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RETRACTION- Effect of Teaching Style on Student’s Satisfaction Through the Mediating Role of Teacher’s Behavior and Qualification

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ABSTRACT

In today’s modern era research is the key to do anything new or to make improvements in the existing system or business. It is important for a researcher to write down articles about the various subject matters that would help people in understanding new things and adding value to the existing knowledge about the subject matter. Most of the teachers use different types of teaching styles with the intent of making learning more effective and increasing the satisfaction level of students. On the basis of the feedback provided by students, they assess the teaching style that is most effective and that satisfies the needs of the students. 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. So we have assessed the effect of teaching style on student satisfaction through the mediating role of teacher’s behavior and qualification. This article focuses on the methods used by teachers, their behavior and delivery style. On the basis of the results and analysis it can concluded that both teachers’ qualification and their behavior has its direct impact on student satisfaction. The conclusion that was drawn from the results was that the mediating role of teacher qualification and behavior mediates the relationship between independent and dependent variables

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 (Allam, 2020). Academic institutions are increasingly hiring highly educated and experienced staffs that have *effective teaching style* to boost up the *student satisfaction* (Allam & Ahmad, 2013). The underlying concept behind this framework is the teaching style which enhances the student satisfaction (Fadhel, Aljalahma, Almuhanaadi, Asad,

& Sheikh, 2022). Teacher’s qualification is a factor along with teaching experience which has been widely studied as it highly affects the teaching style (Allam & Malik, 2020; Allam Z. , Asad, Ali, & Malik, 2022). As per the system design of education till high school level it is based on bookish knowledge but at higher level understanding of concepts is more important (Asad, 2020; Asad & Abid, 2018). In today’s era of dynamic change, education plays a vital role. Effectiveness of teaching style is very important in any institution (Allam, 2019; Asad , Haider , Akhtar , & Javaid ,

2011). In this study we want to analyze the effects of teaching style on student's satisfaction as for us the *output produced* by the students is not important (Allam Z. , Asad, Ali, & Ali, 2021). Moreover, it enables the students to think from a wider perspective.

In academic institutions the quality of the institutions is widely determined through teaching style and the level of student's satisfaction (Asif, Asad, Bhutta, & Khan, 2021; Asad, Chethiyar, & Ali, 2020). This framework has been widely used across the globe (Al Kahtani, Nawab, & Allam, 2016). 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 (Al-Qahtani, Alkhateeb, Mahmood, Abdalla, & Qaralleh, 2020; Asad, 2011).

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 (Allam Z. , Asad, Ali, & Malik, 2022; Kashif, et al., 2020). The results of this study will contribute to the existing literature by providing the theoretical model that will explain how the way of delivering instructions and teaching methodologies affects student's satisfaction considering the role of teacher's behavior and qualification (Haq, Asad, Natarajan, Sankar, & Asif, 2021; Kashif, et al., 2020; Kahtani, Khan, & Allam, 2016).

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 (Asad, 2020; Hammami , Ahmed , Johny, & Sulaiman, 2021; Chethiyar, Asad, Kamaluddin, Ali, & Sulaiman, 2019). Therefore, the main objective of our study to analyze the effect of teaching style on student's satisfaction through the mediating role of teacher's behavior and qualification.

Literature Review

Teaching Style

Employee intention to leave an organization or turnover intention depends on various factors such as pull factors, pull factors, economic conditions, organization policies, job satisfaction, etc (Asad, Asif, Allam, & Sheikh, 2021). Study follows the

following definition in throughout the research: intention to leave or turnover intention is a behavior or sense of an employee to leave the organization (Asad, Asif, Khan, Allam, & Satar, 2022). The intention of quitting the organization is based on a number of factors such as: economic condition, push factors, pull factors, lack of job satisfaction, work environment, work policies, family cooperation and behavior etc (Asad, Iftikhar, & Jafary, 2019; Asad, et al., 2021). When such factors are not properly aligned with employee mind, so employee influences to leave the job (Asad, Shabbir, Salman, Haider, & Ahmad, 2018).

This study is designed to identify and analyze the effect of teaching style on student's satisfaction through teacher's qualification and behaviors. An effective and positive behavior of a teacher is the most important element in student's satisfaction. Iqbal (1996) described that there is a gap between students and teachers of understanding and learning. Teacher plays a dynamic role in the education sector (Asad, Haider, & Fatima, 2018; Asif, Asad, Bhutta, & Khan, 2021; Asad & Sharif, 2016). The overall educational sector of developing countries like Pakistan has been affected by poor education system. It is stated "*educational system of any country can provide the guarantee of success and prosperity for their nations*". The achievement of a comprehensive and effective educational system is necessary for the survival of nation (Saeed, 2001). Hayon (1989) said that the teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of student's behavior, attitude and achievement.

However, teaching effectiveness comes from the personal motivation, perception, and satisfaction in the teachers' job (Asad, Asif, Bakar, & Altaf, 2021; Haider, Asad, & Aziz, 2015; Haider, Fatima, Asad, & Ahmad, 2016). The merit incentive compensation system is directly linked to teachers' motivation and perception, which also directly or indirectly results in satisfaction of students (Bashir & Asad, 2018; Majali, Alkaraki, Asad, Aladwan, & Aledeinat, 2022; Hammami , Ahmed , Johny, & Sulaiman, 2021). In this study we will discuss the effects of teaching style on student satisfaction through mediating role which involve, 1) 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.2) dependent variable is student's satisfaction level.

We will analyze student satisfaction level by looking the feedback of students. The control variable is teacher's qualification and teacher behaviors and style like their teaching style, qualification may directly affect the students' learning behavior (Damer, Al-Znaimat, Asad, & Almansour, 2021; Asad, Rizwan, Shah, & Munir, 2018; Ullah, et al., 2021). Effective teaching plays a vital role to gain student satisfaction. In order to improve students' learning behavior and satisfaction regarding their courses, effective teaching has direct effect on increasing students' quantitative academic outcomes (Darling-Hammond, Berry and Thoreson 2001). In order to increase student's satisfaction, teaching quality can be used as a tool (Rockoff, J.E., 2004) where teaching methodologies and qualification mediate the impact of teaching quality on students' satisfaction.

Firstly, we will discuss the performance of teachers as a good teacher. And also includes characteristics like honesty, hardworking, competence, commitment, and motivation. Effective teachers' performance can easily get effective student learning behavior (Asad, 2018; Asad, Asif, Khan, Allam, & Satar, 2022; Asad, Shabbir, Salman, Haider, & Ahmad, 2018). Because effecting teaching knows all the determinant that help students to develop a deep approach to study conceptual manner this helps teacher to modify better teaching methodology and styles (Riphah, Ali, Danish, & Sulaiman, 2022). It also helps them to improve the improper methods of teaching through policy makers and implement strategy to increase learning efficiency of education.

To increase individual productivity and better academic achievements students followed this approach to improve learning behavior and satisfaction (Asad, Asif, Allam, & Sheikh, 2021). Earlier studies focused on improving teacher quality. Teacher quality has a strong impact on increasing the students ability, aptitude to improve family background, student work ethics, and develop better environment this increases overall economic growth in developing countries like Pakistan (Asad, Haider, & Javaid, 2010; Haider, Asad, & Fatima, 2017; Asad, Sharif, & Alekam, 2016; Ullah, et al., 2021).

Element Teaching Style

There are many elements that deeply effects teaching styles to gain student satisfaction such as, teaching environment, Proper attention and Qualification and experience of teacher. A traditional teaching style is the most important thing to discuss. However, if we match it with new teaching styles through improving new type of course are predictable.

These courses include "information technology computer programming, such as library practice lessons. Felder and Henriques (1995) evaluates teaching style and learning process in foreign, where Langlois and Thach (2001) in the theoretical background. Yaliz et al. (2008) evaluated learning styles of teaching on student satisfaction and also discusses 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" (Demirkol & Nalla, 2018). 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 (Asad, 2020; Asad, Asif, Allam, & Sheikh, 2021). Different researchers have described different teaching styles to gain student satisfaction. Gregorc (1979) indicated that a "teaching style consists of a teacher's personal behaviors" when teacher behaves with students in friendly environment of a classroom to gain students attention. In a teaching style various situations consist of overall behaviors and qualities of teacher displays in classrooms (Allam Z. , Asad, Ali, & Malik, 2022).

Student's Perception of Teaching Style

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 (Allam & Ahmad, 2013; Asad, Iftikhar, & Jafary, 2019; Asad, Muhammad, Rasheed, Chethiyar, & Ali, 2020). 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 (Asad, Sharif, & Alekam, 2016; Asad, Asif, Khan, Allam, & Satar, 2022; Asad, Sharif, & Alekam, 2016). 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 (Zuhaib, Wenyuan, Sulaiman, Siddiqui, & Qalati, 2022; Asad, Altaf, Israr, & Khan, 2020; Asad, Sharif, & Alekam, 2016).

They concluded with some certainty that the amount of effect their change made in academic performance of students (Asif, Asad, Kashif, & Haq, 2021; Majali, Alkaraki, Asad, Aladwan, & Aledeinat, 2022; Khan A. A., Asad, Khan, Asif, & Aftab, 2021). This paper mainly focused on the method of assessment and measurement rather than the level of satisfaction of students after bringing changes in the method.

Impact of various e-learning instructions and their preferred learning style on student satisfaction was studied in an article (Amir & Asad, 2018; Asad, Asif, Allam, & Sheikh, 2021; Khan S. N., Asad, Fatima, Anjum, & Akhtar, 2020). 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 (Asad, Asif, Bakar, & Sheikh, 2021; Asad, Asif, Khan, Allam, & Satar, 2022). 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 (Farrukh & Asad, 2017).

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 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 (Asad & Abid, 2018; Asad, Haider, Akhtar, & Javaid, 2011). 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 (Israr, Asad, Altaf, & Victor, 2021). 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.

METHODS

Research is a systematic way of finding and establishing the facts and figures based on the certain stages/ processes. Therefore, it is important for the researchers to follow the guidelines. The role of researcher cannot be unbiased in interpreting the data collected. It is clear that researcher wants to test the existing theory in a different setting and that teaching style has its effect on student satisfaction. Three research approaches can be used, and these include quantitative, qualitative and mixed methods.

In quantitative research approach the researchers tests the existing theories objectively to determine the relationship between different variables through quantitative means of enquiry and data collection. However, in quantitative research approach, the researcher usually explores the understandings of individuals or groups about a particular social phenomenon. Since, the researcher wants to analyze the underlying relationship between teaching style and student satisfaction therefore quantitative research approach has been used.

Research Design

Research design provides a systematic order of research procedures and planned steps. Since, the

researcher follows the quantitative research approach and wants to explore the relationship between different constructs therefore survey research design has been used in this study. Research design enables researchers to analyze the options, behaviors and attitudes if respondents through quantitative modes of enquiry and data collection

Sampling

Studying the whole population is quite difficult and time taking in research. Therefore, researchers use a representative sample to collect and analyze the data. Sample is a small representative proportion of a large population which possesses all unique characteristics of population. Our population was the total students that are in all universities and colleges of Lahore. Participants in this study consisted of students of five different colleges and universities of Lahore.

They were students of different backgrounds and fields. These were students of Bsc, Msc and Mphil. We used convenient sampling for our study as our study required a lot of accommodation by the respondent so that we could find enough respondent who were willing to undergo the survey. Questionnaires have been floated in the above-mentioned colleges and universities and data of 100 respondents has been collected. We by ourselves went to the above mentioned colleges and universities and contacted the teachers to explain the purpose of the study. The questionnaires were delivered in person

Instrument Design

In this study the researcher used survey technique for data collection. We used manual questionnaires to evaluate the effects of teaching style on student satisfaction. Questionnaire is a predesigned set of questions explaining the research problem in wider context so the respondents can answer each question within the defined criteria. A structured questionnaire consists of closed ended questions and our questionnaire consists of 22 closed ended questions. Closed ended questions restrict the respondents to answer the questions within the context and can be used for behavioral studies. Items in majority of the questions were rated using a five point Likert

Research Variable

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

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 (Higher Education Commission).

RESULTS AND DISCUSSION

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 Fifteen research questions were posed and a data analysis was conducted to check the relationship between student's satisfaction and teaching style. 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. 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 provide 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 have 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.

We faced several limitations while conducting this study. Some of the major limitations which we faced are as follows:

- a. Sample was only taken from five colleges and universities of Lahore due to travelling problems.
- b. Entering into the universities and colleges was another major hurdle because of security issues.
- c. Attitude of students was very non serious while filling the questionnaires. We had to stand with the students to make sure that they completely filled the questionnaire and didn't leave any question.
- d. Time was short and a research article needs a lot of time.

For better development in the education sector we firstly need to improve our environment. Different policy makers can develop effective management strategies to enhance the quality of teachers' behavior and performance in classrooms (Asad, Sharif, & Hafeez, 2016).

In my opinion, more incentives should be given to teachers to motivate them to give their best teachers are the assets of our economy and best quality and effective teaching methodology is a key to gain student satisfaction. Focus should also be on the communication gap between teachers and students. So, this study will provide a framework on the effect of teachers' qualification and behaviors on students. Moreover, the findings are helpful for the teachers as well and they can enhance their

competency level and teaching methodologies along with their qualification and teaching style to attain the maximum level of students' satisfaction

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