

Effects of teaching style on student's satisfaction through the mediating role of teacher's behavior and qualification

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Abstract:

The study sought to examine the effect of teaching style of the teacher to the student's satisfaction. Recent studies have showed that student satisfaction is measured by looking at factors like the behavior of teachers, the environment of study and many other factors. Therefore this study is undergone several research processes by keeping the teacher behavior and qualification as a mediating role. This research focuses on the methods used by teachers, their behavior and delivery style. After data collection descriptive analysis was applied and it was found that positive relationship exists between teachers' qualification and behavior and students satisfaction.

INTRODUCTION

Aligning the teaching style with student's satisfaction through the mediating role of teacher's behavior and qualification has become very important in academic institutions to understand. Academic institutions are increasingly hiring highly educated and experienced staffs that have effective teaching style to boost up the student satisfaction. The underlying concept behind this framework is the teaching style which enhances the student satisfaction. Teacher's qualification is a factor along with teaching experience which has been widely studied as it highly affects the teaching style. As per the system design of Pakistan education till intermediate level it is based on bookish knowledge but at higher level understanding of concepts is more important.

In academic institutions the quality of the institutions is widely determined through teaching style and the level of student's satisfaction. This framework has been widely used across the globe. Therefore, the study on the effects of teaching style on student's satisfaction through the mediating role of teacher's behavior and qualification is very important to determine the academic institutions performance. Hence, this research is aimed to study those effects of teaching style on student satisfaction via the mediating role of teacher's behavior and qualification. The results of this study will contribute in the existing literature by providing the theoretical model that will explain how the way of delivering instructions and teaching methodologies effects student's satisfaction considering the role of teacher's behavior and qualification. Moreover, the results will also provide theoretical background to policy makers that how they can develop effective management strategies related to the way of delivering and teaching methodologies to enhance the student's satisfaction level.

LITERATURE REVIEW

There are many elements that deeply effects teaching styles to gain student satisfaction such as,

- Teaching environment
- Proper attention
- Qualification and experience of teacher

Few researchers evaluated learning styles of teaching on student satisfaction and also discuss the advantages and disadvantages. "Advantages are identified as the reduction of stress and anxiety, stimulating interaction, reducing repetitive lessons, promoting teamwork, creating a conducive environment for increased learning and retention of knowledge, enhancing motivation, promoting a relaxed in the learning environment, and adding entertainment". On the other hand, "there are some disadvantages that may create stress and embarrassment when incorrect answers are given, can become a hindrance in learning and competition can be seen as a threatening, cost that increases the difficulty in assessing individual competencies when teams are involved, require special preparation which can be time consuming, and may require instruction and background to provide a successful technique. Different researchers have described different teaching styles to gain student satisfaction (Chen, 2008). Some indicated that a "teaching style consists of a teacher's personal behaviors" when teacher behaves with students in friendly environment of a class room to gain students attention. In a teaching style various situation that consist of overall behaviors and qualities of teacher displays in class rooms. Another research similarly defined teaching style. They also state that several different styles of techniques and methods that satisfy students, "How teachers teach is related to how they learn". (Gregorc, 1979) Few articles claim that teaching style match with learning styles which are based on teacher's qualification and teacher's behavior (Fischer, 1979). Some researchers have argued that learning strategies do not fully satisfy students. Therefore, Dunn and Dunn indicated that teachers must prefer friendly behaviors to satisfy students. The research supported that in

terms of its elements different teaching styles are defined by teachers "behavior roles, instructional practices, characteristics, and beliefs"(Dunn, 1979).

TEACHING STYLE AND STUDENT LEARNING

In this literature researchers have discussed the different role of teaching styles to gain student satisfaction. Every student learns and responds to information uniquely. Researcher discussed the role of teaching style in students learning. Many researchers support the view that matching learning and teaching style improves student achievement of satisfaction. In one research indicated that aligning learning styles of students with teaching styles of instructors could lead to an improvement in academic performance". Researchers classified many teaching styles that are very effective to improve student satisfaction (Hou, 2007). Some researcher studied a group of English as a Second Language (ESL) student and their teachers and categorized "teaching styles as didactic and interactive". "Didactic teachers make most of the decisions in the classroom, emphasize teaching the content, and put students in a passive role". On the other hand, "interactive teachers allow for the diverse learning styles of their students, place much emphasis on the teaching and learning process, and expect students to be active learners". Discussion and thinking new dimension of study is very crucial in student satisfaction. With new teaching styles we gain better student satisfaction through experience of teacher qualification. Better teaching style "promotes the self-regulated skills of students" (Curtin, 2005).

STUDENT'S SATISFACTION

Since student satisfaction is achieved by the influence of teacher's action. So it is important to understand the perception of students and relate it to the teacher's qualification. To make learning more effective teachers try new and improved techniques. In a study that was recently conducted the writer attempted to study and predict performance by making improvements in the resources available and the methods of instruction. For measuring the effectiveness they used the GPA of the students to predict their performance in the course and then evaluated it by comparing actual grades in the course to the predicted grades. They concluded with some certainty that the amount of effect their change made in academic performance of students. This paper mainly focused on the method of assessment and measurement rather than the level of satisfaction of students after bringing changes in the methods.

In another study it was explored how the effects of different methods on the social interaction reported by the university students. They operationalized the effect of alternative methods on social interaction between students. This study highlighted the importance of teaching methods on how student network ties are an important factor in student outcomes. They examined the way techniques and class structure can influence student networks.

Impact of various e-learning instructions and their preferred learning style on student satisfaction was studied in an article. The study considered many factors that can be used by people to satisfy their needs. They studied that different people perceive and process the information in different ways. It showed that the educators use better teaching methods to achieve better learning achievements. The results found that many of the students were from a group of diverges. These diverges say that mobile apps assisted with instruction methods result in an increased learning satisfaction.

A study was conducted on the students of Taiwan which examined the effect of the teaching quality of art teachers on student learning satisfaction. 406 surveys were conducted in the study and showed a positive correlation between teaching quality and learning satisfaction of students. A mediating effect was also examined on the relationship between the teaching quality and academic performance.

Relationship between service quality variables and student satisfaction was studied recently in a research among universities in Thailand. It also studied the factor that whether there is a difference in the satisfaction level of students who pay their tuition fee by themselves and those who have it paid by their parents or anyone else. The responses of students were measured via questionnaires that used a five point likert scale.

A study was conducted to see whether it is more effective if the students are tasked to perform with remembering information rather than just remembering information. For this study a learning environment including application of knowledge was included to assess the effectiveness. The results showed that students build a better understanding of the main concepts more effectively when they actually get the opportunity to apply their knowledge.(Ko, 2002)

THEORETICAL FRAMEWORK

Concept

1. Teacher's qualification and behavior
2. Students satisfaction

Proposition

Teacher's qualification and behavior may affect students satisfaction very significantly but others contributing factors like institute environment must not be forgotten.

Research variables

In this research we have selected three variables which we will use to conduct our research.

Independent variable

It is a variable that is varied or manipulated by the researcher. In this study our independent variable is teaching style as we will see that how different teaching styles result in different levels of student satisfaction. To study this variable we will consider the teaching methodologies and way of delivering instructions.

Dependent variable

It is a variable that is to be measured in the study and is affected by the independent variable. Our dependent variable is student's satisfaction level. We will analyze student satisfaction level by looking the feedback of students.

Mediating variable

It is a variable that is kept constant and is unchanged throughout the study. Our mediating variable is teacher's qualification and behavior. As we are targeting the student satisfaction level of university students so the qualification of the teachers is decided by Higher Education commission of Pakistan. The criterion of the appointment of teachers for university is given on the HEC website.

Hypothesis

If teacher's qualification and behavior improves then student's satisfaction also improves.

Data collection

Data is collected by using questionnaire which consisted of total 15 questions. We have asked 100 respondents of different universities to fill the questionnaires.

DATA ANALYSIS AND RESULTS

We have used SPSS 20 for data editing and analysis and have employed descriptive statistics and inferential statistics to analyze the data. Frequency distribution has been used to find the data trends and dispersions in data set.

Discussing Each Question in the questionnaire individually:

Question Number 1

Percentage Table
How satisfied are you when the learning objectives of the study are explained to you.

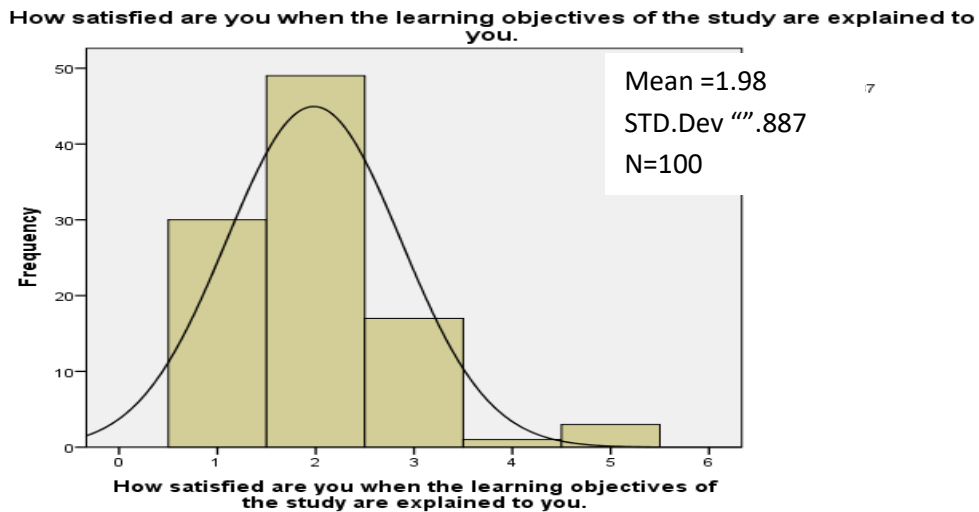
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Satisfied	30	29.4	30.0	30.0
	Satisfied	49	48.0	49.0	79.0
	Neutral	17	16.7	17.0	96.0
	Dissatisfied	1	1.0	1.0	97.0
	Strongly Dissatisfied	3	2.9	3.0	100.0
Total		100	98.0	100.0	
Missing	System	2	2.0		
	Total	102	100.0		

Crosstab

		How satisfied are you when the learning objectives of the study are explained to you.					Total
		Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied	
Gender	Male	11	25	10	1	0	47
	Female	19	24	7	0	3	53
Total		30	49	17	1	3	100

As it can be seen in the first table that 30% students are strongly satisfied and 49% are satisfied. This shows that majority thinks that if the learning objectives are explained by the teacher to the students they tend to be more satisfied. As it can be seen in the cross tab table that among the 30% students who answered strongly satisfied consists of 11% males and 19% females. 49% students opted for the satisfied option consists of 25% males and 24% females. These figures shows that a teacher who adopted a teaching style in which he/she explains the objective of the study to the student than its satisfaction level is strong as compared to when the students are not told about the learning objectives. Telling the learning objectives may increase the understanding level of students or may provide them a proper path for study.

You can see the histogram with normal curve below for this question.



The histogram shows the frequency and percentages as mentioned above in the discussion. The mean in this question is 1.98 and Standard Deviation is 0.887.

Question Number 2

Percentage Table

How satisfied are you if the assessment criteria for the study are explained to you.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Satisfied	20	19.6	20.0	20.0
Valid Satisfied	30	29.4	30.0	50.0
Valid Neutral	32	31.4	32.0	82.0
Valid Dissatisfied	15	14.7	15.0	97.0
Valid Strongly Dissatisfied	3	2.9	3.0	100.0
Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

Crosstab

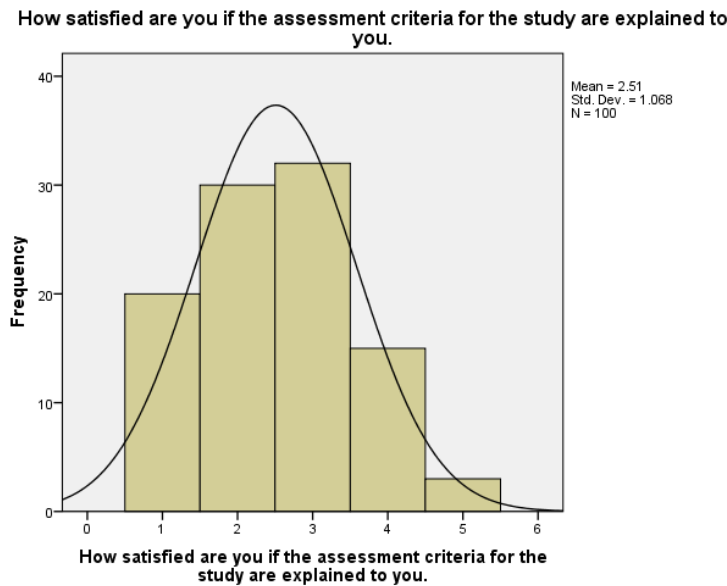
	How satisfied are you if the assessment criteria for the study are explained to you.					Total
	Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied	
Gender Male	9	15	10	11	2	47
Gender Female	11	15	22	4	1	53
Total	20	30	32	15	3	100

It can be seen in the percentage table that the highest percentage that is opted in this question is Neutral and its percentage is 32%. In this 32% males are 9% and females are 11%. 30% students opted for satisfied (Male: 15%,

Female: 15%). This shows that majority says that student satisfaction is affected if the assessment criterion for the study is explained.

But some do think that they are dissatisfied if the assessment criterion for the study is explained. This may bring some pressure on the students who are dissatisfied.

The results can be seen in the histogram with normal curve on the next page.



This histogram shows the data that is discussed on the previous page which was shown in the

Question Number 3

If the teacher is competent and has up to date professional skills of teaching. Does it affects your satisfaction level?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Satisfied	25	24.5	25.0
	Satisfied	38	37.3	63.0
	Neutral	26	25.5	89.0
	Dissatisfied	7	6.9	96.0
	Strongly Dissatisfied	4	3.9	100.0
Total	100	98.0	100.0	
Missing	System	2	2.0	
Total	102	100.0		

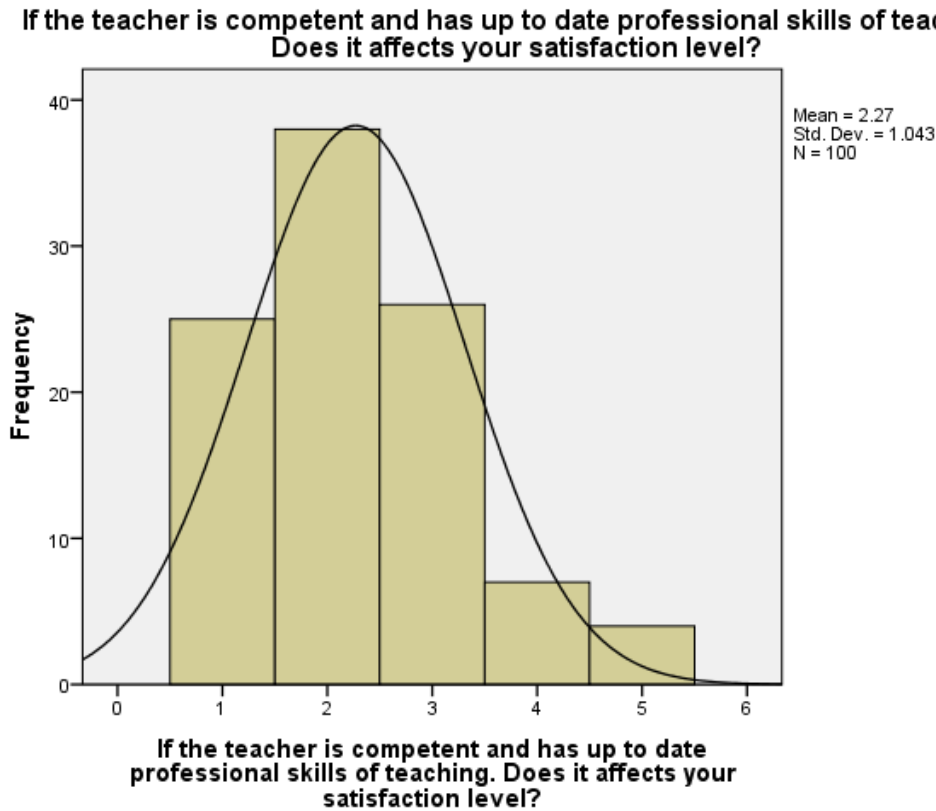
Crosstab

		If the teacher is competent and has up to date professional skills of teaching. Does it affects your satisfaction level?					Total
		Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied	
Gender	Male	11	25	7	3	1	47
	Female	14	13	19	4	3	53
Total		25	38	26	7	4	100

In the above two tables it can be clearly seen that the teacher is competent and has up to date professional skills of teaching which affects the way teacher delivers his or her lecture. Majority Students opted for satisfied which means

that student satisfaction level is boosted if the teachers are competent and have up to date knowledge. 38% of the students have opted for satisfied option. In this 38% there are 25% males and 13% females. This shows that males are more satisfied than the females if the competency level and professional skills are up to date.

The results in the tables are shown by the histogram below:



This graph shows the results shown in the tables above. The mean is 2.27 and the standard deviation is 1.043.

Question Number 4

Is your satisfaction level boosted when the teacher provides you with the opportunity to give her/him feedback on the studies.

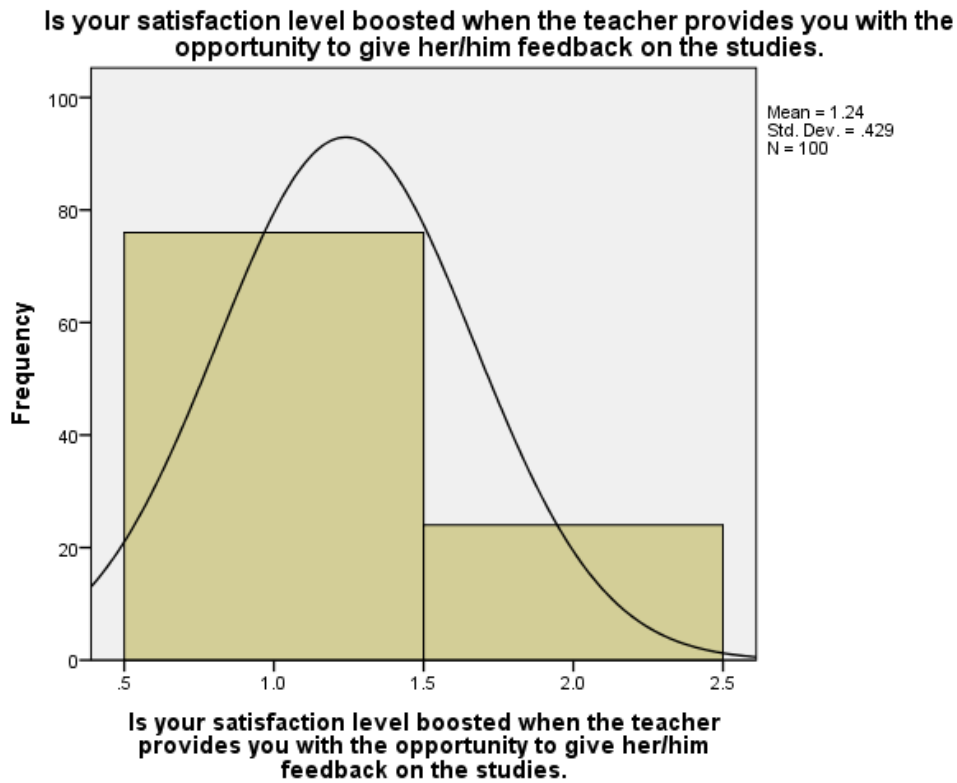
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	76	74.5	76.0	76.0
Valid No	24	23.5	24.0	100.0
Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

Crosstab

		Is your satisfaction level boosted when the teacher provides you with the opportunity to give her/him feedback on the studies.		Total
		Yes	No	
Gender	Male	36	11	47
	Female	40	13	53
Total		76	24	100

As it can be seen from the results if the teacher provides an opportunity to give him/her feedback on the studies than the satisfaction level of students is boosted as compared to when the teacher does not provides an opportunity to give feedback. In the cross tab table 35% of Males said yes and 40% of females said yes. This means that teaching style includes the way a teacher gives an opportunity to students to discuss their feedback on studies.

These results are shown in the histogram below:



The mean of this question is 1.24 and the standard deviation is 0.429.

Question Number 5

Supportive feedback from teacher affects my satisfaction level

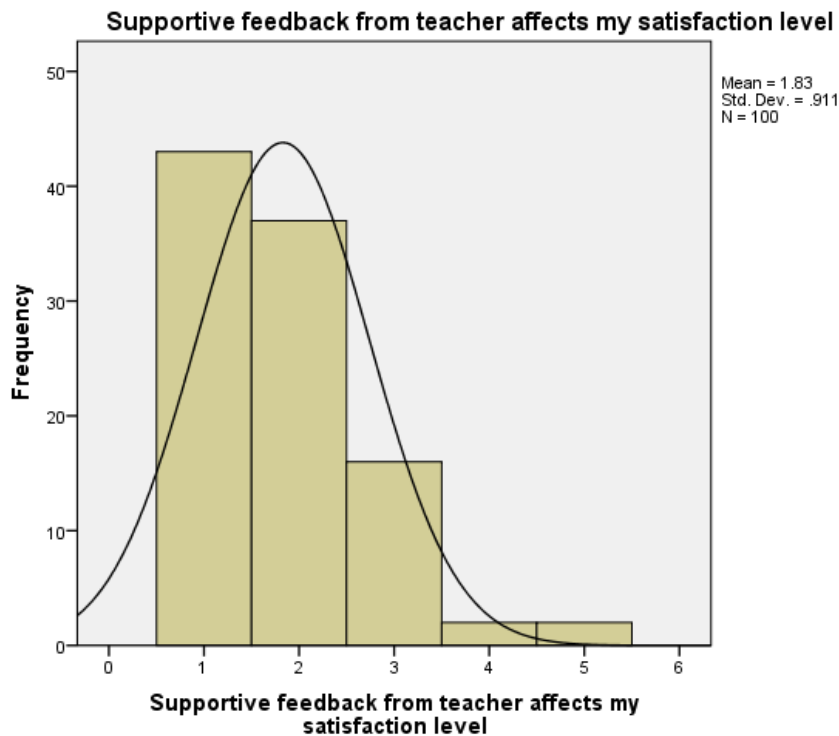
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	43	42.2	43.0	43.0
	Agree	37	36.3	37.0	80.0
	Neutral	16	15.7	16.0	96.0
	Disagree	2	2.0	2.0	98.0
	Strongly Disagree	2	2.0	2.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
	Total	102	100.0		

Crosstab

Count		Supportive feedback from teacher affects my satisfaction level					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Gender	Male	22	17	5	2	1	47
	Female	21	20	11	0	1	53
	Total	43	37	16	2	2	100

As shown in the above tables that it can be clearly seen that strongly agree has the highest valid percentage of 43% and we can conclude that the supportive feedback from teachers affects the level of student satisfaction level a lot.

We can also clearly see in the cross tab table that among 43% there are 22% Males and 21% Females. And these results are illustrated in the histogram on the next page.



The histogram above represents the data in the table. The mean in this question is 1.83 and 0.911.

Question Number 6

Group work sessions by the teachers increases my satisfaction level in learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	77	75.5	77.0	77.0
Valid No	23	22.5	23.0	100.0
Valid Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

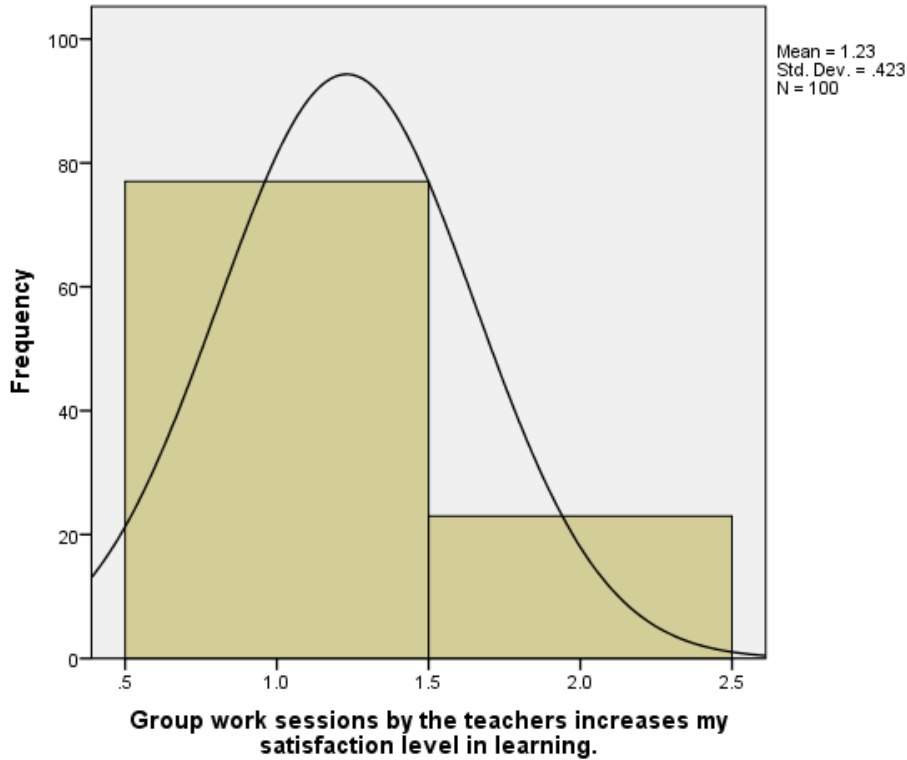
Crosstab

		Group work sessions by the teachers increases my satisfaction level in learning.		Total
		Yes	No	
Gender	Male	36	11	47
	Female	41	12	53
Total		77	23	100

We can see in the table above that 77% students opted for yes whereas only 23% students opted for the option no. This clearly indicates that group work session is a teaching method that helps students in learning and increases their satisfaction level about what they have learnt. Clearer concepts are built using group study sessions.

In the crosstab table it can be clearly seen that in the 77% students who opted for Yes consist of 36% males and 41% females. These results are illustrated in the histogram on the next page.

Group work sessions by the teachers increases my satisfaction level in learning.



The mean of this question is 1.23 and standard deviation is 0.423.

Question Number 7

Friendly Environment between teachers and students affects my satisfaction level.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	36.3	37.0
	Agree	43	42.2	80.0
	Neutral	14	13.7	94.0
	Disagree	4	3.9	98.0
	Strongly Disagree	2	2.0	100.0
Total	100	98.0	100.0	
Missing	System	2	2.0	
Total	102	100.0		

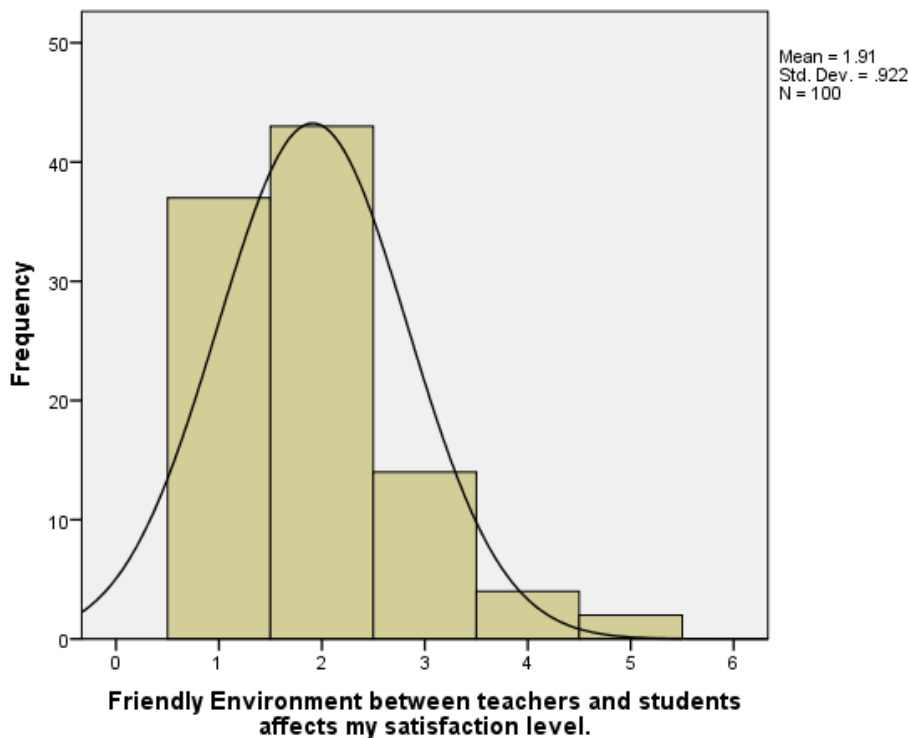
Crosstab

	Friendly Environment between teachers and students affects my satisfaction level.					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Gen Male	17	21	5	2	2	47
der Female	20	22	9	2	0	53
Total	37	43	14	4	2	100

Friendly environment between teachers and students is very important for student satisfaction level that is created while learning something. This is shown in the results demonstrated above that show that 43% students agree that friendly environment affects student satisfaction level.

In the cross tab table it can be clearly seen that in the 43% there are 17% males and 20% females. These results are illustrated in the histogram on the next page.

Friendly Environment between teachers and students affects my satisfaction level.



The mean in this question is 1.91 and standard deviation is 0.922.

Question Number 8

Teachers who encourage students in asking questions makes me?

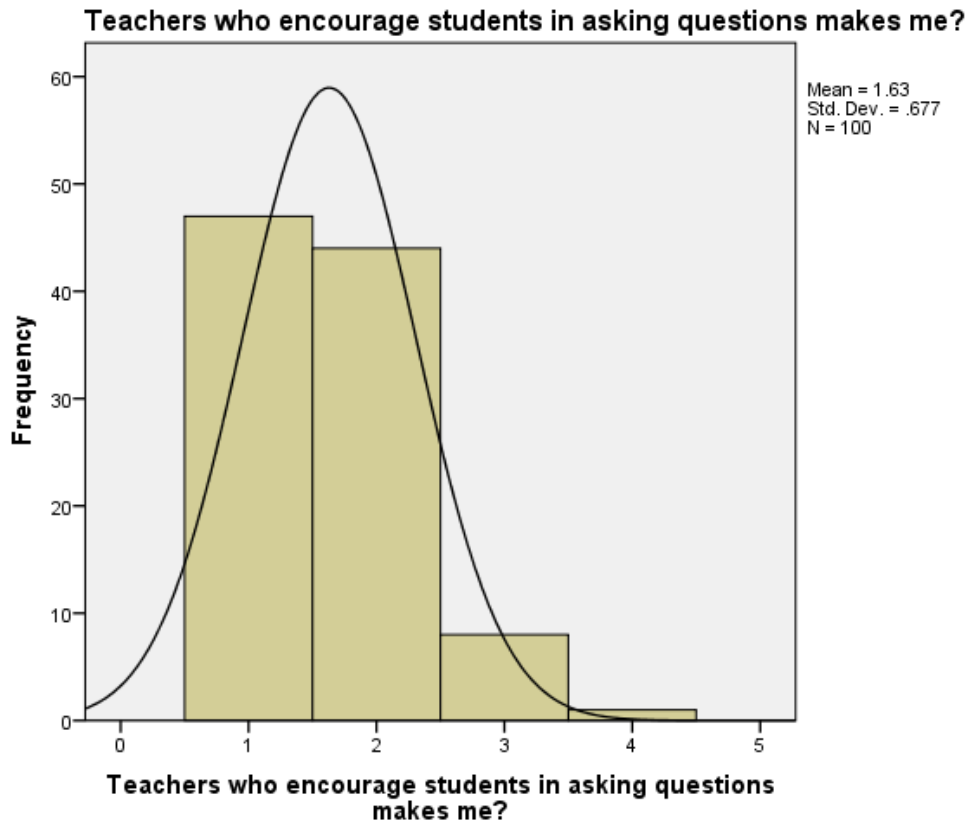
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Satisfied	47	46.1	47.0	47.0
Valid Satisfied	44	43.1	44.0	91.0
Valid Neutral	8	7.8	8.0	99.0
Valid Dissatisfied	1	1.0	1.0	100.0
Valid Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

Crosstab

		Teachers who encourage students in asking questions makes me?				Total
		Strongly Satisfied	Satisfied	Neutral	Dissatisfied	
Gender	Male	19	24	3	1	47
	Female	28	20	5	0	53
Total		47	44	8	1	100

It can be seen in the above tables that the highest percentage is of satisfied and strongly satisfied. This shows that a teacher having a teaching style that encourages students to ask questions makes them feel more comfortable while learning and increases their level of satisfaction.

19% Males and 28% Females opted for strongly agree and 24% Males and 20% Females opted for satisfied. These results are shown in the histogram on the next page.



The mean in this question is 1.63 and standard deviation is 0.677.

Question Number 9

My satisfaction level increases when teachers in response of questions do not get irritated and answer all the questions calmly.

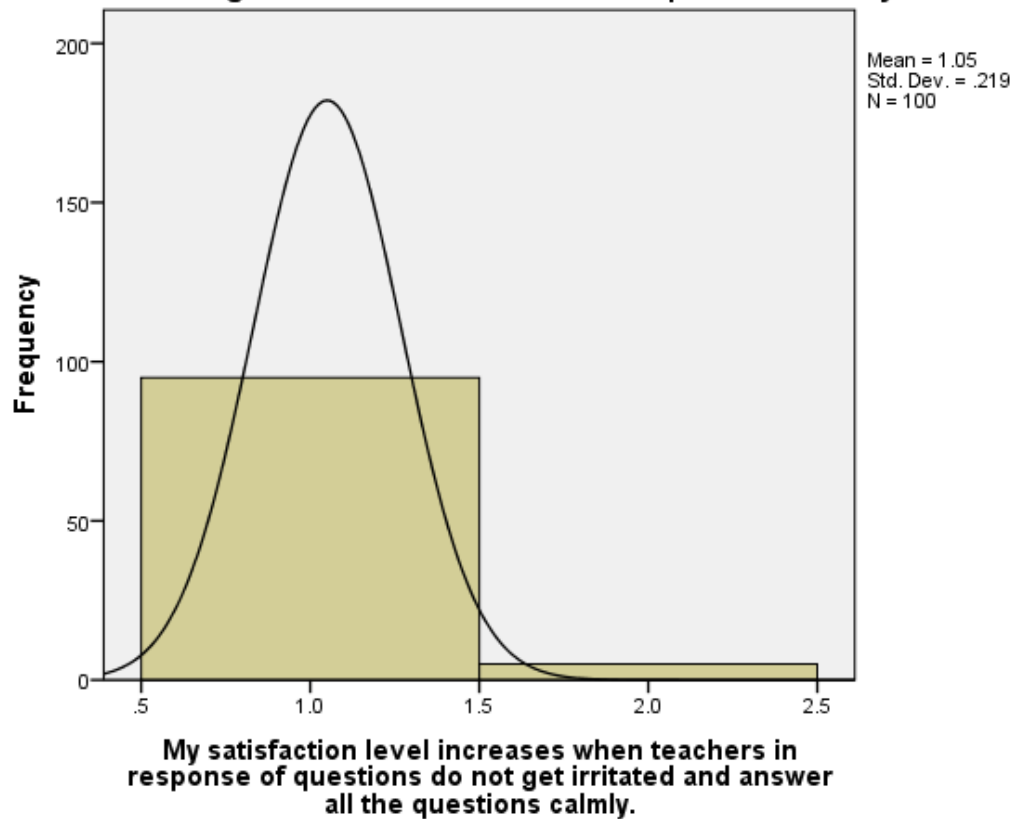
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	95	93.1	95.0	95.0
Valid No	5	4.9	5.0	100.0
Valid Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

Crosstab

Count		My satisfaction level increases when teachers in response of questions do not get irritated and answer all the questions calmly.		Total
		Yes	No	
Gender	Male	43	4	47
	Female	52	1	53
Total		95	5	100

For this question 95% of students opted for yes and only 5% opted for No. This shows that when teachers do not get irritated and answer all questions calmly while teaching a topic than the level of student satisfaction is increased. Among the 95% students who opted for yes consists of 43 males and 52 Females. These results are illustrated in the histogram on the next page.

My satisfaction level increases when teachers in response of questions do not get irritated and answer all the questions calmly.



The mean in this question is 1.05 and the standard deviation is 0.219.

Question Number 10

Using Multimedia in studying theoretical topics increases my grip on the topic.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	29	28.4	29.0	29.0
Valid Agree	31	30.4	31.0	60.0
Valid Neutral	28	27.5	28.0	88.0
Valid Disagree	9	8.8	9.0	97.0
Valid Strongly Disagree	3	2.9	3.0	100.0
Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

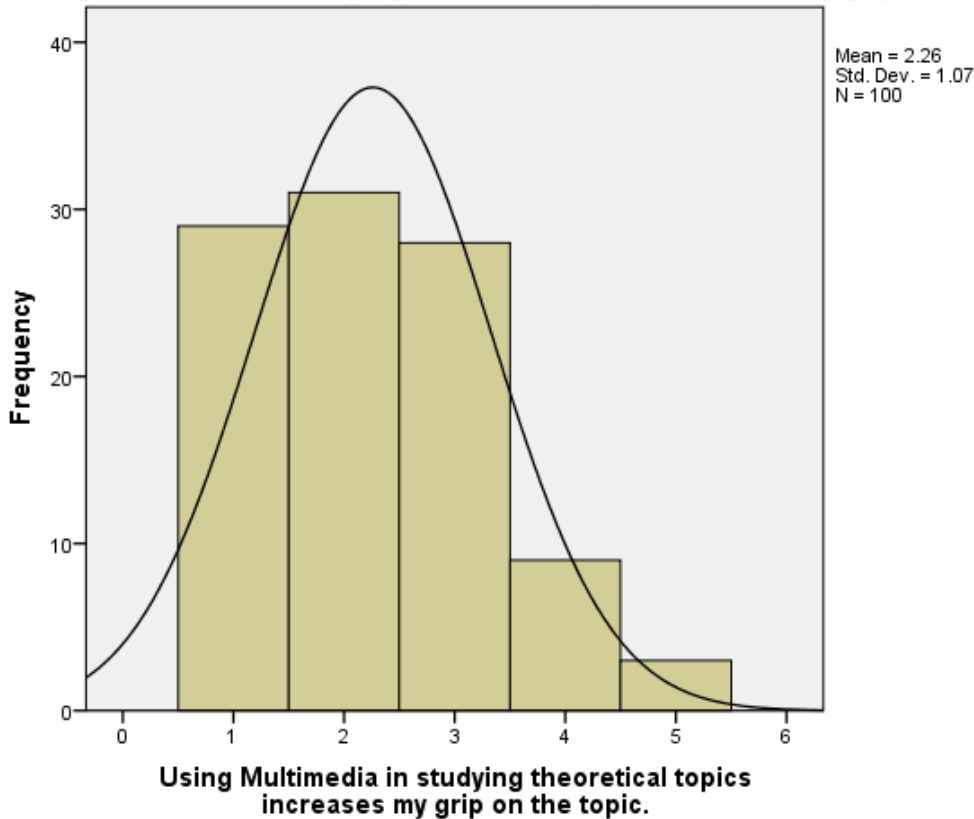
Crosstab

		Using Multimedia in studying theoretical topics increases my grip on the topic.					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Gender	Male	16	12	15	3	1	47
	Female	13	19	13	6	2	53
Total		29	31	28	9	3	100

Technology is important in learning things in this modern era. Almost 31% agreed that using multimedia in studying theoretical topics increases the grip on the topic. 29% voted for strongly agree. This shows that students prefer to study theoretical subjects using a multimedia.

In 31% there are 16% males and 13% females. The results are illustrated in the results shown in the histogram on the next page.

Using Multimedia in studying theoretical topics increases my grip on the topic.



The mean of this question is 2.26 and standard deviation is 1.07

Question Number 11

Various teaching methods like pair work, group work, presentations are used in the classrooms increases my satisfaction level in learning new thing.

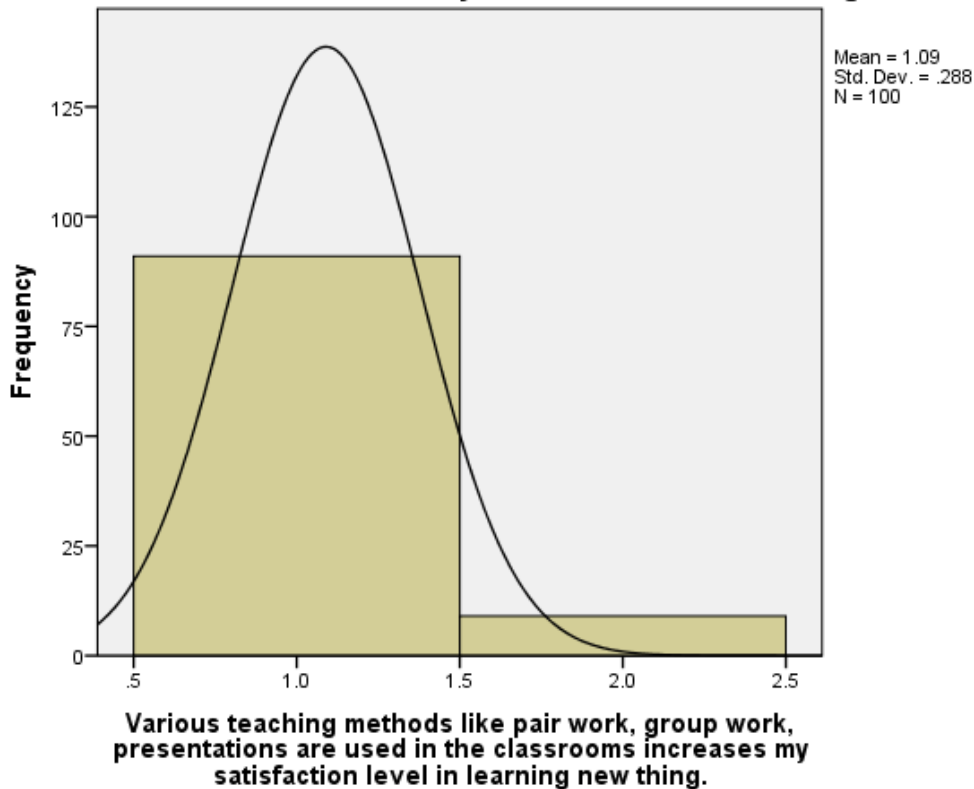
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	91	89.2	91.0	91.0
Valid No	9	8.8	9.0	100.0
Valid Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

Crosstab

Count		Various teaching methods like pair work, group work, presentations are used in the classrooms increases my satisfaction level in learning new thing.		Total
		Yes	No	
Gender	Male	42	5	47
	Female	49	4	53
Total		91	9	100

91% students opted for yes so this shows that those teachers who use various teaching methods in classrooms while teaching are able to increase the satisfaction level of students which would definitely result in higher levels of learning. 91% consists of 42% males and 49% females. The results can be seen in the histogram on the next page.

Various teaching methods like pair work, group work, presentations are used in the classrooms increases my satisfaction level in learning new thing.



The mean in this question is 1.09 and the standard deviation is 0.288.

Question Number 12

If I get sufficient information about matters related to my study than my satisfaction level

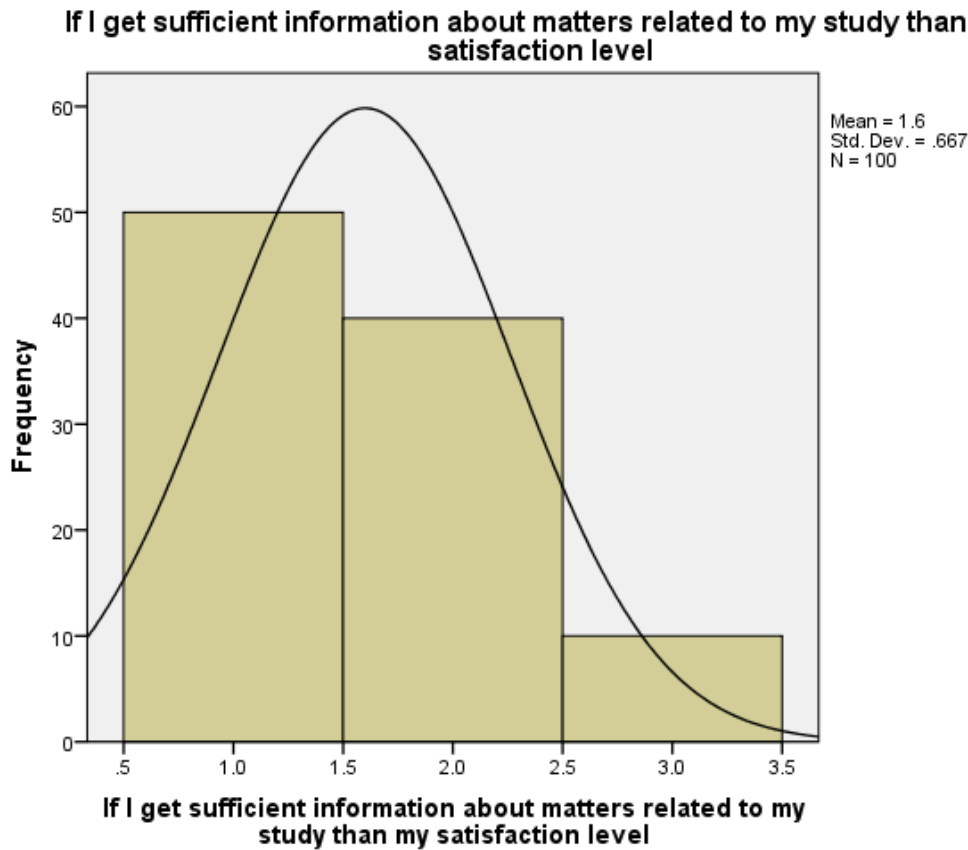
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	50	49.0	50.0	50.0
	Remains Same	40	39.2	40.0	90.0
	Decreases	10	9.8	10.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Crosstab

Count		If I get sufficient information about matters related to my study than my satisfaction level			Total
		Increases	Remains Same	Decreases	
Gender	Male	25	18	4	47
	Female	25	22	6	53
Total		50	40	10	100

Majority of the students in this question voted for increases (50%) and remains the same (40%). This shows that if a teacher has a teaching style of providing sufficient information and guidance to students' related studies than their satisfaction level is enhanced.

In 50% there are 25% males and 25% females. The results are illustrated in the histogram on the next page.



The mean is 1.6 and standard deviation is 0.667

Question Number 13

A teacher who prefers concepts more rather than the bookish knowledge I am:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Satisfied	41	40.2	41.0
	Satisfied	40	39.2	81.0
	Neutral	14	13.7	95.0
	Dissatisfied	3	2.9	98.0
	Strongly Dissatisfied	2	2.0	100.0
Total	100	98.0	100.0	
Missing	System	2	2.0	
Total	102	100.0		

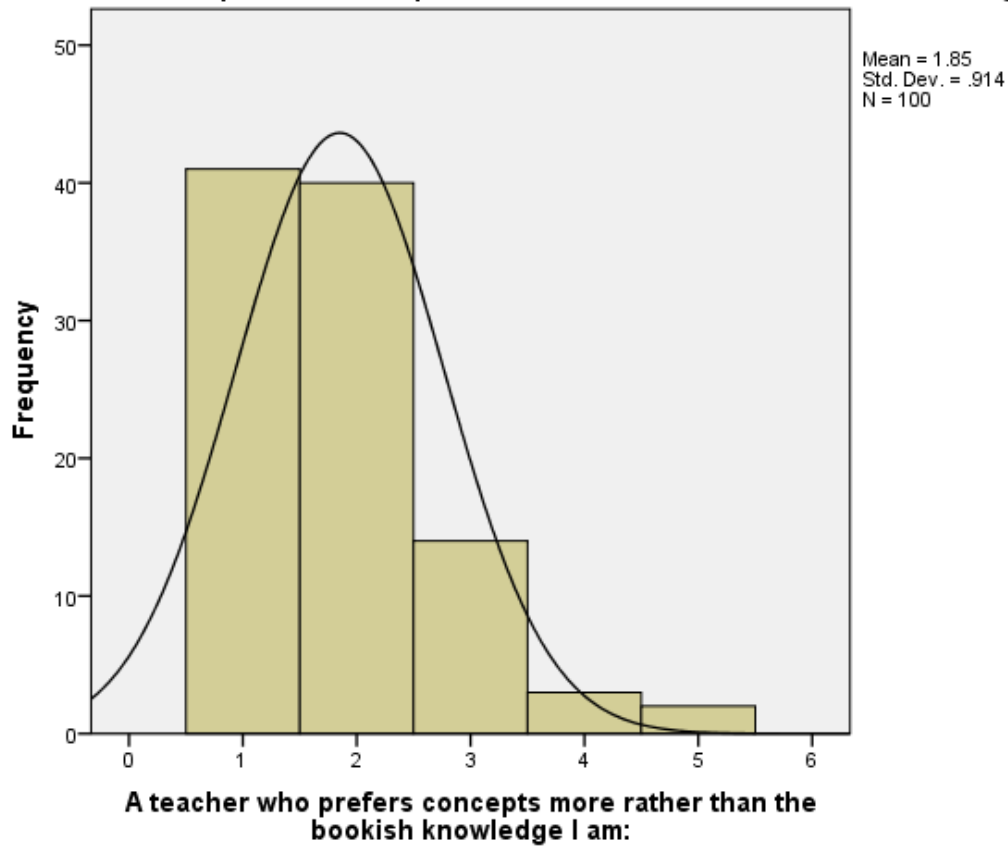
Crosstab

		A teacher who prefers concepts more rather than the bookish knowledge I am:					Total
		Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied	
Gender	Male	20	18	7	1	1	47
	Female	21	22	7	2	1	53
Total		41	40	14	3	2	100

If a teacher has a teaching style of building or focusing on concepts rather than just on the bookish knowledge than the satisfaction level of students is increased and they remain satisfied. This can be represented in the results above. They clearly show that majority of the students opted for strongly satisfied and satisfied.

The 41% students who voted for strongly satisfied consist of 20% Male and 21% females. The data in the table are represented in the histogram on the next table.

A teacher who prefers concepts more rather than the bookish knowledge I am:



The mean in this question is 1.85 and standard deviation is 0.914.

Question Number 14

Way of delivering knowledge in an easy way that students can understand is important.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	93	91.2	93.0	93.0
Valid No	7	6.9	7.0	100.0
Valid Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

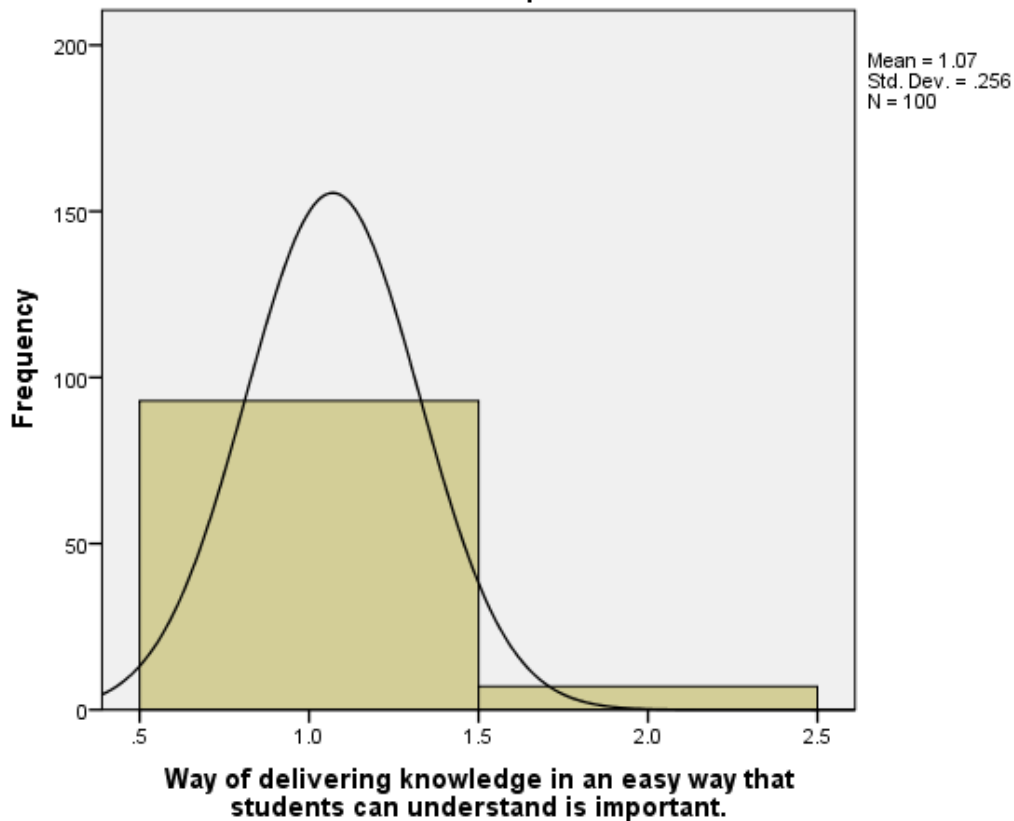
Crosstab

Count		Way of delivering knowledge in an easy way that students can understand is important.		Total
		Yes	No	
Gender	Male	44	3	47
	Female	49	4	53
Total		93	7	100

As we can see in the table above that 93% students have voted for yes. This shows clearly that the way of delivering knowledge that students can understand is important.

In 93% there are 44% males and 49% females. The results are elaborated in the histogram on the next page.

Way of delivering knowledge in an easy way that students can understand is important.



The mean is 1.07 and standard deviation is 0.256.

Question Number 15

In my view teaching style does affects student's satisfaction level.

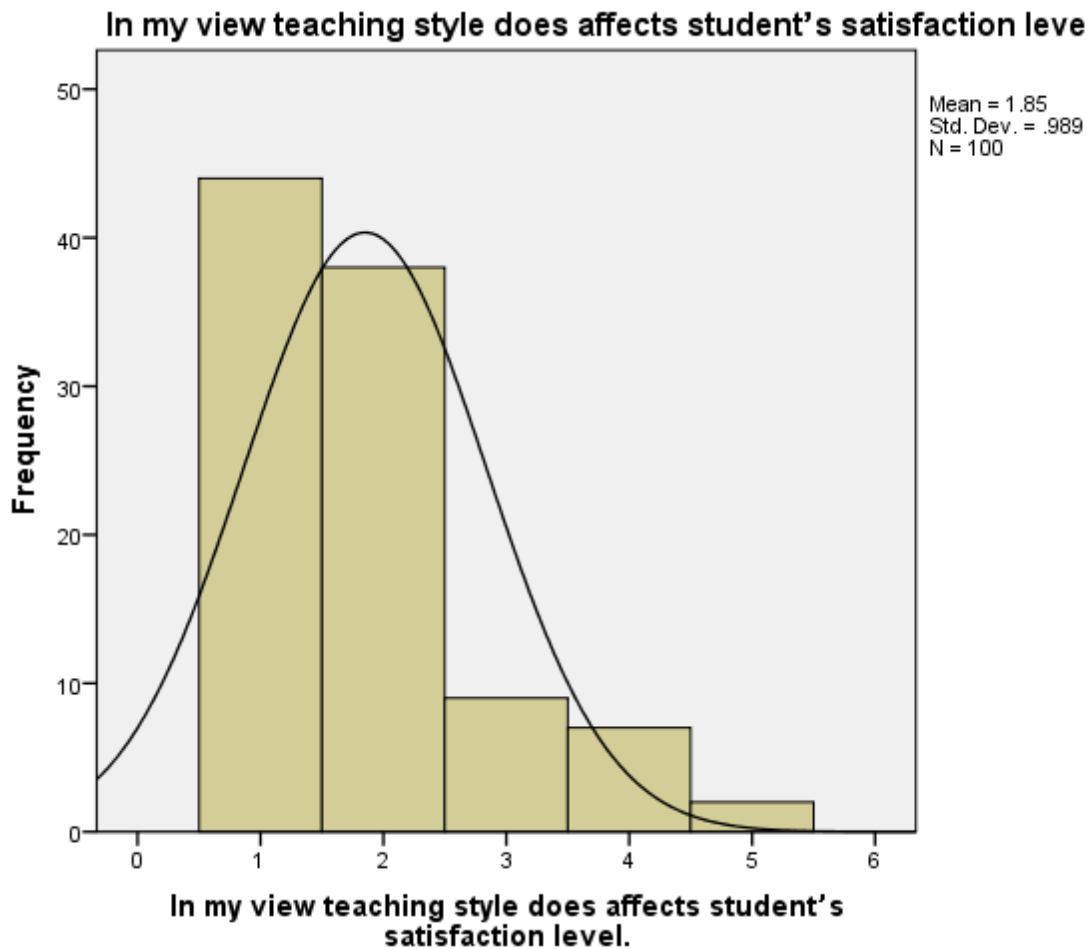
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	44	43.1	44.0	44.0
Valid Agree	38	37.3	38.0	82.0
Valid Neutral	9	8.8	9.0	91.0
Valid Disagree	7	6.9	7.0	98.0
Valid Strongly Disagree	2	2.0	2.0	100.0
Total	100	98.0	100.0	
Missing System	2	2.0		
Total	102	100.0		

Crosstab

	In my view teaching style does affects student's satisfaction level.					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Gender Male	22	17	4	3	1	47
Gender Female	22	21	5	4	1	53
Total	44	38	9	7	2	100

As we can see in the table above that 44% students have voted for strongly agree. This shows clearly that the way of delivering knowledge that students can understand is important.

In the 44% there are 22% Males and 22% Females. The data is illustrated in the histogram on the next page.



The mean is 1.85 and the standard deviation is 0.989.

DISCUSSION

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Q1	100	4	1	5	1.98	.887	.787	1.190	.241	2.311	.478
Q2	100	4	1	5	2.51	1.068	1.141	.227	.241	-.645	.478
Q3	100	4	1	5	2.27	1.043	1.088	.688	.241	.148	.478
Q4	100	1	1	2	1.24	.429	.184	1.236	.241	-.482	.478
Q5	100	4	1	5	1.83	.911	.829	1.165	.241	1.536	.478
Q6	100	1	1	2	1.23	.423	.179	1.303	.241	-.309	.478
Q7	100	4	1	5	1.91	.922	.850	1.128	.241	1.415	.478
Q8	100	3	1	4	1.63	.677	.458	.811	.241	.389	.478
Q9	100	1	1	2	1.05	.219	.048	4.193	.241	15.896	.478
Q1	100	4	1	5	2.26	1.070	1.144	.522	.241	-.360	.478

0											
Q1 1	100	1	1	2	1.09	.288	.083	2.909	.241	6.595	.478
Q1 2	100	2	1	3	1.60	.667	.444	.668	.241	-.598	.478
Q1 3	100	4	1	5	1.85	.914	.836	1.195	.241	1.622	.478
Q1 4	100	1	1	2	1.07	.256	.066	3.422	.241	9.909	.478
Q1 5	100	4	1	5	1.85	.989	.977	1.268	.241	1.236	.478

The purposes of the study were to examine effects of teaching style on student satisfaction through mediating role of teacher's behavior and qualification and to determine this we studied the relationship between their apparent teaching style and learning strategies. A review of current literature indicated that independent and successful learning requires effective use of learning strategies. Therefore, it is crucial to understand how students approach learning and they are satisfied. Not only teaching styles of teachers but also students' perceptions of their teachers' teaching styles influence academic performance. Being aware of students' perspectives can help teachers adjust their teaching styles to fit the individual students need.

Fifteen research questions were posed and a data analysis was conducted to check the relationship between student's satisfaction and teaching style. The descriptive statistics of the sample are shown in the table above for each question given in the questionnaire. According to students point of view majority thinks that if the learning objectives are explained by the teacher to the students they tend to be more satisfied. The learning objectives may enlarge the understanding level of students.

If the teacher provides an opportunity to give him/her feedback on the studies than the satisfaction level of students is boosted as compared to when the teacher does not provides an opportunity to give feedback. The encouraging feedback from teachers affects the level of student satisfaction a lot. Student satisfaction level is boosted if the teachers are competent and have up to date knowledge. Group work session is a teaching method that helps students in learning and increases their satisfaction level about what they have learnt. Clearer concepts are built using group study sessions.

Friendly environment between teachers and students is very important for gaining a desired student satisfaction level that is created while learning something. Teaching styles that encourages students to ask questions makes them feel more comfortable while learning and increases their level of satisfaction. When teachers do not get irritated and answer all questions calmly while teaching a topic than the level of student satisfaction is increased. Students prefer to study theoretical subjects using a multimedia rather than studying them orally.

Teachers who use various teaching methods in classrooms while teaching are able to increase the satisfaction level of students which would definitely result in higher levels of learning. This shows that if a teacher has a teaching style of providing sufficient information and guidance to students' related studies than their satisfaction level is enhanced. If a teacher has a teaching style of building or focusing on concepts rather than just on the bookish knowledge than the satisfaction level of students is increased and they remain satisfied. Student satisfaction is affected if the assessment criterion for the study is explained. But some do think that they are dissatisfied if the assessment criterion for the study is explained. This may bring some pressure on the students who are dissatisfied. The way of delivering knowledge that students can understand is important.

CONCLUSION

Quality of academic institutions depends on several factors which involve infrastructure, quality of education and students satisfaction. Across the globe the governing authorities of academic institutions have developed quality frameworks but the student's satisfaction is the widely used element to evaluate the quality of institutions. The more the students are satisfied the more the institution possesses the quality. Though, another school of thought has a different point of view but students' satisfaction matters. In this study we have described the effect of teaching styles on students' satisfaction with the help of teacher's qualification and different behaviors. On the basis of results and analysis it has been concluded that both teachers' qualification and behavior has a direct impact on students satisfaction and also significantly affects students satisfaction Finally the conclusion we have drawn from the analysis made is that the mediating role of teachers qualification and behaviors affects the relationship between independent and dependent variables.

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