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Abstract

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Key Words: Students' Perceptions, Quality teaching practices, Higher Education

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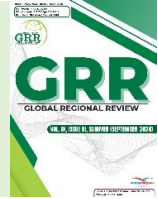
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Abstract

This study aimed to determine students' insights about quality teaching practices in higher education. The target population of this study was all the students of Punjab province public sector general universities. Using a multistage sampling technique, the researchers randomly selected 1100 students from six public sector universities. A self-developed Questionnaire comprising of 38 items with seven indicators of quality teaching was used for data collection. The study concluded that students perceive that their teachers and institutions employ quality teaching practices across various factors, including managerial competencies, pedagogical skills, professional behavior, and supportive learning environment, availability of resources, student support, and feedback. However, a significant difference was observed based on gender and age. Moreover, male students perceive quality teaching practices more positively than female students. Interestingly, students' perceptions about quality teaching practices based on their academic program have no significant difference.

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Keywords: [Students' Perceptions](#), [Quality teaching practices](#), [Higher Education](#)

Introduction

The landscape of higher education has undergone significant transformations over the past few

decades, driven by many factors, including technological advancements, globalization, and increasing demands for a more skilled workforce



(Knight, [2013](#)). However, despite these advancements, the Pakistani higher education landscape grapples with various challenges, including limited access to quality education, inadequate infrastructure, outdated curricula, lack of research funding, and insufficient faculty development programs (Sain, [2023](#)). Addressing these challenges requires concerted efforts from stakeholders, including government agencies, educational institutions, and civil society organizations. Initiatives aimed at improving curriculum relevance, enhancing teaching quality, and promoting research culture are essential for advancing the quality and relevance of higher education in Pakistan (Nawaz & Shaiq, [2023](#)).

Quality teaching remains a cornerstone of academic success and student satisfaction. It plays a crucial role in shaping students' academic experiences and prospects. Quality teaching involves using pedagogical skills to achieve student learning outcomes. It encompasses teacher professional development, teaching behavior, course content, resource availability, supportive learning environments, student support services, and feedback (Darling, [2021](#)). Moreover, Quality teaching in higher education facilitates knowledge acquisition and cultivates essential skills such as critical thinking, creativity, and problem-solving (Thomas, [2009](#)). As educational paradigms shift towards more learner-centered models, it is imperative to understand how students perceive the effectiveness and quality of teaching practices employed by their institutions.

Teaching practices encompass various instructional strategies, pedagogical approaches, and interactional styles employed by university teachers in their classrooms. Effective teaching practices go beyond merely transmitting knowledge; they involve creating an inclusive and stimulating learning environment, fostering critical thinking, and promoting student engagement (Tomaszewski, Xiang, Huang, Western, McCourt, & McCarthy, [2022](#)). Moreover, innovative teaching methods, such as flipped classrooms, collaborative learning activities, and problem-based learning, have gained traction in higher education for their ability to enhance student engagement and learning outcomes (Jamil, [2023](#); Akram [2018](#)). Similarly, Shohel, et al. ([2024](#)) highlighted the growing importance of student-centered teaching approaches and the need for innovative pedagogical

methods to foster engagement and learning. Additionally, Hasan, Palaniappan, Mahmood, Shah, Abbas, and Sarker, ([2019](#)) emphasized the role of interactive and experiential learning techniques in enhancing student engagement. Furthermore, integrating technology-enhanced learning tools has emerged as a promising avenue for improving the quality of teaching in Pakistani universities (Khalid, Khan, & Gregory, [2023](#)).

Perceptions are the ways in which individuals interpret and understand sensory information and experiences, forming their views and beliefs about the world around them. Personal experiences, biases, and cultural contexts influence these interpretations (Armstrong, [2023](#)). Research indicates that students value a mix of traditional and innovative teaching practices. Effective communication, engaging teaching methods, and supportive learning environments are key components of quality teaching (Kim Hua, Poh Phui Chan, & Nur, [2021](#)). Moreover, students' perceptions about quality teaching play a pivotal role in shaping individuals' experiences and interactions within educational settings. In the same way, these perceptions serve as a key lens through which the effectiveness of higher education is evaluated.

Quality teaching from students' perspectives often emphasizes the importance of teachers who are experts in their fields and adept at communicating their knowledge in clear, relatable, and engaging ways. For instance, teachers who actively employ various teaching methods to cater to different learning styles such as visual aids, interactive sessions, and practical applications tend to be viewed more favorably by students (Wilson, [2011](#); Hamid, & Pihie, [2004](#)). Furthermore, the responsiveness of educators to student feedback and their willingness to adapt their methods play a crucial role in shaping the educational experience (Lee, Luo, & Mak, [2021](#)). When teachers demonstrate a commitment to improving and evolving based on student input, it reinforces a positive educational environment and underscores the effectiveness of collaborative learning practices.

Research has shown that the quality of teaching is a significant determinant of student satisfaction and learning outcomes in higher education (Santini, Ladeira, Sampaio, & Silva 2017). The use of students' perceptions to evaluate the quality of

teaching can provide helpful feedback for instructors to find new ways to motivate students (Chang, 2010). Students interact with their teachers regularly, so they are well-positioned to provide meaningful insights regarding teaching quality (Peterson, 2000). Moreover, Keane and Labhrainn (2005) concluded that teachers' teaching quality evaluation by their students is a valid and reliable way to assess their performance. According to Olafsdottir (2018), male students perceive higher than female students regarding teaching effectiveness.

In Pakistan, the interpretation of quality teaching has predominantly been from an institutional perspective, with scant attention to how students perceive it. According to Abdel Meguid and Collins (2017), understanding students' perceptions is vital because these reflect the direct impact of teaching methodologies on learners. Moreover, the interaction between student perceptions and actual teaching practices provides a nuanced understanding of the educational landscape that traditional evaluation metrics might overlook (Mukorera & Nyatanga, 2017). Thus, the perceptions of students provide valuable insights that can lead to tangible changes in teaching strategies. When educators understand what students value and see as effective, they can tailor their approaches accordingly, enhancing student satisfaction and educational outcomes. This dynamic feedback loop between student perceptions and teaching practices is essential for continuously improving educational quality in higher education institutions. Through this symbiotic relationship, students receive a more tailored and effective educational experience, and educators gain a clearer direction for refining their pedagogical techniques (Davis, 2023).

Recent research has underscored the significance of understanding students' perceptions in shaping educational strategies and fostering academic success. For instance, Jabeen, Ali, and Ahmad (2023) highlight the importance of interactive teaching methods, emphasizing how students value educators who employ engaging pedagogical approaches such as group discussions and multimedia presentations. Additionally, Hatzia Apostolou, and Paraskakis, (2010) emphasize the crucial role of effective communication and timely feedback in enhancing students' learning

experiences, suggesting that instructors who maintain open communication channels are perceived as more supportive and approachable by students.

Based on the literature review, the researchers concluded that students' perceptions could be a valid source for evaluating quality teaching practices. The researchers have not found any study that used students' perceptions about the quality of teaching practices of university teachers in Pakistan. Addressing this gap through further research is essential for evidence-based results and policy recommendations. This study aims to determine the students' perceptions about quality teaching practices in higher education.

The Research Purpose

Quality teaching is being criticized all over the world. It has become the main concern in higher education institutions in developing countries like Pakistan because it affects students' academic performance (Hoodbhoy, 2009). So, there must be a careful focus on the quality of teaching in our higher education system (Yu & Ueng, 2012). All educational institutions strive for the best quality outputs (Brusoni et al., 2014). Since students are the main stakeholders of quality teaching, their perceptions regarding this would be addressed (Peterson, 2000).

Previous research has explored various aspects of quality teaching (Hoodbhoy, 2009; Akhter, Akhtar & Abaidullah, 2015; Murtaza & Hui, 2021). However, no comprehensive study at the university level in Pakistan has covered all the aspects of quality teaching. Hence, to fill this gap, this research was conducted to determine students' perceptions of quality teaching practices in higher education institutions in Pakistan.

Hence the the study was conducted to achieve the following objectives:

- i To determine students' perceptions about quality teaching practices in higher education.
- ii To compare students' perceptions about quality teaching practices on the basis of different demographic variables (Gender, Age, Academic program).

Research Questions

The research questions of this study were:

RQ1. What are the students' perceptions about quality teaching practices in higher education?

Hypothesis

- H1 There is no significant difference between male and female students' perceptions of quality teaching practices.
- H2 There is no significant difference in students' perceptions of quality teaching practices on the basis of their age.
- H3 There is no significant difference in students' perceptions of quality teaching practices on the basis of their academic program.

Research Methodology

The study was descriptive, and the survey technique was used to collect the data from university students. For this purpose, Punjab province public sector general university students constitute the target population. Using a multistage sampling technique, the researchers randomly selected 6 public sector universities in Punjab. Then, data was randomly collected from the students of these universities. Hence, 1100 students were selected as the sample. According to Gay and Airasian, a sample size of 400 is good for a population over 5000, and 500 is even better.

A self-developed Questionnaire (PRQT-S) was used for data collection. The PRQT-S comprises 38 items with seven indicators. The items were scaled as Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). Before data collection, the questionnaire was pilot-tested to check the validity and reliability of the instrument. The content validity of the PRQT-S was assessed through experts in the field of education. Necessary revisions were made based on their feedback. The seven scales combined demonstrate a higher reliability level ($\alpha=.938$) with factor-wise reliabilities ranging between .714 and .896. All statements were observed to be understandable for the samples. The researchers personally visited all these six universities and collected data with the prior approval of the Chairmans/Deans of those faculties. All ethical issues, including data confidentiality and safety, were properly addressed to the students.

The data was analyzed using statistical analysis i.e., Frequency, percentage, mean, SD, t-test, ANOVA, and LSD for data analysis.

Results and Findings

The analysis of data yielded the following results
 RQ 1. What are the students' perceptions about quality teaching practices in higher education?

Table 1

Students' perceptions of quality teaching practices in higher education

No.	Factors of Quality Teaching	No. of Items	\bar{X}	S.D
1	Pedagogical Skills	6	4.08	.5238
2	Teachers' Managerial Competencies	6	4.10	.5453
3	Supportive Learning Environment	6	4.10	.5297
4	Teachers' Professional Behavior	6	4.14	.5004
5	Support to Students	4	3.91	.6926
6	Availability of Resources/Infrastructure	6	3.38	.8313
7	Feedback	4	4.10	.5607
	Overall	38	3.97	.4655

Table 1 reveals the mean score and standard deviation of students' perceptions about quality teaching practices in higher education. The mean score (M=3.97) and standard deviation (S. D= .4655) show that students' perceptions of quality teaching practices in higher education are above average. Further, factor-wise results showed that all these seven factors including Pedagogical Skills

(M=4.08, SD=.5228), Teachers' Managerial Competencies (M=4.10, SD=.5453), Supportive Learning Environment (M=4.10, SD=.5297), Teachers' Professional Behavior (M=4.14, SD=.5004), Support to Student (M=3.91, SD=.6926), Availability of Resources/Infrastructure (M= 3.38, SD=.8313) and Feedback (M=4.10, SD=.5607) have positive agreement of

quality teaching practices. Hence, it is concluded that students' perceptions of quality teaching practices in higher education are positive and above average.

H₀₁. There is no significant difference in students' perceptions of quality teaching

Table 2

Students' perceptions about quality teaching practices on the basis of their gender.

	Gender	N	\bar{X}	SD	t	Sig(p)
Pedagogical Skills	M	550	4.12	.5689	2.43	.015
	F	550	4.05	.4752		
Teachers' Managerial competencies	M	550	4.11	.5746	.73	.468
	F	550	4.09	.5165		
Supportive Learning Environment	M	550	4.16	.5439	3.82	.000
	F	550	4.03	.5096		
Teachers' Professional behavior	M	550	4.17	.5292	1.79	.073
	F	550	4.12	.4709		
Support to Students	M	550	3.94	.7554	1.56	.119
	F	550	3.88	.6271		
Availability of Resources/Infrastructure	M	550	3.44	.8091	2.08	.038
	F	550	3.33	.7597		
Feedback	M	550	4.12	.6053	1.02	.310
	F	550	4.09	.5153		
Overall	M	550	4.01	.5058	2.44	.015
	F	550	3.94	.4221		

Table 2 represents students' perceptions of quality teaching practices on the basis of their gender. The t-value (2.44) is significant at $p=.015$. It shows that the students' perceptions of quality teaching practices on the basis of their gender have differences. The mean value of male and female students is 4.01 and 3.94 respectively which indicates that male students perceive more positively as compared to female students. P- Value of the factors including Pedagogical Skills ($t=2.43$, $p=.015$), Supportive Learning Environment ($t=3.83$, $p=.000$), Availability of Resources/Infrastructure ($t=2.08$, $p=.038$) shows

that significant difference exists for these factors in male and female students of universities. Whereas, the remaining indicators performed the same. Hence, it can be concluded that there is a significant difference in the perceptions of male and female students. Moreover, male students perceive more positive about quality teaching practices in higher education as compared to female students.

H₀₂. There is no significant difference in students' perceptions of quality teaching practices on the basis of their age.

Table 3

Students' perceptions about quality teaching practices on the basis of their age.

		Sum of Squares	df	Mean Square	F	P(Sig.)
Pedagogical Skills	Between Groups	5.301	3	1.767	6.538	.000
	Within Groups	296.225	1096	.270		
	Total	301.527	1099			

		Sum of Squares	df	Mean Square	F	P(Sig.)
Teachers' Managerial Competencies	Between Groups	3.717	3	1.239	4.203	.006
	Within Groups	323.076	1096	.295		
	Total	326.793	1099			
Supportive Learning Environment	Between Groups	4.643	3	1.548	5.585	.001
	Within Groups	303.727	1096	.277		
	Total	308.370	1099			
Teachers' Professional Behavior	Between Groups	2.175	3	.725	2.909	.034
	Within Groups	273.100	1096	.249		
	Total	275.274	1099			
Support to Student	Between Groups	11.088	3	3.696	7.849	.000
	Within Groups	516.074	1096	.471		
	Total	527.162	1099			
Availability of Resources/ Infrastructure	Between Groups	12.691	3	4.230	6.209	.000
	Within Groups	746.746	1096	.681		
	Total	759.437	1099			
Feedback	Between Groups	4.704	3	1.568	5.044	.002
	Within Groups	340.742	1096	.311		
	Total	345.446	1099			
Overall	Between Groups	2.249	3	.750	3.482	.015
	Within Groups	235.925	1096	.215		
	Total	238.174	1099			

Table 3 represents students' perceptions of quality teaching practices on the basis of their age. The F-value (3.482) is significant at $p=.015$ which is less than our significance level of 0.05. It shows that students' perceptions of quality teaching practices on the basis of their age have differences. Further, factor-wise results showed that all seven indicators including Pedagogical Skills ($F=6.538, p=.000$), Teachers' Managerial Competencies ($F=4.203, p=.006$), Supportive Learning Environment ($F=5.585, p=.001$), Teachers' Professional

Behavior ($F=2.909, p=.034$), Support to Student ($F=7.849, p=.000$), Availability of Resources/Infrastructure ($F= 6.209, p=.000$) and Feedback ($F=5.044, p=.002$) have significant difference. Hence, it is concluded that students' perceptions of quality teaching practices on the basis of their age are not similar. Least Significance Difference (LSD) was used as a post hoc test in order to ascertain where differences exist.

Table 4

LSD Post hoc test

Age	Age	Mean Difference	P(Sig.)
26-30 y	16-20	.14011*	.024
	21-25	.08894*	.005

Table 4 depicts that the mean difference of .14011* in students' perceptions of quality teaching practices between the age groups 26-30 and 16-20 years was significantly different ($p=.024 < 0.05$). Similarly, the mean difference of .08894* between the age groups 26-30 and 21-25 years was also significantly

different regarding students' perceptions of practices of quality teaching ($p=.005 < 0.05$).

H₀₃. There is no significant difference in students' perceptions of quality teaching practices on the basis of their academic program.

Table 5

Students' perceptions about quality teaching practices on the basis of their academic program.

		Sum of Squares	df	Mean Square	F	P(Sig.)
Pedagogical Skills	Between Groups	1.184	2	.592	2.163	.115
	Within Groups	300.343	1097	.274		
	Total	301.527	1099			
Teachers' Managerial competencies	Between Groups	.569	2	.285	.957	.384
	Within Groups	326.224	1097	.297		
	Total	326.793	1099			
Supportive Learning Environment	Between Groups	1.109	2	.555	1.981	.138
	Within Groups	307.261	1097	.280		
	Total	308.370	1099			
Teachers' Professional Behavior	Between Groups	.415	2	.207	.828	.437
	Within Groups	274.860	1097	.251		
	Total	275.274	1099			
Support to Student	Between Groups	3.201	2	1.600	3.350	.035
	Within Groups	523.961	1097	.478		
	Total	527.162	1099			
Availability of Resources/Infrastructure	Between Groups	14.415	2	7.207	10.612	.000
	Within Groups	745.023	1097	.679		
	Total	759.437	1099			
Feedback	Between Groups	.306	2	.153	.486	.615
	Within Groups	345.140	1097	.315		
	Total	345.446	1099			
Overall	Between Groups	.103	2	.052	.238	.789
	Within Groups	238.071	1097	.217		
	Total	238.174	1099			

Table 5 represents students' perceptions of quality teaching practices on the basis of their academic program. The F-value (.238) is insignificant at $p=.789$ which is greater than our significance level of 0.05. It shows that students' perceptions of quality teaching practices on the basis of their academic program have no significant difference. Further, factor-wise results showed that the factors Support to Student ($F=3.350$, $p=.035$) and Availability of Resources/ Infrastructure ($F=10.612$, $p=.000$) have a difference whereas, the remaining factors performing the same. Hence, it is concluded that the students' perceptions of quality teaching practices in higher education are similar on the basis of their academic program.

Discussion

The study found that students have positive perceptions of quality teaching practices across various factors, including managerial competencies, pedagogical skills, professional behavior, supportive learning environment, resource availability, student support, and feedback. This aligns with the previous

research indicating that students value these aspects while assessing quality teaching (Jabeen et al., 2023; Akram, 2018; Li, 2018; Mukorera & Nyatanga, 2017).

The results of this study revealed that most students perceive their teachers as effective and employ quality teaching practices. The results of this study are similar to the results of Akram (2019), in which most students perceived their teachers as effective and employed quality teaching. Similarly, the results of this study are also compatible with the results of Hamid and Pihie (2004), who found that most students were satisfied with the quality of teaching and learning.

The study found that male and female students have a significant difference. Male students perceive more positive about quality teaching practices than female students. These findings are consistent with the findings of Akram (2019) and Olafsdottir (2018), who also reported that male students perceive higher than female students regarding teaching effectiveness. Similarly, Mengel, Sauermann, and Zolitz (2018) found comparable

results that male faculty members received higher evaluations than female faculty.

Conclusions

- The study concluded that students have positive perceptions about quality teaching practices, with above-average scores across all seven factors, including managerial competencies, pedagogical skills, professional behavior, supportive learning environment, availability of resources, student support, and feedback. It indicates that most students perceive that their teachers and institutions employ quality teaching practices.
- Male and female students have significant differences in their perceptions. Moreover, male students perceive more positively about quality teaching practices than female students.
- Students' perceptions about quality teaching practices based on age have significant differences, including all seven factors. This indicates that perceptions of teaching quality vary significantly among students of different age groups.
- Students' perceptions of quality teaching practices on the basis of their academic program have no significant difference. Hence, it can be concluded that students' perceptions of teaching quality do not vary significantly based on their academic program.

Recommendations

- Students' perceptions about quality teaching practices, including managerial competencies, pedagogical skills, professional behavior, supportive learning environment, availability of resources, student support, and feedback, have not been considered yet for enhancing quality teaching. It is recommended that policymakers pay significant attention to using these indicators to evaluate quality teaching.
- Higher education institutions should continue strengthening and enhancing quality teaching practices, particularly improving the Availability of Resources/Infrastructure. Focusing on upgrading resources and infrastructure can further boost students' perception and satisfaction with teaching quality.
- The study concluded that male students perceive more positively than female students regarding quality teaching. This is a significant finding that depicts evidence of gender inclination toward teaching quality. Further research is needed to understand why male students perceive more positively than females regarding quality teaching.
- Perceptions of teaching quality vary among students of different age groups. Higher education institutions should recognize and cater to the diverse perceptions of teaching quality among different age groups of students.
- Higher education institutions can focus on maintaining consistent quality teaching practices across all academic programs.

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