation is also influenced by the goals of business students. When the goals of business students are high, their motivation for achievement also increases. Furthermore, it is the responsibility of business teachers to develop motivation among students to ensure effective learning.

Undeniably, the growth of social media over the last decade has been manifold. Therefore, researchers and academic policymakers have been increasingly attracted to examining the usage of social media by business students and its impact on academic performance (Sultana & Ahmed, 2024). Social media facilitates business students by providing real-time information on the market, professional insight and industry trends. Students are enabled to engage with industry professionals, faculty and peers through social media networks (Tkachuk et al., 2025). Business students can enhance learning, learn consumer engagement strategies and share ideas with others through social media. Overall, usage of social media by students can improve chances of their academic success. So, the basic purpose of this study is to examine the effect of student capacity development, teacher attitude and student motivation on business student academic performance through mediation of student satisfaction and moderation of social media usage.

2. Literature Review

2.1. Student Satisfaction and Academic Performance

Scholars have defined academic performance as the performance to gain experience and knowledge to perform certain tasks (Al Matalaka & Al Dwakat, 2022). It is based on mastery skills in generalization, comparison and analysis. Knowledge acquisition is one of the mental activity that affects the academic performance of students. Studies has also defined academic performance as the sum of skills, understanding and knowledge that is acquired by an individual as outcome of getting some educational experience (Mappadang et al., 2022). Academic performance is the product of learning of the students and what can be applied, understood and retrieved by the student. These experiences are received by students in educational

institutions and referred to through their grades in different exams. Higher performance of students reflects the higher standards of teaching quality, innovation and other academic activities (Mensah et al., 2024).

Academic performance of students is affected by student satisfaction which reflects the attitude that reflects the evaluation of experience of student towards the university education. Student satisfaction is one of the factors that positively affects the student's loyalty and resulted by the educational system. Scholars have defined student satisfaction as difference among student perceived performance and level of experience regarding educational service during period of study. In other words, student satisfaction is short term attitude that resulted from evaluation of students in terms of educational facilities, services and experience (Keržič et al., 2021).

Past studies have extensively investigated the concept of student satisfaction in the context of education. Studies suggest that satisfied studies from instructional services, learning resources, curriculum relevance and instructional quality often show high level of engagement and motivation (Ikram & Kenayathulla, 2023). As a result of this positive perception regarding education encourages students to sustain effort, consistent attendance and active participation in academic tasks. Furthermore, student satisfaction is also linked to reduced anxiety of students and improved self-efficacy that later support better cognitive outcomes and effective learning strategies. Scholars show that positive attitude towards studies was shown by satisfied students. They showed resilience towards academic challenges. So, higher levels of satisfaction contribute significantly to deeper comprehension of course material, better grades and academic achievement (Malik, Iqbal, & Sultan, 2023).

Studies also highlight main role of student satisfaction in educational success and academic performance. There are a number of studies in past that has discussed effect of student satisfaction on different variables including academic performance (Britwum et al., 2025; Keržič et al., 2021). The study by Manirihó (2024) revealed that student satisfaction has positive influence on academic performance of students. So, this research assumes that

H1: Student satisfaction is significant predictor of Academic performance.

2.2. Teacher Attitude and Student Satisfaction

Studies have defined teacher attitude as fear, feeling, ideas, opinions and views of a teacher (Kahveci, 2023). Professional commitment and competence are referred to as techniques and methods used by the teachers for the success of course and for the behavioral development of the teacher. Attitude of teacher is also very important for the development of supportive educational environment. Teacher attitude is also very important to motivate students towards education. If the attitude of a teacher is negative, then he or she may face failure in profession. The teachers have personality, various habits, emotional reactions and intellectual attitude that play positive role in the academic success of the students (Lakshmi & Ashok, 2017). The thoughts and perception of the students affect their participation in students' success.

Teacher attitude in literature is regarded as key factor that impacts students' satisfaction in educational sector (Olatunji, 2024). Positive attitudes of teachers such as respect towards students, fairness, enthusiasm and approachability develop

motivation among students. Studies indicate that when students feel supported and valued, teachers demonstrate responsiveness, encouragement and empathy that later enhances overall satisfaction of students. Whereas negative attitude of teachers in the form of bias can negatively affect student satisfaction and their sense of belonging. Scholars further mentioned that teachers showing positive attitude have effective classroom management and communication that foster open interaction and trust (Bodinga et al., 2025). This relationship between students and teachers increases students' willingness, engagement and confidence to participate in academic activities. Literature also emphasizes that attitude of teacher plays important role in shaping student satisfaction.

Studies examined the effect of attitude and behavior of teachers on study progress of students. They reported both positive and negative outcomes in these cases (Kahveci, 2023). Additionally, the study by Bodinga et al. (2025) also explored the effect of attitude of teacher in satisfaction of students in context of Nigerian higher education. They found that positive teacher attitude in the form of engagement, respect and encouragement increase student participation and interest towards studies that affect student engagement and satisfaction (Putri & Marriwati, 2025). Based on this discussion, this research hypothesizes that

H2: Teacher attitude is significant predictor of Student satisfaction.

2.3. Student Capacity Development and Student Satisfaction

In literature, student capacity development is referred to as systematic enhancement of student competence, attitude, skills and knowledge that enables students to effectively function within academic environment (De-Juan-Vigaray et al., 2024). Capacity development plays very important role in meeting future demands of industry. It is based on instrumental, personal and cognitive capacities such as autonomous learning, teamwork, communication skills, decision making, and critical thinking. Opposite to traditional learning, the main focus of capacity development is on the ability of students to apply knowledge in context of real world (Sanz-Angulo et al., 2025). It also emphasizes updating skills of students on regular basis to meet the needs of labor market and changing environment.

Scholars highlighted that student capacity development is the main factor to improve student performance (Curran & Millard, 2016). Studies also argued that different higher education institutions play very important role in capacity development through learning practices, training, mentoring and pedagogical approaches. Capacity development improves engagement of students in process of learning by fostering reflective thinking, collaboration and active participation. When students take ownership of their learning, they show improved learning outcomes, stronger academic commitment and higher motivation (Alli & Obamuyi, 2021).

Additionally, capacity development of students is also linked to behavioral growth, ethical growth and moral growth of students. Studies indicate that practices of capacity development contribute significantly towards academic achievement including self-efficacy development, adaptability and responsibility among students. In context of higher education, these attributes play very important role in making students satisfactorily towards their education and institute. Empirical studies showed that there exists link between capacity development and student satisfaction. Studies

also revealed that capacity development is discussed as motivational factor to enhance satisfaction of students (De-Juan-Vigaray et al., 2024). When perception is developed among students that their university is working on development of their competitiveness, they show higher level of satisfaction (Oviawe, Uwameiye, & Uddin, 2017). Student satisfaction becomes stronger in presence of well managed courses, teacher attitude towards students and teaching methodology. The research by Hu et al. (2023) in their study revealed significant effect of capacity development on student satisfaction. Therefore, this study assumes that

H3: Student Capacity Development is significant predictor of Student satisfaction.

2.4. Student Motivation and Student Satisfaction

Student motivation is important factor for quality education. Student motivation is the force that drives students to engage, succeed and learn meaningfully towards education. All these factors impact the future and life of students (Filgona et al., 2020). Different motivational factors include giving rewards to students on their success, giving them appreciation in written or verbal form, providing learning and skill development opportunities to improve themselves, and using creativity of students to solve problems. In this situation students feel motivated and responsible.

The basic concept of academic motivation shows if students are motivated to learn, extra effort is made by students to achieve their goal. Therefore, there are high chances that students will successfully achieve their academic goals. Proper guidance can be provided to students if they know what to learn and why they need to learn. In literature, student motivation is recognized as factor that influence satisfaction (Stukalina, 2014). Motivated students often show greater commitment, persistence and interest towards their learning activities, positively shaping educational experiences of students. Studies suggest that when students are motivated to learn, they consider academic tasks as engaging and meaningful. It leads to higher satisfaction from institutional support, instructors and courses. Students who are motivated are also encouraged to self-regulate learning, goal achievement and active participation that enhance their sense of fulfilment and accomplishment. Also, motivated students are likely shape positive attitude that reduce their dissatisfaction and frustration (Cheon et al., 2019).

Empirical studies show that motivation among students is fostered through supportive learning environment via relevance, autonomy and feedback. All these elements significantly effects student satisfaction. Literature also emphasize that stronger student motivation contributes to positive experience that strengthen student satisfaction (Baneen, Aslam, & Noor, 2025). Similarly, studied determined that motivation to learn among students is important predictor of student satisfaction (Minh, 2024). They also indicated that specific learning goals can drive learning motivation among students. Learning goals include achievement of academic accomplishments and improvement of personal skills. Variation in goals to learn can develop differences in the way students achieve academic tasks and motivation. The study by the Abdi et al. (2025) highlighted the importance of motivation for student satisfaction. Similarly, studies by Aminu et al. (2022) and Chau and Cheung (2018) also revealed same findings demonstrating strong influence of student motivation on student satisfaction.

H4: Student motivation is significant predictor of Student satisfaction.

2.5. Social Media usage as Moderator

Studies have defined social media usage as use of social media with purpose to provide joy and entertainment (Zhang, Tang, & Liu, 2023). Active media usage is referred to as online behavior to facilitate direct exchange of information among users. Sending messages, commenting and liking are included in such behavior. Some of the studies mentioned that engagement of one person with another is also considered as its part. People can use social media on regular basis and at certain times as well in their daily life with purpose of sharing information and joy. Using social media is possible because of wide range of availability of internet. Scholars have listed different uses of social media including knowledge and surveillance about others, sharing of information, expression of opinions, convenience utility, communication, relaxation, entertainment, pass time, information seeking and social interaction (Mude & Undale, 2023)

Usage of social media by students has the potential to affect student performance and student satisfaction. Usage of social media can improve satisfaction by perceived usefulness, collaboration, and communication within education (Chen & Xiao, 2022). Whereas, if students use social media excessively for entertainment purposes it can lead to negative social comparison, addiction and distraction. It highlights the need for purpose driven integration and mindfulness in academic settings. Studies determined that usage of social media may have impact on the performance of students. When social media is used by students for academic information sharing, collaboration and interaction, it is more likely that they will get higher satisfaction resulting in higher academic achievement, persistence and engagement (Gustafson, 2025). In other words, social media usage has strong effect on student satisfaction and performance. Whereas, using social media only for recreational purposes can limit effective study time, reduce concentration, and distract students. So, the nature of student satisfaction has ability to determine learning performance of students (Mosharrafa, Akther, & Siddique, 2024). Therefore, social media usage has the ability to moderate the relationship between student satisfaction and student academic performance by impacting the way satisfaction is converted into learning behaviors. The moderating role of social media usage was empirically concluded in the study of Achoki and Pondi (2023). So, it's hypothesis that

H5: Social media usage moderates the path of student satisfaction and academic performance.

2.6. Mediating role of Student Satisfaction

Student satisfaction plays the role of mediator among teacher attitude and academic performance as it converts positive attitude of teacher into meaningful experience of learning. When teacher shows motivating, respectful and supporting attitude, students feel satisfied and valued with their academic environment. This satisfaction improves students' willingness, motivation and engagement to actively participate in academic activities (Xu, Wang, & Xu, 2025).

Therefore, it is highly likely that students who are satisfied will use effective learning strategies, persist towards learning challenges and invest effort. All these elements

lead to improved academic performance. Additionally, student satisfaction develops positive connections among students, instructors and institutes. It reinforces student commitment towards academic goals and minimizing disengagement. Literature mentioned the mediating role of social media usage in past. Study by Sallaudin et al. (2019) discussed mediating role of student satisfaction. Hence, it is proposed:

H6: Student satisfaction is significant mediator between Teacher attitude and academic performance.

Student satisfaction plays the role of bridge between capacity development and academic performance as it converts competency of students into positive learning outcome. When key capacities are developed by students in the form of self-regulated learning, communication skills, problem solving skills and critical thinking skills, they get equipped with meeting academic demands in active manner. In presence of these improved capacities, students develop confidence with their learning experiences. They also show satisfaction with their experience of education and learning (Ismail, Nikpoo, & Prasad, 2023). Higher level of satisfaction encourages active participation, sustained effort and greater engagement in academic activities.

Motivation level of satisfied students is higher to apply their developed capacity in consistent manner, adopt effective learning strategies and persist challenging tasks. As a result, students satisfaction strengthens relationship between capacity development and academic performance through improved academic results. The study by Moslehpour et al. (2020) discussed mediating effect student satisfaction withing proposed framework. Therefore, this is hypothesized:

H7: Student satisfaction is significant mediator between Student Capacity Development and academic performance.

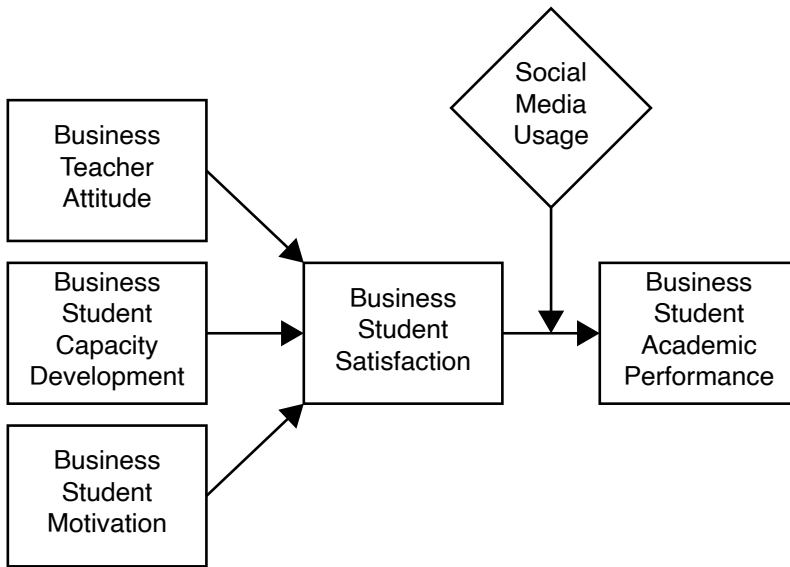
Engagement level of motivated students who are also satisfied with the educational environment is also high. They also show persistence towards academic tasks and confidence to achieve these tasks. Student satisfaction shows the level to which students perceive institutional resources, instructional quality and academic support meet their expectations (Pham et al., 2024). When motivation is developed along with higher satisfaction level, it is more likely that students will show resilience when having academic difficulties, effective self-regulated learning and deeper cognitive involvement.

Positive learning experience of students is re-enforced by reducing academic disengagement and strengthening emotional commitment. As a result, motivation is transformed into sustained effort more effectively. Students also experience improved academic outcomes. On the contrary, low level of satisfaction limits the academic performance of students by undermining their motivation level. Therefore, student satisfaction has the ability to play the role as mediator among student motivation and academic performance (Mbango & Ngobeni, 2022). Therefore:

H8: Student satisfaction is significant mediator between Student motivation and academic performance.

This study develop theoretical framework based on Literature review (See Figure 1)

Figure 1: Theoretical Framework.



3. Research Methodology

In order to achieve the objectives of this research we adopted quantitative research approach. Besides, this research developed Liker scale questionnaire to get response from students. This research adopted seven-point Likert scale type to gather data regarding variables of the study. The respondents of the present research were students of Business students who were enrolled in different higher education institutions. This research used purposive sampling techniques in order to achieve them. Developed questionnaire was distributed among 250 students. This research found 166 questionnaires useable after receiving from the students. The usable response rate of the questionnaire was 66.4%.

The developed questionnaire was divided in two sections. First section was regarding demographic information of respondents in the form of their education, age, marital status, and gender. Whereas second section was regarding items of variables study. This study measured business student academic performance using items adopted from Li, Wu and Patwary (2022), scale of business student satisfaction was adapted from Surya Bahadur et al. (2024), social media usage was measured by items of Shahzad et al. (2024), student motivation was examined using scale of Nichols and Utesch (1998), teacher attitude was examined using the scale of van Aalderen-Smeets and Walma van der Molen (2013), and business students capacity development was measured through scale of De-Juan-Vigaray et al. (2024). The collected data was examined using SEM technique and Smart PLS 4 software.

4. Results

As mentioned, Smart PLS was used in present study for analysis of data. Keeping

the recommendation of Dijkstra and Henseler (2015), this research used algorithm for the assessment to measurement model. This is used for the assessment of convergent validity, reliability and assessment of loading. Beginning from the loading of items, all items to be retained must be more than 0.50 (Hair et al., 2019). Table 1 of the study shows the requirements are fulfilled as items having loading value less than 0.50 is deleted.

Table 1: Loading.

	BSAP	BSCD	BSM	BSS	BTA	SMU
BSAP1	0.951					
BSAP2	0.874					
BSAP3	0.799					
BSAP4	0.835					
BSAP5	0.889					
BSAP6	0.885					
BSAP7	0.890					
BSAP8	0.556					
BSCD1		0.952				
BSCD2		0.789				
BSCD3		0.865				
BSCD4		0.842				
BSCD5		0.859				
BSCD6		0.853				
BSM1			0.802			
BSM2			0.752			
BSM3			0.755			
BSM4			0.744			
BSS1				0.849		
BSS2				0.850		
BSS3				0.851		
BSS4				0.858		
BSS5				0.762		
BTA1					0.869	
BTA2					0.858	
BTA3					0.844	
BTA4					0.865	
SMU1						0.885
SMU2						0.880
SMU3						0.884
SMU4						0.701

Hair Jr. et al. (2017) mentioned to Composite reliability of the items to be more than 0.70. Table 2 shows that composite reliability values are more than 0.70, meeting the criteria. Meanwhile, AVE value was also examined for the confirmation of convergent validity. Scholars stated that AVE values must exceed 0.50, as mentioned in Table 2.

Table 2: Reliability.

	CR	AVE
BSAP	0.948	0.710
BSCD	0.933	0.742
BSM	0.766	0.583
BSS	0.898	0.697
BTA	0.886	0.738
SMU	0.872	0.707

Later, present research assessed discriminant validity using the latest method namely HTML ratio. As per these criteria, all values of the matrix must be less than 0.85. Table 3 shows that all values of the matrix are less than 0.85, confirming discriminant validity of the study.

Table 3: HTMT.

	BSAP	BSCD	BSM	BSS	BTA	SMU
BSAP						
BSCD	0.733					
BSM	0.713	0.617				
BSS	0.837	0.703	0.717			
BTA	0.799	0.699	0.643	0.747		
SMU	0.721	0.748	0.575	0.750	0.700	

Present research used Kock (2015) Criteria for the assessment of VIF in order to confirm multicollinearity. As per mentioned criteria, all values must be below 5. Table 4 of the study shows that all statistical figures are well below 0.50.

Table 4: VIF.

	BSAP	BSS
BSCD		1.821
BSM		1.510
BSS	1.748	
BTA		1.844
SMU	1.979	

In order to examine the effect of IVs of the research on the outcome variables, this research examined R square value. Table 5 shows that calculated R square values of present study. At this stage Measurement model is successfully evaluated.

Table 5: R square.

	R-square
BSAP	0.651
BSS	0.574

Later, structural model is examined for evaluation of proposed hypotheses. Bootstrapping techniques based on recommendations of Rasoolimanesh et al. (2021) were used along with statistical methods such as t and p values.

Table 6: Direct Results.

	B	SD	T	P values
BSCD -> BSS	0.289	0.064	4.550	0.000
BSM -> BSS	0.257	0.053	4.877	0.000
BSS -> BSAP	0.613	0.042	14.530	0.000
BTA -> BSS	0.350	0.058	5.989	0.000

Table 6 shows that BSCD has positive effect on BCD with $t=4.550$, accepting hypothesis; BSM has significant effect on BSS with $t=4.877$, supporting hypothesis; BSS has positive effect on BSAP with $t=14.53$, accepting hypothesis; and BTA positively influence BSS having $t=5.989$, supporting the hypothesis.

Table 7: Moderation.

	Beta	SD	T	P values
SMU x BSS -> BSAP	0.139	0.035	4.011	0.000

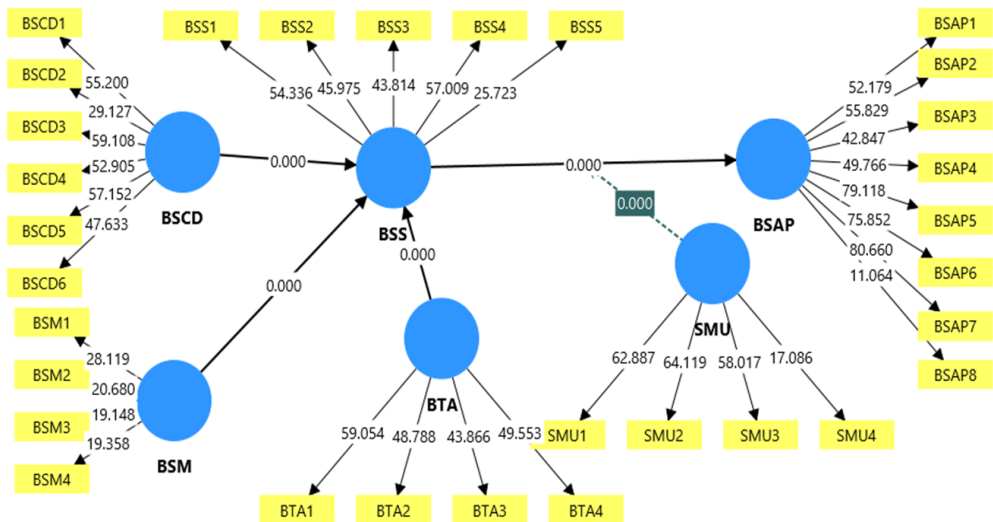
Table 7 and figure 2 of the study shows the moderating results. The statistics shows that SMU moderate the path of BSS and BSAM ($t=4.011$), accepting hypotheses.

Table 8: Mediation.

	B	SD	T value	P value
BTA -> BSS -> BSAP	0.215	0.041	5.215	0.000
BSCD -> BSS -> BSAP	0.177	0.040	4.485	0.000
BSM -> BSS -> BSAP	0.157	0.034	4.597	0.000

In the end, study explored mediating results. Table 8 shows that BSS mediates between BRA and BSAP with $t= 5.215$; between BSCD and BSAP with $t=4.485$; between BSM and BSAP with $t= 4.597$. Thus, its mediation is confirmed.

Figure 2: Structural Equation Model Results.



5. Discussion

The main goal of this research was to assess the antecedents of Business student academic performance. The result of the study shows that business student satisfaction has significant effect on business student academic performance. The findings of the study suggests that when there is higher satisfaction among business students in terms of academic support, teaching methods, and learning environment, their academic performance improves. Student satisfaction among business students creates positive psychological and emotional state to encourage students for completion of academic tasks, active participation in academic task and attending class regularly. In case of higher student satisfaction, students get motivated to understand content of the course. They can effectively apply these concepts that later impacts their academic performance.

Furthermore, business student satisfaction show that student is available to learn business course, have clarity of instructions from teachers and have perception of fairness. In these factors business students can reduce academic stress, focus better on business studies. Therefore, confidence level of satisfied students is more on their abilities. They show regular improvement in terms of their academic performance. These findings highlight student satisfaction is not only an emotional outcome but an important academic factor. So, business schools and universities should give priority to student satisfaction in the form of engagement of curricula, supportive faculty and quality of teaching. These results are in line with results of Maniriho (2024).

The results also show that teacher attitude has positive effect on business student satisfaction, aligned to the findings of Putri and Martriwati (2025). The positive teacher attitude is characterized by encouragement, fairness, respect and approachability that develop supportive classroom environment in order to enhance student satisfaction. When teachers show real concern regarding personal development and learning of students, student satisfaction is strengthened as students feel valued. Additionally, teacher attitude that is constructive develop trust and improves communication between students and teachers. Willingness to help students, timely feedback, and clear explanation resolve academic problems that reduce frustration and confusion and increase student satisfaction. Specifically, in case of business studies, response of students is positive in linking industry with theory, that also improves student satisfaction. Furthermore, emotional comfort and confidence of student in classroom is promoted because of positive teacher attitude. When students assume themselves safe to ask question and share ideas, their student satisfaction increases manifolds. Therefore, teacher attitude plays very important role to serve as basic need of student satisfaction in business education.

Findings of the research demonstrate that business student motivation has positive influence on business student satisfaction (Aminu et al., 2022). In other words, student motivation has meaningful effect on student satisfaction. When students of business study are highly motivated, they remain committed to their learning activities, set clear academic goals and show interest in their learning activities, that naturally improves student satisfaction. Business students mostly consider academic challenges as opportunities rather than growth leading satisfying learning experience.

Moreover, motivated students of business studies are encouraged to actively engaged in independent studies, group work and classroom discussions. As a result of this active involvement, students develop sense of progress and achievement strengthening student satisfaction. When improvement is observed in their knowledge and skills by motivated business students, they develop positive feelings towards their academic institutions and programs. Furthermore, business student motivation support persistence and self-discipline that enables students to manage academic issues and pressure effectively. Therefore, motivated business student go through higher enjoyment and lower frustration in learning, that further increase student satisfaction. Results highlight student motivation is important driver to transform learning efforts into positive academic experiences leading to business student satisfaction.

Findings also highlight that Business Student capacity development has positive significant influence on business student satisfaction. The study of Hu et al. (2023) also revealed same findings in their study. Business student capacity development includes enhancement of decision-making capacity, problem solving competence, communication abilities and analytical skills that enables students to effectively perform academic tasks. The sense of achievement among business students improves when they know they are academically improving, leading to stronger student satisfaction.

Furthermore, business student capacity development enables students to be practical. They are enabled to align their skills with career requirements. Student confidence towards education is strengthened because of this alignment, enhancing student satisfaction. Evaluation of programs by business students is positive who perceive that their programs are developing capabilities among them. Additionally, business students' capacity development provide support for adaptability and independent learning. As a result, students can better deal with their academic needs and demands. Improved self-efficacy and reduced academic anxiety also contribute to student satisfaction. Overall, the findings emphasize that business student satisfaction is important predictor of business student satisfaction.

The findings of the study also prove mediating effect of business student satisfaction between business student motivation and business student academic performance. As business student motivation encourages goal orientation, persistence and effort. The positive relationship with academic performance is further strengthened when they are satisfied with their overall learning experience. Later, business student satisfaction develops effective learning through motivated behavior by improving commitment, concentration and engagement towards academic tasks. When higher satisfaction is experienced by motivated business students, there is high probability that they will put more effort that will result into improved academic performance.

Results also confirm mediation of business students' satisfaction between business teacher attitude and business student academic performance. Positive attitude of teacher cannot only enhance academic performance without support of student satisfaction. Encouraging, fair and supportive behavior of teacher further improves perception of student regarding learning environment, increasing student satisfaction. This satisfaction develops commitment, participation and attention towards studies, ultimately enhancing student academic performance. Therefore,

student satisfaction plays the role of important mechanism by which teacher attitude improves student satisfaction.

Results shows that business student satisfaction mediates between business student capacity development and academic performance. Though learning ability, competence, and skills of the business students is enhanced through business student capacity development. But stringer academic performance can only be achieved if business students are satisfied from the educational experience. Business students' satisfaction helps students to value and recognize their capacity, encouraging application of coursework and skills in real life. When capacity development is supported by higher student satisfaction, business students show consistency that results in improved academic performance. These mediating results are in line with results of Mbango and Ngobeni (2022) in past.

The findings also support moderating results of social media usage on the path of business student satisfaction and business student academic performance (Achoki & Pondi, 2023). The findings shows that positive impact of student satisfaction on business student academic performance becomes stronger through effective and integrated usage of social media into academic activities. Proper social media usage helps in access to learning resources, peer interaction, information sharing and communication that provides more benefits to satisfied business student. Satisfied business students who use different social media platforms for knowledge sharing, collaboration, and discussion often convert their learning into higher level of academic performance. Whereas non-academic or excessive social media usage have the tendency to make this relationship weak. This highlights the crucial role of purposeful and balanced social media usage to support business student academic performance.

5.1. Limitations and Directions

This section highlights few limitations of the study along with future directions. Present research analysed mediating effect of satisfaction, whereas mentioned independent variables may also create image in the mind of students that also impact their performance. It is suggested to introduced any cognitive variable like image in similar frameworks in upcoming studies. Moreover, proposed framework of the study is applied on business students only. Results may vary on the students of other disciplines. Therefore, it is proposed that studies may apply similar model for the students of engineering in future.

Furthermore, this research used social media usage as moderator. It can be interesting to see its impact as independent variable. Therefore, it is proposed that studies may use this variable as independent variable in future. The analysis of this study was conducted through Smart PLS. Future studies may use qualitative approach and analyse data through NVIVO. In the end sampling technique of this research was purposive sampling. Studies in future may use convenience sampling for better results.

5.2. Theoretical and Managerial Implications

Present research has a number of Theoretical as well as managerial contributions. From theoretical contribution, this research extend body of literature by examining single framework that link business study capacity development, business student

motivation and teacher attitude with business student academic performance through mediation of business students satisfaction. This research also bridge the gap of few studies that discuss social media usage as moderating variable. In past, most of the studies assessed antecedents of students performance in general context. This research is unique in a sense that it specify application of variables of this study in business studies context.

The findings of the study provide guidance to the management of business school in developing strategies to improve student performance. Findings highlight the importance of faculty in order to develop positive emotions among students. Moreover, role of social media in present digital era cannot be neglected. So, policy makers should encourage usage of digital applications in their academic activities. These findings can be used by academicians for future research.

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