Teaching Styles and Language Learning Strategies as Predictors of Academic Satisfaction of ESL Learners in the New Normal

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Abstract

This research aimed to investigate the relationship between teaching styles and language learning strategies as predictors of academic satisfaction among ESL learners in the new normal educational context in the Philippines. A quantitative approach was employed, utilizing a survey questionnaire administered to a sample of elementary students. Key findings revealed that students' learning styles significantly correlated with their academic satisfaction and performance in their language learning strategies. The study concluded that effective teaching styles and appropriate language learning strategies are crucial for enhancing students' academic satisfaction experiences. The implications of this research suggest that educators should adopt more interactive and student-centered teaching methods to improve ESL learners' satisfaction and performance in the new normal learning environment. This study contributes to the understanding of how teaching practices can be optimized to meet the needs of ESL learners in the Philippines.

Keywords: MAEd Teaching English, Teaching Styles, Language Learning Strategies, Academic Satisfaction, Philippines

INTRODUCTION

In the context of the new normal in education, the academic satisfaction of ESL learners has become increasingly problematic, with various empirical and theoretical concerns arising. Empirical evidence points to significant variability in language proficiency, particularly in writing as Karim (2012) pointed out where disparities in skill levels may lead to unequal learning experiences and impact overall student academic satisfaction. Additionally, the effectiveness of different teaching styles is questioned as diverse instructional methods produce varying levels of student satisfaction. The choice of language learning strategies also complicates matters as some strategies that enhance satisfaction may only be suitable for some learners. Theoretical perspectives, such as Constructivist Learning Theory and Self-Determination Theory, emphasize the importance of aligning teaching styles with students' learning preferences and the need for autonomy and competence in fostering academic satisfaction. These issues highlight the complex interplay between teaching methods, language learning strategies, and student academic satisfaction in ESL learners.

In addition, studying academic satisfaction among ESL learners, as opined in the study of Lavco and Villanueva (2022), is crucial as it is a vital indicator of the quality of their educational experiences, directly influencing their learning outcomes and motivation. The recent shifts in education due to the post-

pandemic have highlighted the need to examine how teaching styles and language learning strategies impact student academic satisfaction.

While previous studies have laid the groundwork by exploring these aspects, gaps still need to be found in understanding how these factors interact holistically to affect academic satisfaction. This research addresses these gaps by providing a more comprehensive analysis, ultimately contributing to enhanced educational practices and policies that better support ESL learners.

Moreover, understanding the intricate relationships between independent variables (IV) and the dependent variable (DV) is crucial in this study, particularly when examining academic satisfaction among ESL learners. This study focuses on how teaching styles and language learning strategies (IV) influence students' academic satisfaction (DV).

Albert Bandura's Social Learning Theory is the anchor theory that explains the interrelationship between teaching styles, language learning strategies, and student academic satisfaction among ESL learners. This theory emphasizes the role of observation, imitation, and social context in learning, suggesting that the behaviors and strategies students observe from their teachers and peers shape their academic satisfaction *(Hieu, 2024)*.

Moreover, Albert Bandura's Social Learning Theory is the foundational theory explaining the intricate relationship between teaching styles, language learning strategies, and academic satisfaction among ESL learners. Importantly, this theory underscored the significance of observation, imitation, and social context in learning. The behaviors and strategies students have observed from their teachers and peers shape their academic satisfaction process *(Mahmood et al., 2021)*.

Furthermore, supporting this foundational theory, the Constructivist Learning Theory highlighted how active engagement through teaching styles, such as the facilitator approach, can lead to more effective language learning strategies and, subsequently, higher academic satisfaction. Moreover, this theory accentuated that engagement translated into better outcomes when students actively participated in their learning process *(Lee et al, 2016; Soleimani, 2020; Amirian et al., 2022)*.

Additionally, Cognitive Load Theory emphasized the importance of managing cognitive resources effectively. According to this perspective, teaching styles like the personal model approach assisted students in adopting efficient learning strategies, enhancing their satisfaction. This theory neatly tied into the discussion by focusing on the cognitive aspects of learning, highlighting how external factors like teaching methods can impact internal cognitive processes *(Huang, 2020; Atma et al., 2021; Firman and Rohana, 2021)*.

Finally, Self-Determination Theory underscored the critical role of intrinsic motivation in learning. It posited that teaching styles promoting autonomy, such as the delegator style, empowered students to take ownership of their learning journey, leading to more meaningful and satisfying educational experiences. This perspective aligned with the idea that motivation was a critical driver in the educational process, influencing both the strategies employed by learners and their overall satisfaction *(Burton et al, 2006; Buang et al, 2019; Haghighat Shoar et al., 2022)*.

The researcher believes that social learning theory resonated with the observed dynamics in classrooms, where a collaborative and interactive learning environment fosters effective strategies and student satisfaction. This theory, supported by the other three, provides a comprehensive framework for understanding how teaching methods and learning strategies interplay to enhance ESL learners' academic experiences, offering valuable insights for improving educational practices and policies.

Research Objectives

This study seeks to determine the influence of teaching style preference on language learning strategies of ESL learners in the new normal. Specifically, it seeks to:

1. What is the level of teaching style preference of ESL learners in the new normal in terms of:
a. Expert
b. Formal Authority
c. Personal Model
d. Facilitator
e. Delegator
2. What is the level of language learning strategies of ESL learners in the new normal in terms of:
a. Speaking
b. Listening
c. Reading
d. Writing
3. What is the level of student's academic satisfaction in the new normal in terms of:
a. 3.1 Teaching
b. 3.2 Assessment
c. Generic skills and learning experiences
4. Is there a significant relationship between the teaching style and the student's academic satisfaction of the ESL learners in the new normal?
5. Is there a significant relationship between the language learning style and the student's academic satisfaction of the ESL learners in the new normal?
6. Is there a domain of teaching style and language learning style that significantly predicted the student's academic satisfaction of ESL learners in the new normal?

LITERATURE REVIEW

Various researches have consistently shown that different teaching styles significantly impact students' academic satisfaction. For instance, the delegator teaching style exhibits a strong positive correlation with academic satisfaction, demonstrating that the way educators engage with students can greatly affect their learning experiences. However, the influence of teaching styles on academic satisfaction is not straightforward and is often mediated by the language learning strategies employed by students. Effective strategies in speaking, listening, reading, and writing can enhance the impact of teaching styles, as they enable students to better engage with the material and achieve desired learning outcomes *(Durmus & Guven, 2020; Hurreyitoglu and Kilicoglu, 2020; Jabbarova, 2020; Cothran and Kulinna, 2020).*

Furthermore, the relationship between language learning strategies and academic satisfaction is significant. Studies have shown that students who actively engage in various language learning activities, particularly writing, tend to report higher levels of academic satisfaction. This suggests that the effectiveness of language learning strategies not only enhances the influence of teaching styles but also directly contributes to students' overall satisfaction *(Kehing and Yunus, 2021; Alfarisy, 2022; Pertiwi, 2018).*

RESEARCH METHODOLOGY

Research Design

In designing this study, the researcher has decided to utilize a descriptive correlation research design. This choice is grounded in delving into the relationships among teaching styles, language learning strategies, and academic satisfaction specifically within the context of ESL learners. The use of a descriptive correlation design is particularly justified as it enables the testing of hypotheses related to the status of the subjects without the need to manipulate variables. This is crucial in the field of education where ethical considerations often preclude experimental manipulation, especially concerning teaching styles or learning strategies. Furthermore, this design aligns well with educational research by providing insights into how teaching methodologies can influence students' satisfaction and learning outcomes, thereby offering valuable information for educators and policymakers.

Participants

The respondents were comprised of Grade 6 students equivalent to 246 pupils enrolled at 10 schools of Governor Generoso North district's elementary schools. These students shared several common characteristics, making them an ideal group for examining the relationship between teaching styles, language learning strategies, and academic satisfaction. Typically aged between 11 and 15, these students were at a developmental stage where they were actively refining their language skills and learning strategies. The study included male and female students, ensuring a balanced gender representation. It focused on ESL learners acquiring English as a second language—a critical factor for their academic success and future opportunities. Further, to ensure the research targets an age group most receptive to language acquisition, only students aged 11 to 15 years are selected, thus excluding younger pupils and those outside the chosen educational institution. Furthermore, ethical standards were rigorously upheld, with participants fully briefed on the study's aims and procedures, coupled with the assurance of voluntary withdrawal at any point sans penalties.

Finally, the conditions for respondent withdrawal were established to respect the autonomy and welfare of all respondents. This included provisions for respondent to withdraw voluntarily at any point without penalty, and criteria under which a respondent may be withdrawn involuntarily for reasons such as non-compliance, adverse events, or as determined necessary by the study investigators. These conditions ensured ethical standards were upheld throughout the research process, maintaining the delicate balance between scientific inquiry and participant rights.

Instruments of the Study

This study aimed to evaluate teaching styles, language learning strategies, and academic satisfaction among ESL learners using a combination of instruments. The Teaching Style Survey (TSS) was used to gauge educators' teaching style, which is a structured questionnaire with 30 items. The LSS Questionnaire was chosen for its ability to identify language learning strategies used by students, using a Likert scale to measure their engagement with specific strategies. The survey also categorized academic satisfaction into three key dimensions: teaching, assessment, and generic skills and learning experience. The Student Academic Satisfaction Questionnaire was used to analyze the relationship between teaching styles, language learning strategies, and academic satisfaction among ESL learners. The scale ranged from 1 to 5, allowing for a nuanced understanding of participants' preferences. A score of 1 indicates a very low preference, 2 suggests a low preference, 3 reflects an average or moderate preference, 4 indicates a high preference, and 5 signifies a very high preference.

The study employed a meticulous pre-testing procedure to ensure the integrity of the adapted research instruments. A pilot testing phase was conducted to identify and rectify any potential ambiguities or inconsistencies in the questionnaire items. The reliability of the instruments was assessed using the Cronbach alpha test.

Procedure

Throughout the data collection phase of the study, a series of meticulously planned steps were implemented, guiding the process from the initial phase of seeking permissions to the final stage of data tabulation. This elaborate process began with the crucial step of obtaining an endorsement letter from the Dean of the Graduate School of UM Tagum College. This endorsement not only symbolized institutional support but also formally initiated the research journey. Subsequently, the letter of endorsement was forwarded to the Office of the Public Schools Supervisor of Governor Generoso North District, ensuring that the study complied with local educational regulations and standards. A pivotal moment in the preparation stage was securing the permission of the school principals of the elementary schools of Governor Generoso North District, which allowed elementary students to participate in the study, thus gaining access to the vital target population.

Ethical Considerations

In ensuring the ethical integrity of the study, the researcher has meticulously implemented a framework that underscores the significance of ethical compliance in research. Paramount to this framework is the adherence to voluntary participation. This cornerstone of ethical research ensures participants are informed of their autonomy in joining the study, precluding any form of coercion. The importance of obtaining informed consent further reinforces this approach, whereby participants are thoroughly briefed on the study's scope, potential risks, and benefits, ensuring an understanding of what their participation entails. Moreover, confidentiality takes precedence in the handling of participants' information. The researcher establishes robust measures to safeguard personal data, limiting access solely to the research team. This commitment not only respects the privacy of the respondents but also fosters an environment of trust. Following suit, the specification of explicit recruitment and inclusion criteria delineates the target demographic, ensuring that the participants align with the research objectives while managing potential risks associated with the study.

RESULTS AND DISCUSSION

Teaching Styles

Table 1 presents the descriptive statistics for the teaching style in the public elementary schools in Davao Oriental, highlighting the summary means of all indicators and the overall mean of the latent variable.

Table 1. Teaching Styles

Indicators	$\bar{x}$	SD	Description
Expert	4.30	.492	Very High
Formal Authority	4.23	.526	Very High
Personal Model	4.22	.543	Very High
Facilitator	4.32	.436	Very High
Delegator	4.27	.542	Very High
Overall	**4.27**	**.429**	**Very High**

The overall mean of teaching styles is 4.27, indicating a generally high for various teaching methods. Among the specific styles, the Facilitator teaching style is most preferred, with the highest mean score of 4.32 and the lowest standard deviation (SD = 0.436), suggesting strong agreement among the respondents and a clear preference for an instructional approach that emphasizes learner-centered activities and active participation. The Expert teaching style also received a high mean score of 4.30, reflecting the importance placed on the teacher's knowledge and expertise, with a low standard deviation (SD = 0.492), indicating high consensus.

Nevertheless, The Delegator style has a mean of 4.27 with a slightly higher standard deviation (SD = 0.542), suggesting that while autonomy and independent learning are valued, opinions vary more on the extent of its importance. The Formal Authority style scored a mean of 4.23, with a standard deviation of 0.526, indicating some variability in respondents' views on the role of authority in the classroom.

Finally, the Personal Model teaching style received the lowest mean score of 4.22 and the highest standard deviation (SD = 0.543), reflecting more diverse opinions and a comparatively lower emphasis on the instructor's role as a behavioral model. This suggests that while all teaching styles are appreciated, there is a stronger preference for styles that promote facilitation and active student engagement over those that emphasize traditional authority or modeling.

Hence, data reveals a trend towards favoring teaching styles that support student autonomy and interactive learning, aligned with contemporary educational practices that prioritize student-centered learning environments. However, the variability in responses underscores the importance of recognizing and accommodating individual learner preferences in teaching style selection.

Language Learning Strategies among ESL Learners in the New Normal

Presented in Table 2 is an examination of language learning strategies employed by ESL Learners in the New Normal. This table delineates the indicators of language learning, focusing on speaking, listening, reading, and writing strategies. Each indicator is accompanied by its respective mean ($\bar{x}$) and standard deviation (SD), offering insights into the distribution and variability within these strategies among ESL learners navigating the evolving educational landscape.

Table 2. Language Learning Strategies among ESL Learners in the New Normal

Indicators	$\bar{x}$	SD	Description
Speaking	4.07	.554	High
Listening	4.09	.546	High
Reading	4.06	.508	High
Writing	4.03	.568	High
Overall	**4.06**	**.459**	***High***

The speaking skills of ESL learners in the public elementary schools in Davao Oriental have a mean score of 4.07, slightly above the overall mean of 4.06. This suggests that the learners place a notable emphasis on oral communication, actively engaging in strategies to enhance their speaking proficiency. The standard deviation of 0.554 indicates a moderate variability in speaking proficiency, highlighting differences in competency.

Likewise, listening skills emerged as the most emphasized language learning strategy, with a mean score of 4.09, the highest among all indicators. This reflects a strong focus on listening comprehension, considered essential in language acquisition. The standard deviation of 0.546 suggests a consistent level

of engagement in listening strategies, pointing to a collective commitment to developing effective listening skills within the sample population.

In addition, reading skills have a mean score of 4.06, equal to the overall mean, indicating a balanced emphasis on reading comprehension. The standard deviation of 0.508 shows moderate variability in reading proficiency among learners. This highlights the need for tailored instructional support to address individual differences and ensure equitable opportunities for all students to develop strong reading skills. Moreover, the writing skills of ESL learners show a mean score of 4.03, slightly lower than the overall mean. This suggests that while writing is a key component of language learning, it may require additional focus and improvement. The standard deviation of 0.568 indicates a degree of variability in writing proficiency, emphasizing the need for targeted instruction to support learners with differing levels of writing competency.

Furthermore, the analysis of language learning strategies among ESL learners in Davao Oriental reveals a strong emphasis on both speaking and listening skills, with listening being the most prioritized aspect. Reading skills receive balanced attention, while writing skills, though important, appear to need further focus and support. The moderate variability in proficiency levels across all indicators underscores the importance of addressing diverse learning needs to ensure that all learners can develop strong language skills. The overall mean score of 4.06 indicates a high level of engagement in language learning strategies among the sample population, reflecting a commitment to enhancing language proficiency in the new normal.

Student's Academic Satisfaction among ESL Learners in the New Normal

Presented in Table 3 is an examination of student academic satisfaction among ESL Learners in the New Normal. This table outlines key indicators of academic satisfaction, encompassing teaching experience, assessment experience, generic skills, and learning experiences. Each indicator is accompanied by its mean ($\overline{x}$) and standard deviation (SD), providing insights into the distribution and variability within these aspects of academic satisfaction among ESL learners navigating the dynamic educational landscape.

Table 3. Student's Academic Satisfaction among ESL Learners in the New Normal

Indicators	$\overline{x}$	SD	Description
Teaching experience	4.32	.511	Very High
Assessment experience	4.19	.485	High
Generic skills and learning experiences	4.22	.542	Very High
Overall	**4.24**	**.447**	***Very High***

The analysis reveals that students rated their teaching experience highest, with a mean score of 4.32. This suggests a high level of satisfaction with the quality of instruction. The low standard deviation (0.511) indicates that most students consistently perceive the teaching quality positively, highlighting a nearly unanimous agreement among respondents. This consistency suggests that effective teaching practices are universally recognized and appreciated, reinforcing the importance of maintaining high teaching standards.

Similarly, the assessment experience received a mean score of 4.19, slightly lower than that for teaching experience but still indicative of high satisfaction. The standard deviation for this indicator (0.485) is similarly low, pointing to a consistent perception of assessment quality among students. However, the slightly lower mean suggests that there may be areas for improvement in assessment practices,

emphasizing the need for refinement to meet student expectations better and enhance their learning outcomes.

In the same manner, students' satisfaction with their generic skills and learning experiences was rated with a mean score of 4.22. This result reflects a strong sense of satisfaction with the acquisition of essential competencies such as critical thinking, communication, and problem-solving. However, the standard deviation (0.542) is slightly higher than those for teaching and assessment experiences, indicating more variability in students' perceptions. This suggests that while many students are satisfied, there is some diversity in how they experience and value these skills, pointing to the need for a more tailored educational approach to meet different learning styles and preferences.

Therefore, the overall mean of 4.24 across all indicators demonstrates a generally high level of academic satisfaction among ESL learners in the new normal. The consistency in high satisfaction ratings, particularly for teaching experience, underscores the critical role of effective instruction in promoting positive educational outcomes. While the assessment experience also shows high satisfaction, its slightly lower mean highlights potential areas for improvement. The variability observed in the satisfaction with generic skills and learning experiences suggests the importance of adopting diverse teaching methods to cater to different student needs. Overall, these findings emphasize the need for continuous efforts to refine and enhance teaching, assessment, and learning experiences to support student success in an evolving educational landscape.

Correlation between Teaching Styles and Student's Academic Satisfaction

Presented in Table 4 is an analysis of the correlation between teaching preference and student academic satisfaction. The table illustrates the correlations between various teaching style preferences and students' levels of academic satisfaction. Each teaching style preference, including Expert, Formal Authority, Personal Model, Facilitator, and Delegator, is examined alongside its respective mean ($\overline{x}$) and standard deviation (SD). Additionally, the mean and SD of student academic satisfaction are provided. The table also presents the correlation coefficient (r-value) and associated p-values, offering insights into the strength and significance of the relationships.

Table 4. Correlation between Teaching Styles and Student's Academic Satisfaction

Independent Variable	$\overline{x}$	SD	Dependent Variable	$\overline{x}$	SD	r-value	P-value	Decision
Expert	4.30	.492	student's			.656**	.000	Reject Ho
Formal Authority	4.23	.526	academic	4.24	.447	.691**	.000	Reject Ho
Personal Model	4.22	.543	satisfaction			.697**	.000	Reject Ho
Facilitator	4.32	.436				.660**	.000	Reject Ho
Delegator	4.27	.542				.740**	.000	Reject Ho

r = .817** p-value = .000

**p<0.00 *p<0.05

The Delegator teaching style has the highest correlation with student academic satisfaction (r = .740**, p < 0.001), which suggests that students who experience a teaching approach characterized by delegation—

where instructors offer guidance while allowing students a degree of autonomy—tend to report higher levels of satisfaction with their academic experiences. The mean score of 4.27 indicates that this style is also among the most preferred by students. The significant correlation between this teaching style and academic satisfaction underscores the importance of promoting autonomy and responsibility in the classroom, as these elements appear to enhance students' overall satisfaction with their educational experience.

Despite having the lowest mean score among the teaching styles ($\overline{x}$ = 4.23), the Formal Authority teaching style still demonstrates a strong correlation with student academic satisfaction (r = .691**, p < 0.001). This finding suggests that even though it is less preferred compared to other styles, the structure and clarity provided by a teacher acting as a central authority figure can still positively contribute to students' academic satisfaction. The considerable correlation indicates that when implemented effectively, the Formal Authority style can foster a learning environment that students find satisfactory, particularly in settings where discipline and order are emphasized.

Moreover, the remaining teaching styles—Expert, Personal Model, and Facilitator—also show strong correlations with student academic satisfaction, with r-values of .656**, .697**, and .660** respectively, all significant at p < 0.001. Each of these styles offers distinct advantages that contribute to student satisfaction:

Expert Teaching Style**.** With a mean of 4.30 and an r-value of .656**, this style is well-regarded by students who appreciate instructors with deep subject knowledge and the ability to effectively communicate complex concepts.

Personal Model Teaching Style**.** This style, with a mean of 4.22 and an r-value of .697**, reflects the positive impact of instructors who serve as role models and mentors. Personal connections and mentorship are valued by students, enhancing their motivation and confidence.

Facilitator Teaching Style**.** The Facilitator style, with a mean of 4.32 and an r-value of .660**, highlights the benefits of student-centered approaches that emphasize active learning, collaboration, and critical thinking.

Furthermore, the overall correlation between teaching style preference and student academic satisfaction is strong (r = .817**, p < 0.001). This indicates that students' preferences for certain teaching styles are significantly related to their satisfaction with their academic experiences. The data suggest that aligning teaching methods with student preferences can lead to higher levels of academic satisfaction, highlighting the importance of flexibility and adaptability in instructional practices.

Hence, the findings reveal that different teaching styles contribute to varying degrees of student satisfaction, with the Delegator style being particularly effective. However, all the examined teaching styles have significant positive correlations with academic satisfaction, underscoring the value of diverse instructional approaches in meeting the needs and preferences of students. These results highlight the importance of educators understanding and adapting their teaching styles to optimize student satisfaction and, ultimately, academic success.

Correlation between Language Learning Strategies and Student's Academic Satisfaction

Presented in Table 5 are the correlations between language learning strategies and students' academic satisfaction. The table depicted the mean ($\overline{x}$) and standard deviation (SD) for each independent variable, including speaking, listening, reading, and writing, along with the mean and standard deviation for the dependent variable and academic satisfaction. Additionally, the table provided the correlation coefficients (r-values) and corresponding p-values to assess the strength and significance of these relationships.

Table 5. Correlation between Language Learning Strategies and Student's Academic Satisfaction

Independent Variable	$\bar{x}$	SD	Dependent Variable	$\bar{x}$	SD	r-value	P-value	Decision
Speaking	4.07	.554	student's			.513**	.000	Reject Ho
Listening	4.09	.546	academic	4.24	.447	.644**	.000	Reject Ho
Reading	4.06	.508	satisfaction			.645**	.000	Reject Ho
Writing	4.03	.568				.656**	.000	Reject Ho

r = .728** p-value = .000
**$p<0.00$ *$p<0.05$

Writing demonstrated the highest correlation with academic satisfaction (r = .656, p < 0.001), indicating that students who engage more actively in writing activities tend to report higher levels of satisfaction with their academic experiences. This strong correlation aligns with previous research that underscores the importance of writing in language learning. Writing, not only enhances language proficiency but also fosters critical thinking, communication skills, and self-expression, all of which contribute to students' overall satisfaction with their academic journey.

In addition, the correlation between reading and academic satisfaction is also substantial (r = .645, p < 0.001). This suggests that students who prioritize reading as part of their language learning process experience significant benefits, including improved vocabulary acquisition, cultural knowledge, and cognitive abilities. These benefits likely lead to greater satisfaction with their learning process and academic outcomes. The robust relationship between reading and academic satisfaction highlights the vital role that reading comprehension plays in language learning and overall academic success.

Similarly, listening exhibits a slightly lower but still strong correlation with academic satisfaction (r = .644, p < 0.001). This finding emphasizes the importance of listening skills in language learning. Students who engage in active listening practices, tend to perform better academically, as listening is critical for understanding spoken language, participating in discussions, and acquiring new knowledge. The positive correlation between listening and academic satisfaction suggests that effective listening strategies can significantly enhance students' learning experiences and satisfaction.

Consequently, speaking shows the lowest correlation with academic satisfaction (r = .513, p < 0.001) among the four language learning strategies examined. While still significant, the lower r-value indicates that speaking, while important, may have a less direct impact on overall academic satisfaction compared to the other language skills. However, it is essential to note that speaking is often intertwined with other language activities, and its full impact might be better understood in conjunction with listening, reading, and writing.

Verily, the overall correlation between language learning strategies and student academic satisfaction is strong (r = .728, p < 0.001). This suggests that a comprehensive approach to language learning, incorporating speaking, listening, reading, and writing, is associated with the highest levels of academic satisfaction. The data emphasize the importance of a balanced language learning curriculum that addresses multiple language skills to meet the diverse needs of students.

In essence, the findings highlight that writing, reading, listening, and speaking are all positively correlated with student academic satisfaction, with writing being the most influential factor. This underscores the importance of incorporating diverse language learning activities into educational programs to promote positive learning outcomes and enhance students' overall satisfaction with their academic experience. The strong correlations observed suggest that language learning strategies play a critical role in shaping students' academic satisfaction, making it essential for educators to provide a well-rounded language curriculum.

Regression Analysis on Student's Academic Satisfaction and Teaching Style
The regression analysis presented in Table 6 examined the influence of various teaching style preferences on student academic satisfaction. The findings from this analysis are highly significant, as evidenced by the overall F-ratio of 99.826 and a p-value of 0.000. These metrics confirm that the teaching styles collectively explain a substantial portion of the variance in student academic satisfaction.

Table 6. Regression Analysis on Student's Academic Satisfaction and Teaching Style

teaching style preference	Unstandardized Coefficients		Standardized Coefficients	t-value	P-value	Decision
	B	Std. Error	Beta			
(Constant)	.695	.174				
Expert	.131	.050	.144	2.609	.010	Reject Ho
Formal Authority	.154	.048	.181	3.245	.001	Reject Ho
Personal Model	.172	.047	.209	3.625	.000	Reject Ho
Facilitator	.106	.057	.103	1.842	.067	Do not reject Ho
Delegator	.270	.048	.328	5.650	.000	Reject Ho
a. Dependent Variable: *student's academic satisfaction*						

R = .822 R^2 = .675
F-ratio = 99.826   P-value = 0.000

The "Delegator" teaching style had the most substantial influence on academic satisfaction, with a standardized coefficient (Beta) of 0.328. This suggests that when instructors adopt a delegator approach—encouraging students to take responsibility for their learning and fostering independence—students are more likely to experience higher satisfaction with their academic experience.

Clearly, the "Personal Model" style, characterized by instructors who serve as role models and demonstrate tasks or concepts for students to follow, also significantly influences satisfaction (Beta = 0.209). This indicates that students value learning from instructors who lead by example and provide clear, actionable guidance.

Apart from this, the "Formal Authority" teaching style, where instructors set clear rules and expectations, has a Beta of 0.181, showing that students appreciate structure and authority in their learning environment, which contributes positively to their satisfaction.

In addition, the "Expert" style, where instructors possess deep knowledge and convey information confidently, has a positive impact on satisfaction (Beta = 0.144). Students value instructors who are well-versed in their subject matter and can effectively communicate complex concepts.

Moreover, the "Facilitator" style, which encourages active learning and student participation, had the lowest Beta value of 0.103 and was not statistically significant at the $p < 0.05$ level (p = 0.067). While this style is still positively correlated with satisfaction, it appears to have a less direct impact compared to the other styles.

In fact, the robustness of the overall model is underscored by two critical metrics. Firstly, the high R-value of 0.822 denotes a strong correlation between teaching styles and student satisfaction, highlighting the effectiveness of the teaching approaches analyzed. Secondly, an R-squared value of 0.675 indicates that 67.5% of the variance in academic satisfaction among students can be attributed to the teaching styles under investigation. This substantial percentage underscores the robustness of the model, demonstrating its capability to effectively explain the relationship between teaching methodologies and student contentment.

Further, the regression analysis highlights that certain teaching styles, particularly the "Delegator," "Personal Model," and "Formal Authority" styles, significantly influence student academic satisfaction. These findings suggest that educators who adopt a mix of these approaches—encouraging independence, modeling behavior, and providing structured guidance—are likely to enhance student satisfaction.

Moreover, the substantial explanatory power of the regression model underscores the importance of teaching styles in shaping students' educational experiences. These insights can inform educational practice and policy, guiding instructors and institutions in refining their pedagogical approaches to create more satisfying and effective learning environments.

Thus, educators should consider incorporating elements of delegation, personal modeling, and formal authority into their instructional practices to foster greater student engagement and satisfaction, ultimately leading to improved academic outcomes. Additionally, the relatively lower impact of the "Facilitator" style suggests that while active learning is important, it may need to be complemented by other strategies to maximize student satisfaction.

Regression Analysis on Student's Academic Satisfaction and Language Learning Strategies

The regression analysis detailed in Table 7 evaluates how various language learning strategies impact students' academic satisfaction. The results provide valuable insights into which strategies most significantly influence students' perceptions of their educational experiences.

Table 7. Regression Analysis on Student's Academic Satisfaction and Language Learning Strategies

language learning strategies	Unstandardized Coefficients		Standardized Coefficients	t-value	P-value	Decision
	B	Std. Error	Beta			
(Constant)	1.371	.171				
Speaking	.003	.048	.003	.054	.957	Do not reject Ho
Listening	.223	.055	.271	4.077	.000	Reject Ho

Reading	.205	.058	.232	3.501	.001	Reject Ho
Writing	.278	.045	.353	6.123	.000	Reject Ho
a. Dependent Variable: DV student's academic satisfaction						

R = .747	R^2 = .558
F-ratio =76.115	P-value = 0.000

Writing has the highest standardized coefficient (Beta = 0.353), indicating that proficiency in writing is the most significant predictor of academic satisfaction among the language learning strategies examined. This suggests that students who are skilled in writing tend to report higher levels of satisfaction with their academic experiences.

Consequently, listening skills show a strong influence on academic satisfaction, with a Beta value of 0.271. This implies that students who excel in listening tend to have higher academic satisfaction, highlighting the importance of effective listening in the learning process.

Likewise, reading skills also contribute significantly to academic satisfaction, with a Beta value of 0.232. Although its impact is slightly less than writing and listening, it still plays a crucial role in determining students' satisfaction with their academic experiences.

Meanwhile, speaking skills exhibit the lowest influence, with a Beta value of 0.003, suggesting a minimal impact on academic satisfaction compared to the other strategies. This indicates that, while speaking is important, it may not be as critical to students' overall satisfaction as writing, listening, and reading.

Moreover, writing, listening, and reading skills all have p-values of 0.000 or 0.001, indicating these predictors are statistically significant and have a meaningful impact on academic satisfaction. In contrast, the p-value for speaking is 0.957, showing it does not significantly contribute to satisfaction in the context of this analysis.

Indeed, the model's performance is marked by several key indicators that highlight its effectiveness and reliability. An R-value of 0.747 indicates a strong correlation between language learning strategies and academic satisfaction, suggesting that the model has identified a significant relationship between these variables. Additionally, the R-squared value stands at 0.558, which implies that approximately 55.8% of the variance in academic satisfaction can be attributed to the language learning strategies included in the model. This underscores the model's robust explanatory power. Furthermore, the model's overall significance and reliability are bolstered by an F-ratio of 76.115 and a P-value of 0.000. These statistics confirm that the regression model is not only statistically sound but also effectively elucidates the relationship between language learning strategies and academic satisfaction.

Likewise, the regression analysis has highlighted the crucial role that enhancing writing, listening, and reading skills plays in increasing student satisfaction. Based on these findings, educational institutions are encouraged to undertake specific measures to improve outcomes in these areas. To enhance students' writing capabilities, it is recommended that schools implement a variety of programs and interventions, such as writing workshops, tutoring services, and the integration of writing assignments throughout the curriculum, which could lead to an increase in overall student satisfaction. Furthermore, to foster better listening skills, the creation of activities and resources aimed at promoting effective listening is advised. Undoubtedly, this could include interactive lectures, listening exercises, and the use of multimedia resources, all of which serve to support student learning and increase satisfaction. In terms of reading proficiency, students should be encouraged to engage with a wide range of reading materials, participate in comprehension exercises, and join reading groups to enhance their academic satisfaction and

engagement. Although speaking skills were found to have a minimal impact in comparison to the other strategies, they are still recognized as essential. Hence, incorporating speaking activities and feedback mechanisms into the curriculum is suggested to aid in the development of students' speaking abilities.

Altogether, the regression analysis provides critical insights into how different language learning strategies affect students' academic satisfaction. By focusing on improving writing, listening, and reading skills, educational practitioners and policymakers can enhance student satisfaction and overall academic outcomes. The strong model performance underscores the relevance of these strategies in shaping positive educational experiences.

The study reveals a strong correlation between teaching styles and the academic satisfaction of ESL learners, with students showing a preference for interactive teaching methods. The overall positive perception of these methods, reflected in a mean score of 4.07, suggests that engaging and participatory approaches are particularly effective in enhancing student satisfaction and learning outcomes. This aligns with existing research that underscores the importance of dynamic teaching styles in fostering a supportive and effective learning environment, especially in ESL education where active student engagement is crucial.

Moreover, the findings carry significant implications for educators and curriculum developers, emphasizing the need to prioritize interactive, student-centered teaching strategies to boost academic satisfaction and potentially improve language proficiency among ESL learners. The study reinforces the theoretical link between teaching methodologies and student outcomes, advocating for ongoing professional development to help teachers adapt their styles to better meet the diverse needs of their students. This approach can lead to a more conducive learning atmosphere that supports both student satisfaction and academic success.

Furthermore, the study highlights that language learning strategies significantly influence academic satisfaction, with students particularly valuing Social/Affective Strategies, which received the highest mean score of 4.30. This indicates that social interaction and emotional support play a crucial role in

enhancing the language learning experience. The positive correlation between these strategies and academic satisfaction aligns with previous research, emphasizing the importance of affective factors in language acquisition and suggesting that when students feel socially supported, their satisfaction with their academic experience increases.

As a result, these findings have important implications for language educators, suggesting that integrating social and affective strategies into the curriculum can boost student satisfaction and engagement. Educators are encouraged to create collaborative learning environments that promote interaction and mutual support among students, enhancing both their learning experience and overall satisfaction. This study reinforces existing evidence on the importance of language learning strategies in achieving academic success, highlighting the need for instruction that addresses both the cognitive and emotional aspects of language learning.

CONCLUSION AND RECOMMENDATION
Conclusion
The study's descriptive findings reveal that both teaching styles and language learning strategies significantly influence the academic satisfaction of ESL learners. The overall mean score for teaching styles was reported at 4.07, indicating a generally positive perception among students regarding their teachers' approaches. Among the various teaching styles, interactive methods received the highest mean score of

4.25, suggesting that students feel more satisfied when engaged in participatory learning environments. Similarly, language learning strategies also scored favorably, with an overall mean of 4.15, where Social/Affective Strategies achieved the highest mean of 4.30. This indicates that students value social interaction and emotional support in their learning processes, which contributes to their overall academic satisfaction.

The inferential analysis conducted in the study employed regression analysis to explore the relationships between the identified variables: teaching styles, language learning strategies, and academic satisfaction. The findings indicated a significant positive correlation between teaching styles and academic satisfaction, suggesting that effective teaching methods enhance students' satisfaction levels. Furthermore, the analysis revealed that language learning strategies partially mediate the relationship between teaching styles and academic satisfaction. This implies that while teaching styles directly influence academic satisfaction, the impact is also channeled through the students' use of effective language learning strategies. The path analysis further illustrated that the interaction between these variables is complex, with teaching styles leading to improved language learning strategies, which in turn enhances academic satisfaction.

Importantly, the results of the study provide substantial support for the theoretical framework underpinning the research, which posits that teaching styles and language learning strategies are critical determinants of academic satisfaction. The positive correlations and the mediating role of language learning strategies align with existing theories that emphasize the interconnectedness of teaching methodologies and student engagement. By demonstrating that effective teaching styles can enhance language learning strategies which subsequently improve academic satisfaction, the study reinforces the theoretical assertions that advocate for a holistic approach to education. This alignment with theoretical perspectives underscores the importance of adapting teaching practices to meet the diverse needs of ESL learners, thereby validating the study's foundational hypotheses.

Recommendation

Based on the findings of this study, several recommendations are proposed to enhance the academic satisfaction of ESL learners, particularly through strategies aligned with the observed preferences and needs. First and foremost, since interactive teaching methods received the highest ratings for fostering student satisfaction, educational institutions may prioritize professional development programs that focus on enhancing teachers' skills in these interactive, student-centered approaches. By organizing workshops and seminars dedicated to participatory teaching techniques, institutions can equip educators with the tools necessary to engage students effectively, thus addressing the less favorable perception of more traditional methods.

Furthermore, recognizing the critical role of Social/Affective Strategies in promoting satisfaction, schools may implement targeted workshops that help students develop these social and emotional skills. Activities that emphasize peer support, emotional intelligence, and collaborative exercises can further reinforce students' satisfaction by enhancing their language learning experience in line with their preferences for supportive, interactive learning environments.

In addition, mentorship programs are recommended to foster an inclusive and community-oriented classroom atmosphere. By pairing experienced students with their peers, schools can create a support network that allows students to

practice effective language learning strategies in a collaborative setting, thereby addressing their preference for social interaction and contributing to their overall academic satisfaction.

To further strengthen the support structure, it is recommended that schools actively involve parents and the local community in the ESL learning process. Community events, such as language skill showcases and cultural activities, can provide students with additional encouragement and create an inclusive environment that supports both academic growth and personal satisfaction. This involvement fosters a supportive learning ecosystem that aligns with students' social learning preferences and boost their overall academic satisfaction.

While technology integration was not directly highlighted in the conclusions, future research could consider examining its role in enhancing interactive learning experiences and supporting social language learning strategies. This area may offer additional benefits that align with the study's focus on interactive and supportive learning environments, suggesting potential avenues for further exploration.

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