



IMPACT OF EFL TEACHERS TEACHING STYLE ON STUDENTS ACADEMIC PERFORMANCE AND SATISFACTION: AN EVIDENCE FROM PUBLIC SECTOR UNIVERSITIES OF KARACHI

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ABSTRACT

This empirical research aimed to investigate the effect of EFL teachers' teaching style on students' academic performance and satisfaction. Students' academic performance and satisfaction have been a core issue at higher educational institutions in Pakistan. EFL teachers' teaching style is an essential factor that influences teaching and learning. The data for the study were collected from the English department students at two public sector universities in Karachi. through a survey questionnaire using a simple random sampling technique. The total data for this study were collected from n=400 respondents; there were n=21 outliers, whereas the useable sample size for the current study was n=379. Researchers used SPSS v. 22 for data screening and Partial Least Square -Structural Equation Modeling (PLS-SEM) to establish a measurement model and test the hypotheses. The finding of the first hypothesis revealed that EFL teachers' teaching style has a positive and significant impact on the students' academic performance at the higher education

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level. The findings of the second hypothesis revealed that students' academic performance has a negative and insignificant impact on the students' satisfaction at higher education levels. Moreover, the present study model holds high predictive power, and thus, findings can be generalized. The mediation, moderation and qualitative interviews were beyond the scope of the present study.

Keywords: Teaching Style, Academic Performance, Satisfaction, Higher Education Level

INTRODUCTION

In the Pakistani context, the English language is considered a tool for success academically, socially, and economically; therefore, English has reached a social position in Pakistan (Dar & Khan, 2015, p.122). The concept of teaching and learning English language is crucial in the Pakistani context (Mahboob, 2009). In this regard, the ESL faculty's teaching style plays a vital role in enhancing the academic performance and satisfaction of the students at the higher education level (Marina, Natalia, Tatiana, & Nataliya, 2019). Furthermore, it is also stated that Pakistan's educational system cannot compete with world educational institutions because of many factors. One of the most critical factors is teachers' way of teaching (Inayat & Ali, 2020). The teacher's teaching style determines most students' performance (Fan & Ye, 2007). In the same way, it is also stated that the student's success is always influenced by various teaching styles and teaching methods that make students satisfied (Riahipour, Ketabi, & Dabbaghi, 2014). According to Grasha (2002), Teachers' Teaching Styles are known as the behaviour and personal qualities of teachers in which they conduct their classes.

The students' satisfaction is considered a set of beliefs (Walker-Marshall & Hudson, 1999). These beliefs of students refer to the internal happiness, disappointment, and experience caused by the input given to them and their course learning in educational settings (Gage, Scott, Hirn & MacSugaGage, 2018). Students' satisfaction plays a significant role in the students. If students'

academic performance is up to the mark, they will feel satisfied (Mahboob, 2009). There are some dimensions of student satisfaction, and they are considered critical factors of motivation, academic performance, and satisfaction (Shah, 2009). The dimensions of satisfaction include trained and professional staff, grade point average (GPA), frequent use of technology and quality input are fundamental determinants of a student's better academic performance. It results in satisfaction in their course learning at higher education level (Weerasinghe & Fernando, 2017; Walker-Marshall & Hudson, 1999).

Extensive research is done on students' satisfaction, and academic performance, whereas published literature is evidence that the academic performance of the students has a positive and significant impact on student satisfaction in educational settings (Gopal, Singh, & Aggarwal, 2021; Korpershoek et al., 2016 and Freiberg, 2013). Moreover, it is also stated that if the courses at educational institutions are not appropriately designed and quality input is not given to the students, they will not feel motivated. Their level of satisfaction and as well as academic performance will be in decrease (Almaiah & Almulhem, 2018).

LITERATURE REVIEW

EFL Teachers' Teaching Style and Students' Academic Performance

EFL Teachers' Teaching Style plays a significant role in encouraging a healthy and conducive learning environment, which gives them freedom to use their free will, and makes them emotionally, psychologically, and physically strong and active in learning to become creative (Ryan & Deci, 2017). The formation of good teaching is developed, assisted, and handled through teachers' teaching styles so that students can differentiate between good and bad teaching methodology and can form their understanding and perception regarding their teachers' teaching styles (Ouyang & Scharber, 2017). On the other hand, students' academic performance refers to

the students' performance in educational institutions (Michael, 1998). EFL Teachers' teaching style is one of the significant factors which impact the academic performance of the students at the higher education level (Ganyaupfu, 2013). The environment in which students learn has a significant impact on their personal characteristics, as well as on teaching methodology. This impact ultimately has a great impact on students' academic performance (Blevins, 2009). The teaching style is the method of teachers which helps to improve learning and pedagogy at educational institutions and assure success in terms of teaching and learning at the higher education level (Parri&Aas, 2006).

The most important purpose of EFL teachers' teaching style at educational intuitions, whether at the school level or tertiary level, is to bring some positive change in the learners and make them able to get success in their academic and as well as professional life (Tebabal & Kahssay, 2011). EFL teachers should apply the student-centred approach to facilitate the teaching and learning pedagogy so that students can get maximum benefits from them and their academic performance would be up to the mark, which will result in academic Success (Hightower et al., 2011). Ismail, Halias, Saad and Mohamed (2020) stated that when students are engaged in class effectively and continuously, their motivation level of the students goes on the rise, whereas their motivation plays a great role in their academic performance and helps them to be satisfied from their academic success. Similarly, Sharma (2018) said that teachers play a vital role in inducing motivation through their teaching style, which infuses new energy in students' and their academic performance becomes up to the mark.

Students' Academic Performance and Students' Satisfaction

Numerous researches are done on students' satisfaction (Weerasinghe & Fernando, 2017). There are many factors that affect the students' satisfaction Students' satisfaction (Walker-Marshall &

Hudson (1999). Academic performance is one of the factors which has a direct impact on students' satisfaction at the higher education level (Zeithaml, 1988). The methods of teaching and students' academic performance have a positive association with students' course learning and academic achievement (Navarro & Gallardo, 2015). In the same way, Wilkins and Balakrishnan (2013) stated that the quality of lecturers, pre-planned lesson plans, quality input, availability of resources and good use of technology have an impact on students' academic performance, whereas students' academic performance is directly associated with students' satisfaction in the United Arab Emirates.

Furthermore, in the same study, it was also investigated that "Students' satisfaction at university level is highly influenced by the good classroom environment, feedback, relationship between students' and teachers', course content, learning equipment, library facilities and learning materials". In addition to that, "teaching ability, flexible behavior, the prestige and the status of the university/college, independence, good faculty, student growth and development, student centred-approach, good campus climate, institutional effectiveness and social conditions have a great impact on academic performance of the students because these availabilities of these factors help students to increase their performance and in the result students 'are satisfied"(Weerasinghe & Fernando, 2017). Marshall and Weinstein (1986) reported that a teacher's way of communication and his/her treatment of students is an important factor behind students' good academic performance and achievement, which makes them satisfied in their educational settings.

Moreover, Karna and Julin (2015) investigated that students at the university level are satisfied with various factors like better academic performance, good teaching facilities and a good environment rather than good infrastructure have a significant impact on the satisfaction of the students. In some research, it is also found that in the universities of Finland, students' satisfaction

is greatly influenced by research approaches and good academic performance. Student academic achievement and satisfaction depend on the input which is given to them by the teachers (Gunawan et al., 2020). The teacher who is a real pivot of the whole education system and whose teaching methodologies help students to improve their academic performance has a positive impact on the students' satisfaction (Parri, 2006). The teacher's personality and style of interaction with the students have been reported to be a very crucial variable in student's achievement" (Shah, 2009).

Research Objectives

1. To examine the impact of EFL teachers' teaching style on EFL students' academic performance at the higher education level.
2. To examine the impact of EFL students' academic performance on EFL students' satisfaction at the higher education level.

Research Questions

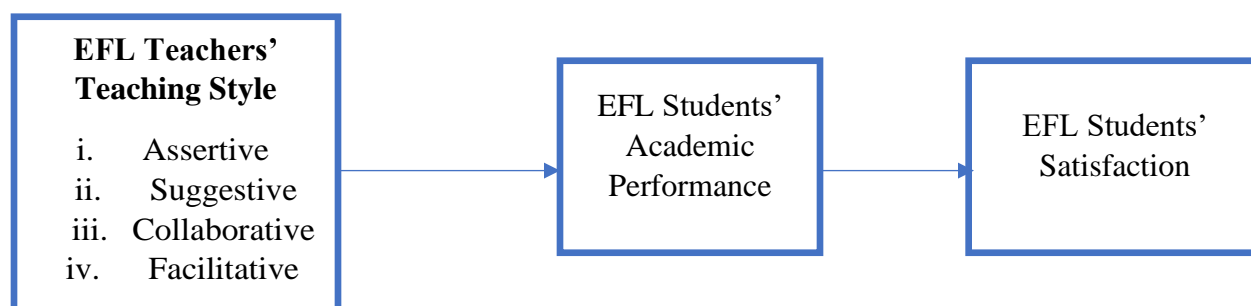
1. Does EFL teachers' teaching style have a positive impact on EFL students' academic performance at the higher education level?
2. Does EFL students' academic performance have a positive impact on EFL students' satisfaction at the higher education level?

Hypotheses

Concerning the above literature, the following hypotheses were proposed.

H_{A1}: EFL teachers' teaching style has a positive impact on EFL students' academic performance at the higher education level.

H_{A2}: EFL students' academic performance has a positive impact on EFL students' satisfaction at higher education levels.

Figure 1: Research Model

Source: Authors' contribution

Notes: In the above research model, EFL teachers' teaching style is the second-order reflective-reflective measure which is used as an exogenous variable, and EFL students' academic performance and EFL students' satisfaction are first-order reflective constructs that are used as endogenous variables.

Research Methodology

Sample and Procedure

In this empirical study, the researcher collected data from the four public sector universities of Karachi by following all ethical considerations regarding anonymity, confidentiality and voluntary participation by giving them informed consent forms (Bryman, 2016). Data were collected and analyzed on SPSS v.22, wherein the data screening procedure was followed. In the collected data, there were some missing values as Little's MCAR test: Chi-Square = 198.096, DF = 72, Sig. = .000; therefore, multiple imputations were followed. Furthermore, there were n=21 multivariate outliers.

Table 1: Multivariate Outliers (n = 21)

S#	Outliers	< 0.001	S#	Outliers	< 0.001	S#	Outliers	< 0.001
1	80	0.00000	8	256	0.00000	15	229	0.00002
2	354	0.00000	9	396	0.00000	16	232	0.00004

3	62	0.00000	10	342	0.00000	17	10	0.00025
4	318	0.00000	11	99	0.00001	18	311	0.00032
5	392	0.00000	12	322	0.00002	19	11	0.00045
6	369	0.00000	13	179	0.00002	20	47	0.00067
7	178	0.00000	14	397	0.00002	21	182	0.00074

Source: Author's estimation

Furthermore, after deleting the multivariate outliers, the useable sample size was $n = 379$ respondents from the Department of English at two public sector universities in Karachi.

Table 2: Respondents' Demographic Profile ($n = 379$)

No	Demographic Variable	Categories	Frequency	Percentage (%)
Characteristics				
1	Gender	Male	176	46.4
		Female	203	53.6
2	Age	Under 20 Years	55	14.5
		21-25 Years	254	67.0
		26-30 Years	56	14.8
		31 Years or above	14	3.7
		3	Education	BS. English
M.A English Literature	96	25.3		
M.A English Linguistics	73	19.3		

Source: Authors' estimation

Measures

The researcher adapted the scales, which were well-cited and well-established scales in the previous studies. There were six constructs and 37 Likert Scale items. The data were collected on 5-point Likert Scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The reliability of

these scales has been established in the present study.

Table 3: Descriptive statistics of measures

LOCs (Measure)	Items	One Sample Statement	Mean(S.D.) Variable	Mean(S.D.) Item	No. of Items	Alpha	Alpha Decision (Hair et. al., 2010)	Adapted Source
A (R)	A1	The teacher points out the right direction to solve problems.	3.9800 (.49178)	4.3404 (.71101)	7	.635	Fair	Leung, Lue, & Lee, (2003)
	A2			3.9947 (.79680)				
	A3			3.8021 (.91455)				
	A4			4.2164 (.85798)				
	A5			3.6755 (.97194)				
	A6			4.2164 (.79392)				
	A7			3.6148 (1.05379)				
S (R)	S1	The teacher uses my own experience to help students in problem-solving.	3.9982 (.52341)	3.7150 (.99100)	6	.695	Fair	Leung, Lue, & Lee, (2003)
	S2			4.1741 (.80097)				
	S3			4.1530 (.74735)				
	S4			4.1662 (.72105)				
	S5			3.4776 (.96576)				

	S6			4.3034					
				(.71659)					
C (R)	C1	The teacher listens to students' own experiences.	4.0712 (.54940)	3.9261 (.90550)	7	.808	Excellent	Leung, Lue, & Lee, (2003)	
	C2			4.0818 (.75674)					
	C3			4.1029 (.81809)					
	C4			4.0132 (.77483)					
	C5			4.0950 (.80439)					
	C6			3.8997 (.78036)					
	C7			4.3799 (.79564)					
F (R)	F1	The teacher encourages students' discussion.	3.8753 (.60528)	4.1926 (.91278)	8	.785	Good	Leung, Lue, & Lee, (2003)	
	F2			4.3562 (.80493)					
	F3			4.0976 (.73353)					
	F4			3.0686 (1.13648)					
	F5			3.9815 (.94683)					
	F6			4.0871 (.88510)					
	F7			3.6095 (1.08404)					
	F8			3.6095 (1.08404)					

A.P. (R)	AP1	I am confident about the adequacy of my academic skills and abilities.	4.0708 (.60322)	4.1504 (.74965)	4	.808	Excellent	Mehrvarz, Heidari, Farrokhnia, & Noroozi, (2021)
	AP2			3.9868 (.79171)				
	AP3			4.1169 (.75753)				
	AP4			4.0290 (.72863)				
S.S. (R)	SS1	The teacher's lecture is coherent in explaining issues and has made the lecture fascinating (attractive).	3.0090 (.87652)	3.0264 (1.16807)	5	.737	Good	Obiosa, (2020)
	SS2			3.1715 (1.21265)				
	SS3			2.7361 (1.42874)				
	SS4			3.0792 (1.26786)				
	SS5			3.0317 (1.18145)				

Source: Author's estimation

Notes: A = Assertive, S = Suggestive, C = Collaborative, F = Facilitative, AP = Academic Performance, SS = Students' Satisfaction

Table 4

Correlation between measures

S#	LOCs	Mean	SD	Alpha	1	2	3	4	5	6
1	A	3.9800	.49178	.635	1					
2	S	3.9982	.52341	.695	.568**	1				

3	C	4.0712	.54940	.808	.586**	.651**	1			
4	F	3.8753	.60528	.785	.467**	.516**	.675**	1		
5	A.P.	4.0708	.60322	.808	.339**	.386**	.395**	.411**	1	
6	SS	3.0090	.87652	.737	-.138**	-.078	-.072	-.047	-.013	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author's estimation

Notes: A = Assertive, S = Suggestive, C = Collaborative, F = Facilitative, AP = Academic Performance, SS = Students' Satisfaction

Reasons for using PLS-SEM

The researcher used SmartPLS v. three soft wares to establish the measurement and inner model of the present study. There were six latent first-order constructs, but the teaching style was a second-order reflective-reflective construct with four dimensions. There were 37 items, and the useable sample size was $n = 379$ participants (Hair, Risher, Sarstedt, & Ringle, 2019).

Common Method Variance Bias

The researcher ensured that the collected data were free from any biasness, and it was ensured through two different statistical tests. The total variance explained by Harman's single factor was 25.012, which is $< 50\%$ which indicates there was no issue of any biasness (Podsakoff et al., 2012). Secondly, the full collinearity test revealed that the VIF of Assertive = 1.722, Suggestive = 1.969, Collaborative = 2.567, Facilitative = 1.952, Academic Performance = 1.284 and Student Satisfaction = 1.021, which is ≤ 3.3 (Kock, 2015) and it is concluded that the data were from biasness and researcher may proceed with further analysis.

Data Analysis and Results

Measurement Model

The researcher followed the guidelines of Hair, Risher, Sarstedt, and Ringle (2019), and the

measurement model was established because loadings were greater than 0.60, C.R. was greater than 0.70, AVE was greater than 0.50, and VIF was less than 3 (Hulland, 1999; Bagozzi & Yi, 1988; Henseler et al., 2009; Hair et al., 2011). Discriminant Validity was established through cross-loadings and FLC Method (Fornell & Larcker, 1981), which are shown in the following tables.

Table 5*First Order Reflective Measures*

LOCs	Items	Loadings	CR	AVE	VIF
Assertive	A1	0.758	0.79	0.556	1.256
	A4	0.735			1.181
	A6	0.744			1.188
Collaborative	C1	0.702	0.837	0.562	1.306
	C3	0.774			1.461
	C4	0.768			1.483
	C7	0.752			1.378
Facilitative	F1	0.721	0.88	0.595	1.525
	F2	0.795			1.777
	F3	0.71			1.49
	F5	0.796			2.131
	F6	0.829			2.297
Suggestive	S2	0.813	0.836	0.629	1.434
	S3	0.775			1.353
	S6	0.792			1.357
Students' Academic Performance	AP1	0.81	0.872	0.63	1.643

	AP2	0.787			1.647
	AP3	0.798			1.638
	AP4	0.78			1.579
Students' Satisfaction	SS3	0.561	0.777	0.653	1.295
	SS4	0.995			1.295

Source: Author's estimation

Table 6

Second Order Reflective Measures

Second Order Constructs	First Order Constructs	Items	Loadings	CR	AVE
Teaching Style	Assertive	A	0.772	0.910	0.718
	Suggestive	S	0.838		
	Collaborative	C	0.867		
	Facilitative	F	0.906		

Source: Author's estimation

Table 7

Discriminant Validity by FLC Method

S. No.	First Order Constructs	1	2	3	4	5	6
1	Assertive	0.745					
2	Collaborative	0.583	0.75				
3	Facilitative	0.567	0.716	0.772			
4	Students' Academic Performance	0.393	0.398	0.482	0.794		
5	Students' Satisfaction	-0.133	-0.069	-0.046	-0.078	0.808	
6	Suggestive	0.633	0.619	0.663	0.456	-0.085	0.793

Source: Author's estimation

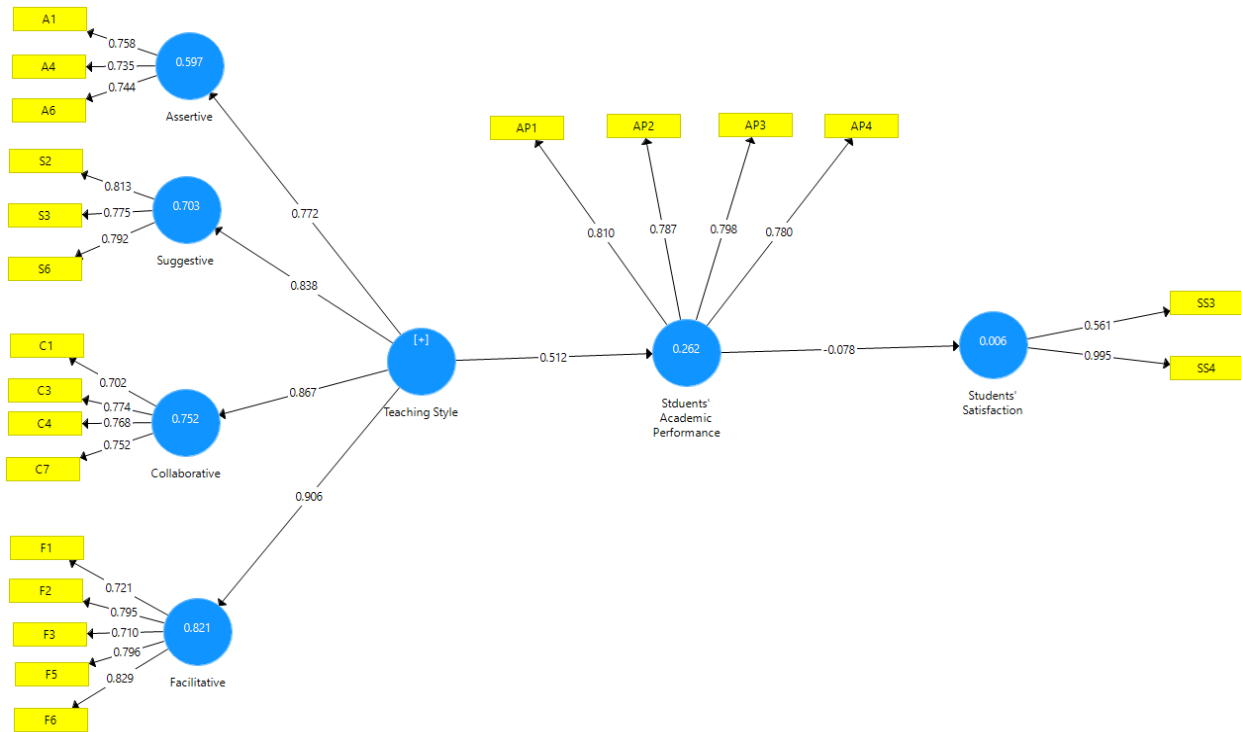
Table 8***Discriminant Validity by Cross Loadings***

LOCs	Items	A	C	F	AP	SS	S
Assertive	A1	0.758	0.404	0.378	0.282	-0.124	0.463
	A4	0.735	0.434	0.452	0.298	-0.064	0.458
	A6	0.744	0.462	0.434	0.298	-0.11	0.493
Students' Academic Performance	AP1	0.345	0.348	0.383	0.81	-0.127	0.387
	AP2	0.306	0.269	0.367	0.787	-0.05	0.335
	AP3	0.312	0.306	0.402	0.798	-0.058	0.368
	AP4	0.282	0.335	0.377	0.78	-0.003	0.355
Collaborative	C1	0.418	0.702	0.463	0.28	-0.102	0.469
	C3	0.464	0.774	0.542	0.232	-0.063	0.514
	C4	0.395	0.768	0.525	0.256	-0.003	0.429
	C7	0.466	0.752	0.609	0.42	-0.043	0.443
Facilitative	F1	0.45	0.586	0.721	0.355	-0.076	0.554
	F2	0.497	0.568	0.795	0.356	-0.037	0.551
	F3	0.347	0.473	0.71	0.361	0.029	0.432
	F5	0.46	0.543	0.796	0.397	-0.003	0.513
	F6	0.421	0.584	0.829	0.389	-0.081	0.499
	S2	0.571	0.481	0.519	0.373	-0.056	0.813
Suggestive	S3	0.405	0.473	0.527	0.398	-0.093	0.775
	S6	0.523	0.518	0.532	0.317	-0.054	0.792
	SS3	-0.171	-0.073	-0.077	-0.01	0.561	-0.053
Students' Satisfaction	SS4	-0.121	-0.065	-0.04	-0.081	0.995	-0.084

Source: Author's estimation

Figure 2

Measurement Model



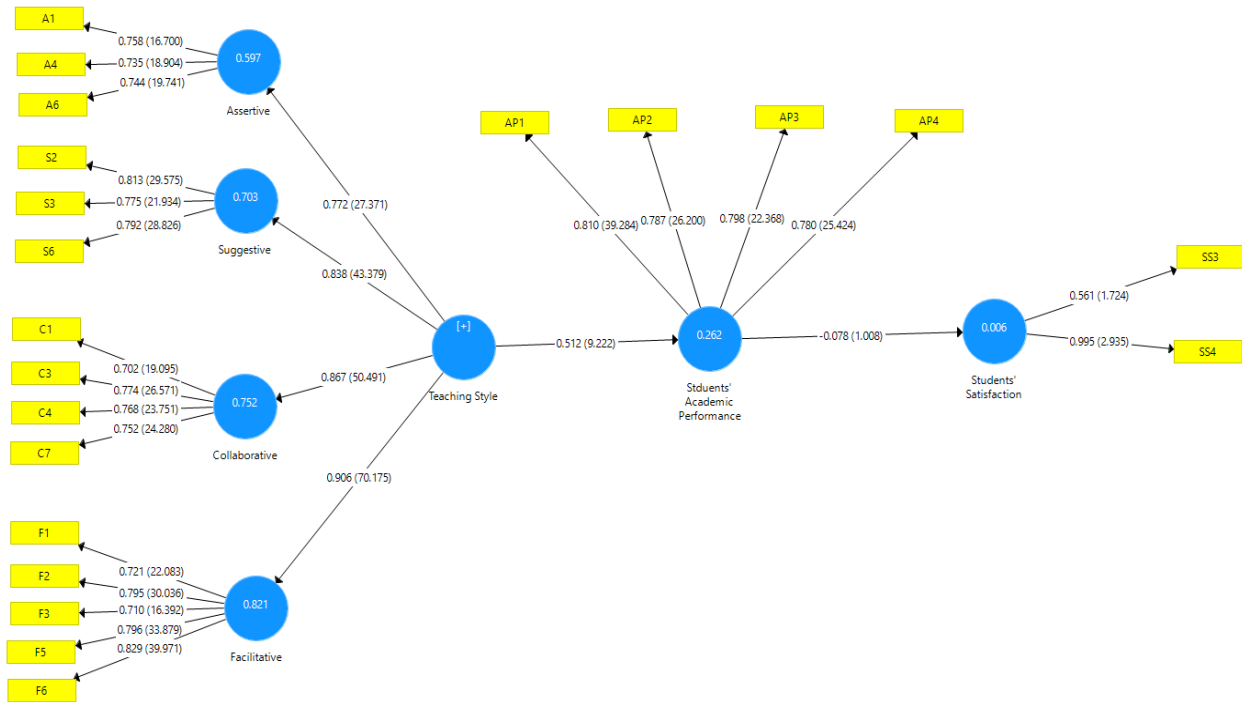
Source: Author's estimation

Hypotheses Testing and Results

The researcher followed guidelines (Hair et al., 2020; Ramayah et al., 2018) and tested the hypotheses of the present study.

Figure 3

Hypotheses Testing with T-Values



Source: Author's estimation

Table 9

Hypotheses Testing Direct Effects

S#	Relationship	Std Beta	Std Error	t-values	p-values	BCI LL 5%	BCI UL 95%	Decision	f ²	R ²	Adjusted R ²	Q ²
H1	TS → AP	0.512	0.056	9.222	0.000	0.414	0.597	Supported	0.356	0.262	0.26	0.16
H2	AP → SS	-0.078	0.077	1.008	0.157	-0.153	0.117	Not Supported	0.006	0.006	0.004	-0.002

Source: Author's estimation

Note: We use 95% confidence interval with a bootstrapping of 5,000

TS = Teaching Style, AP = Academic Performance, SS = Students' Satisfaction

Table 9 shows the results of both hypotheses. The first hypothesis, i.e., EFL teachers' teaching style has a positive impact on EFL students' academic performance at higher education level, was accepted because ($\beta = 0.512$, T-value = 9.222), and it is concluded that EFL teachers' teaching

style has a positive and significant impact on EFL students' academic performance at the higher education level.

The second hypothesis, i.e., EFL students' academic performance has a positive impact on EFL students' satisfaction at higher education level, was rejected because ($\beta = -0.078$, T-value = 1.008), and it is concluded that EFL students' academic performance has a negative and insignificant impact on EFL students' satisfaction at the higher education level.

Predictive Validity of Inner Model using PLS predict

Table 10

Predictive Power Using PLS predict (RMSE)

Indicators	Q ² _predict (Indicators)	PLS-SEM (RMSE)	LM (RMSE)	PLS-SEM-LM (RMSE) Difference	Is RMSE (PLS-SEM) less than RMSE (LM)?	Decision
SS3	0.003	1.439	1.446	-0.007	Yes	High Out of Sample Prediction
SS4	0.003	1.279	1.303	-0.024	Yes	Validity or Power

Source: Author's estimation

Table 10 indicates that all the manifesting variables of PLS (RMSE) were lower than L.M. (RMSE), and it is obviously concluded that the present model shows a high predictive power. Therefore, the findings can be generalized over the population (Shmueli et al., 2019).

Discussion

The finds of the current study suggest that EFL teachers' teaching style has a positive and significant association with academic performance because the β -value of the first hypothesis is (0.512) which suggests that there is a positive relationship, whereas the p-value of the first hypothesis is (0.000 < 0.5%) which suggests that relationship is significant. According to mentioned results, it is concluded that the first hypothesis is supported. Moreover, previous

research is also evidence that if the teachers' teaching style is according to the needs of students, they will be motivated, and their academic performance will be on the increase (Marina, Natalia, Tatiana, & Nataliya, 2019). In the same way, Sheikh & Mahmood (2014) stated that teachers' teaching style has a positive association with students' academic performance at the higher education level.

Furthermore, the result of the second research hypothesis shows that the academic performance of the students has a negative but insignificant impact on the students' satisfaction because the β -value of this hypothesis is evidence that there is a negative association (-0.078) and the p-value of this hypothesis suggest that there is the insignificant impact (0.157).

This result is similar to the findings of some other research like Yazici (2019) stated that teachers' teaching styles, except facilitator teaching style, has a negative association with students' satisfaction despite the fact that they are given high marks, but their academic performance will not make them satisfied. In another study, it was reported that when the teachers have very high expectations from students, they become very strict, which results in academic success, but students do not feel satisfied with their teachers' teaching styles and their way of teaching (Arianpoor, & Khayoon, 2021).

RECOMMENDATIONS

The teaching styles play vital roles in the pedagogy process at all stages. Therefore, EFL teachers should revisit their teaching styles to ensure the quality of teaching and students' academic performance. If the teachers' teaching style is assertive, collaborative, or suggestive, the teacher should be well equipped and well acquainted with modern teaching methods by integrating audio-visual aids. It is the prime responsibility of EFL teachers to identify the factors which hamper students' academic learning and satisfaction. The management of the public sector universities of

Karachi, Sindh, Pakistan, should organize workshops, seminars, and conferences to highlight the significance of quality teaching so that students learning performance and satisfaction may be enhanced. Furthermore, teachers' training should be organized continually to enhance teachers' quality teaching so that EFL teachers' styles may be polished. The teachers should be provided with the latest curriculum to cater to the needs of the market so that students' services can be hired after completing their degrees. The students and teachers may be provided with a conducive and congenial learning environment in the public sector universities of Karachi, Sindh, Pakistan, so that students; satisfaction may be increased.

Limitations, Delimitations and Directions for Future Studies Cross-sectional data were collected due to limited time and financial constraints. Future researchers may collect multi-source data to further explore this phenomenon. Mediation and moderation are beyond the scope of this study. Future researchers may add relevant moderating and mediating variables with the present research model from the literature. The qualitative interviews were also beyond the scope of this study. Future researchers may conduct exploratory sequential mixed method research to further explore this phenomenon.

However, due to time constraints and finance, this study was conducted in two public sector universities in Karachi, Sindh. Therefore, future researchers should collect the data from both public and private sector universities, and the results may be compared with the recent study. The data for this study were collected from the students of the department of English only, but future research can increase the sample size by collecting the data from the students of different semesters and different departments.

CONCLUSIONS

The prime purpose of the current research was to fill the gap in the literature by investigating the

association between EFL teachers' teaching style and students' academic performance and satisfaction at the higher education level in the context of the Pakistani educational system. The results of this study report that teaching style has a positive and significant effect on students' academic performance because if the teachers' teaching style is up to the mark and quality input is being given, the performance of the students will be on the rise. Therefore, it is also reported in this study that students' academic performance has no effect on students' satisfaction, whereas the relationship is negative, which shows that teachers should consider or revisit their respective teaching styles according to the needs and requirements of the students at the higher education level. Maybe the teachers' teaching style is authoritative but gives good marks to the students, which increases their academic performance but decreases their level of motivation.

Furthermore, it is crucial that teachers are aware of their students' needs, requirements, and levels, and then he/she should adopt teaching styles accordingly. In doing so, the academic performance of students will be on increase, and their satisfaction will be increased too. In this way, quality input maybe ensured, and students' will be successful not only in their academic life but in their professional life as well. Moreover, it is also recommended to the management of universities that teachers' training should be introduced and that training must be integrated with technology that maximum input should be ensured and students' can be satisfied with their learning and academic achievement.

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