



Gender-wise Perception of Graduate and Undergraduate Students about the Quality of Teaching

Kaleem Ullah^{1*}, Javed Mustafa² and Sareer Badshah¹

1. Department of Statistics, Islamia College University, Peshawar Pakistan.

2. Department of Education, Khushal Khan Khattak University, Karak Pakistan.

Abstract

This article focuses on a cross sectional research study for assessing quality of teaching which has been conducted in Islamia College Peshawar, a chartered University in Khyber Pakhtunkhwa Pakistan. The researchers collected data via structured questionnaire from 497 students of undergraduate and graduate level including Bachelor of Studies (BS), Master of Arts (MA), Master of Science (MSc) and Master of Philosophy (MPhil) of 13 departments of the said university. For analysis of data, descriptive statistics and chi-square test were applied using SPSS version 16. The analysis shows that students' high satisfaction level is above 60% and low satisfaction level is below 40%. The satisfaction level of male and female were significantly different about quality of teaching. This study recommends that teacher should update their knowledge, use new teaching methods, explain topic with daily life examples, encourage students, show answer books after marking, provide guidance, be fair and complete course on time for the enhancement of students' satisfaction level.

Keywords: Quality of Teaching, Gender and Education, Teachers, Students' Satisfaction

1. Introduction

Quality is the measurement of any product or services which has no errors, faults, and which is reliable and fulfil the satisfaction of consumer. It is the totality of features and characteristics of a product or services that bears its ability to satisfy stated or implied needs. What you are doing well and doing it better. It is to find out the deficiencies and make precise the requirement of services. Quality is about meeting the needs and expectations of customers. It is fitness for purpose, and it depends upon values that are given priority (Reeves, 2002). Quality of teaching is to clear one's concept in simple and easy words (Race, 1993). It is still hard and challengeable to measure and define the quality in the higher education because there is no unity in view (Becket & Brookes, 2006). Quality has different meanings in different settings. However, quality of teaching is primary concern for successful teaching and learning and for achieving educational aims. Quality teaching is a sequence of active processes and vibrant activities of teachers within the educational environment with the aim to improve students' learning (Adegbamigbe, 2002). Quality teaching is essential for boosting learners' achievement and enhancing public confidence in schools (Darling-Hammond, 1999). The factors like teaching methods, course contents, and students' evaluation play fundamental role in the

quality of teaching. Islamia College is one of the greatest, historian and mother educational institutions of the province which has tremendous contributions in shaping the history of the region. It is still a question to investigate that's why students prefer Islamia College than other institutions. What are the factors associated with this phenomenon? This study assesses the gender-wise response of students about teaching, teachers' behaviour and find the drawbacks.

2. Literature Review

Teaching methods is a technique used for facilitation of students. The generally used teaching methods are class participation, demonstration, memorization, recitation or combination of any among them. Course content is subject matter or activities of a course of study. For improvement of teaching quality and learning awareness of course content is important (Eberly et al., 2001). Student evaluation is judging student performance or behaviour as related to established criteria. Student evaluation has significant importance in course, quality teaching and their experiences. It plays a critical role to ensure the provision of quality (Leckey & Neill., 2001). Student evaluation gives the valuable information about student learning, achievement of learning goals, teaching methods, fairness, equal treatment, and provision of equal opportunity (Schaeffer, 2007). Quality of teaching has an unavoidable role in educating the students at any level. The quality teaching has the characteristics to change learners' insight of their world. It enables students to transform the approach of applying their knowledge in their daily life problems (Johnson, 2010). Appropriate teaching approach is essential in quality of teaching. Using single method of teaching is not fruitful for students' learning and it affects the quality of teaching (Chunga, 2013). Different methods are to use for delivering knowledge and guide the students properly. In quality teaching, teachers are friendly, cooperative, available for guidance, capable and had good behaviour, but use favouritism. However, students did not give application against such teachers (Shah, 2009).

The other integral part of quality of teaching is students' evaluation. It helps in solving the existing problems of students (Chuunga, 2013). Evaluation is conducted for getting ideas about students, finding their needs and to assess teachers' work for making further decisions (Aida, 2008). The aim of student evaluation is to make the learning and teaching process productive (Lucia., 2011). In quality teaching for making the lesson and learning environment flexible, the teachers manage the time schedule so that to meet the educational needs of the students and their interest for the work (Aida, 2008). Time management is a skill and technique to spend the time in such a way in which the time is fully used for the purpose of conducting a work, task or program and decrease the deficiencies and wastage. Time management has a significant role in learning process. It increases the efficiency and productivity of all categories. It has very importance in various activities in institution (Elizabeth & Nonye, 2011). It is shown that teacher does not share course outline, updated course content, presence of teachers, behaviour, encouragement, and teaching method. They are not available for counselling after class. Students favoured just to gain high evaluation from them. Majority of teachers are not friendly neither able for teaching (Raza et al., 2012). They do not take his lectures in understandable language. Mostly, they deliver lecture in Urdu which create problem for foreigner students (Janjua, 2011). Student easily and gain more knowledge through active study (Mukesh et al., 2008). Teachers have good behaviour and boys understand their lecture more than girls (Kim et al., 2000). Girls understand communication skills of their teachers more than boys and teachers are friendlier towards female than male (She & Fisher., 2002). There was no provision of guidance and counselling. Majority of teachers show lake of interest to solve student's problem (Nawaz et al., 2010). According to suldo teachers are cooperative, fair with all students, encouraging their

students, asking questions, available for counselling to solve their problem (Suldo., 2009).

3. Methods and Materials

Data is collected from BS, MSc, and MPhil students of Islamia College Peshawar which is a chartered University in Khyber Pakhtunkhwa, Pakistan. The departments included Botany, Chemistry, Computer Science, English, Economics, Islamyat, Mathematics, Management Sciences, Zoology, Psychology, Physics, Statistics and Pakistan study. Questionnaire was used for collection of data. It included four sections i.e., teaching methods, course contents, quality of students' evaluation and time management, along with their demographic information (e.g. department, semester, gender, class, last announced results, and accommodation status). Two open ended questions i.e., strength of the teachers and weakness of the teachers are also included. The aim is to know about the satisfaction level from four sections separately and overall satisfaction from quality of teaching. Five hundred and fifty questionnaires were distributed in which four hundred and ninety-seven have been returned hence it shows that the response rate was above 90%.

The collected data of the close ended questionnaire were analysed through SPSS version-16. The categories were divided into two i.e. BS one category and the MA/MPhil were considered as another single category. Codes were assigned for the purpose of analysis i.e., strongly agree and agree as 1, no opinion left empty, disagree, and strongly disagree as 2. The satisfaction level was divided into two major levels as, "low satisfaction level" and "high satisfaction level." The score from 1-4 was assigned to code 1 and considered as low satisfaction level and the score from 5-9 was assigned to code 2 and considered as high satisfaction level. The same method was also used for demographic factors. Histogram and chi-square test were used for data analysis of the closed ended questions. The open-ended questions were analysed by using thematic approach. The results were described and elaborated so.

4. Results and Discussion

For the analysis of the collected data, we considered (1-4) as low satisfaction level and (5-9) as high satisfaction level and summed it through this method. Low satisfaction level is (31.7%) of students from teaching methods of teacher while high satisfaction level is (68.3%). They are satisfied from course content i.e., low satisfaction level (34.3%), as high satisfaction level (65.7%). They are satisfied from quality of student evaluation i.e., low satisfaction level (36.6%) and high satisfaction level (63%). They are satisfied from time management of teacher i.e., low satisfaction level (33.3%) and high satisfaction level (66.7%). Students overall satisfaction from department is also high i.e., low satisfaction level (34.2%) and high satisfaction level (65.8%). The analysis illustrates that low satisfaction level of the students is (31.7-36.7%) and high satisfaction level is (63.4-68.3%).

This survey is conducted to find gender-wise response about the quality of teaching at graduate and undergraduate level. Chi-square test was used for this purpose. The details of the results about various variables are as follow. The analysis reveals that the students were highly satisfied from teaching methods, course contents, quality of students' evaluation, time management and overall from department. In which their high satisfaction level is above 60% and low satisfaction level is below 40%, which shows that teachers impart quality of teaching to their students. But still more struggle is needed to minimize the low satisfaction level of students. This satisfaction can be easily understood from Table-1.

Table 1: Student’s Satisfaction Level

Level of Satisfaction	Teaching Methods (T.M)		Course Content (C.C)		Quality of Students Evaluation (Q.E)		Time Management (T.Mt.)		Over-all Satisfaction from Department (O.S)	
	N (%)	Total (%)	N (%)	Total (%)	N (%)	Total (%)	N (%)	Total (%)	N (%)	Total (%)
1	51(10.8)	150(31.7)	40(8.5)	161(34.3)	47(10.1)	170(36.6)	37(7.8)	158(33.3)	58(12.3)	161(34.2)
2	13(2.7)		27(5.8)		28(6.0)		29(6.1)		23(4.9)	
3	42(8.9)		39(8.3)		38(8.2)		37(7.8)		39(8.3)	
4	44(9.3)		55(11.7)		57(12.3)		55(11.6)		41(8.7)	
5	88(18.6)	324(68.3)	75(16.0)	308(65.7)	90(19.4)	294(63.4)	67(14.1)	316(66.7)	57(12.1)	311(65.8)
6	56(11.8)		67(14.3)		64(13.8)		57(12.0)		50(10.6)	
7	56(11.8)		49(10.4)		59(12.7)		53(11.2)		55(11.7)	
8	46(9.7)		36(7.7)		39(8.4)		61(12.9)		55(11.7)	
9	78(16.5)		81(17.3)		42(9.1)		78(16.5)		94(19.9)	

Note:1-4 (Low satisfaction level); 5-9 (High satisfaction level)

The result shows that genders with association teachers deliver lecture in understandable language, teachers rely on notes, teachers give dictation instead of interactive class, teachers has friendly behaviour in class, teachers make paper from course covered in the class, answer books/scripts are shown to students after making, teachers are fair in examination and overall satisfaction from course content is non-significant. Teaching methods in relation with gender was highly significant for (i) students are provided up-to-date handouts of lectures (chi-square=8.009, p<0.01) (ii) teachers give idea and concept about topic clear (chi-square=11.211, p<0.01) (iii) teachers explain every topic properly (chi-square=13.454, p<0.01) (iv) teachers spend the class time in writing on a white board, instead explaining the topic (chi-square=16.318, p<0.01) (v) teachers give practical examples to clarify the concept (chi-square=7.554, p<0.01) and (vi) teachers make the subject interesting for the students (chi-square=7.383, p<0.01), however was significant for (i) teachers encourage questions in the class (chi-square=5.802, p<0.05) and (ii) teachers involve students in discussions about topic (chi-square=5.652, p<0.05) (Table-2).

Students overall agreement is high about the statement that students are given up-to-date handouts of lecture, while there are differences in the opinion of male and female. Though majority of students agree but less than one in three students disagree. This requires improvement. Teachers should impart the new knowledge and ideas and an improved quality of teaching, to face the new challenges in their life. The agreement of students about teachers relying on notes is high as a whole and the view of male and female is also the same. However, more than one in three students disagrees, which requires more improvement. Students do not get modern ideas but just copy and paste the ancient knowledge of teachers. Teachers should use new methods of teaching to improve quality. The overall agreement of students concerning teachers gives dictation instead of interactive class. Male and female response is the same. While, less than half of students disagree. Teachers should take interactive classes to improve quality of teaching. Interactive class is important to expand the knowledge of students, in which they discuss their ideas and views.

Table-2: Gender in Relation to Teaching Methods

Statements		Gender				Total		Chi-square
		Male		Female		N	%	
		N	%	N	%			
Up-to-date handouts of lecture	Agree	177	65.8	8	81	258	69.92	8.009**
	Disagree	92	34.2	19	19	111	30.08	
Rely on notes	Agree	175	65.06	67	67.68	242	65.57	0.221
	Disagree	94	34.94	32	32.32	126	34.43	
Give dictation instead of interactive class	Agree	137	58.55	44	51.76	181	56.74	1.168
	Disagree	97	41.45	41	48.24	138	43.26	
Give idea and concept clearly	Agree	198	70.71	90	83.38	288	75.20	11.211**
	Disagree	82	29.29	13	16.62	95	24.80	
Explain every topic properly	Agree	178	63.12	89	82.41	267	68.46	13.454**
	Disagree	104	36.88	19	17.59	123	31.54	
Spend the class time on whiteboard	Agree	170	60.93	32	36.36	202	55.04	16.318**
	Disagree	109	39.07	56	63.64	165	44.96	
Give practical examples	Agree	159	57.40	73	73	232	61.54	7.554**
	Disagree	118	42.60	27	27	145	38.46	
Make the subject interesting	Agree	164	60.07	76	75.25	240	64.17	7.383**
	Disagree	109	39.93	25	24.75	134	35.83	
Encourage questions	Agree	177	62.11	74	75.51	251	65.54	5.802*
	Disagree	108	37.89	24	24.49	132	34.46	
Involve students in discussions	Agree	145	56.64	71	70.30	216	60.5	5.652*
	Disagree	111	43.36	30	29.70	141	39.5	

Note: *($p < 0.05$) and **($p < 0.01$)

Though overall response is high, however the individual difference in males and females about teachers give idea and concept clearly. Majority of students agree, however one in four of students still disagree. To decrease the difference in the gender's response teachers should give idea and concept to the students clearly. Majority of students agree with the idea that teachers explain every topic properly. While, male and female have different responses. However, less than one in three respondents disagree. More improvement requires decreasing the difference in gender's response and disagreement. Teachers should explain every topic to give clear concept and idea. Without clear concept and idea gaining of knowledge is difficult and hard.

Overall agreement of students with teachers spend class time in writing on white board, instead explaining the topic is high, while in male and female it is separately different. However, less than half of students disagree. Analysis shows teachers waste the class time just in writing. The agreement of students is 55.04%, which requires further improvement. Students highly agreed but disagree is more than one in three students with teachers give practical example to clarify the concept of students as overall, but different response in male and female separately More improvement is required to decrease difference of gender responses. Teachers should give practical examples. Practical examples make the understanding of topic easily.

Overall agreement of students is high, while there is difference in the response of males and females individually about teachers make the subject interesting. Still more than one in three of students disagreed, which is high. Teachers should make the subject interesting to improve quality of teaching. The interesting subjects ensure the attendance of students and make students serious in learning. Students agreed highly overall, but male and females have

difference in responses about teachers encourages questions in class. According to the data more than one in three of students are disagreed. Teachers should encourage questions because it improves their confidence and helps to clear their concept.

Course contents in relation with gender was significantly higher for courses expand the knowledge of the students (chi-square=6.975, $p<0.01$), while was significant for (i) course outlines are provided to the students in beginning of the semester (chi-square=6.071, $p<0.05$) and (ii) lectures are relevant to the content of course (chi-square=5.249, $p<0.05$). Quality of students' evaluation in relation with gender was significantly higher for question paper is carefully designed to judge the level of understanding of the students (chi-square=9.196, $p<0.01$) and was significant for teachers treat all students equally (chi-square=5.803, $p<0.01$).

The time management in relation with gender was significantly higher for (i) teachers ensure the productive use of class time (chi-square=7.709, $p<0.01$) (ii) teachers are available after the class for guidance/counselling in department (chi-square=14.523, $p<0.01$) (iii) the schedule for quizzes, monthly tests and assignment is announced and strictly followed (chi-square=10.098, $p<0.01$) and (iv) the course is completed in time (chi-square=30.898, $p<0.01$) while was significant for (i) the teachers come to class on time (chi-square=5.069, $p<0.05$) and (ii) teachers spend full time in class (chi-square=5.161, $p<0.05$) (Table-3).

Overall agreement of students is high but different in males and females with teachers involve students in discussions about topic. However, more than one in three of students disagreed. Teachers should involve students in discussions about topic. It helps them to share their knowledge, opinion, discussions and enhance thinking power. Overall agreement of students is high, however different in males and females separately with course outlines are provided in beginning of semester. Still more than one in three of students disagreed. To overcome this gap, teachers should share course outline to the students. Agreement of students is high as whole; however, it is different in male and female concerning whether lectures is relevant to contents of course. But one in five of the respondents disagreed which shows that irrelevant lectures decrease the interest of students.

Though overall agreement of students is high, while the response of male and female is different about course expand the knowledge of students. However, the disagreement is more than one in five, which requires improvement. The old courses should be replaced by new designed courses, which can face the challenges of modern world. Students highly agreed from the question paper which is carefully designed to judge the level of understanding of students as whole, where opinion is different in males and females. Result shows more than one in four students disagreed. Question paper should be carefully designed to improve quality. Question paper is a parameter, which measure the intelligence of students.

Students highly agreed that teachers treat all students equally, while response in male and female is different. Data reveal that more than one in three students disagreed. Improvement is needed to reduce difference in opinion of males and females. There is high agreement in students and response of males and females is the same concerning whether teachers are fair in examination process. Results show that more than one in four students disagreed. Teachers should improve their fairness in examination process. Students are highly agreed, while male and female have different response about whether majority of the teachers come to class on time. It shows that one in four respondents disagreed, which is a big segment and shows that improvement is needed to enhance the satisfaction level of majority of the students.

Table-3: Gender in Relation to Teaching Methods

Statements		Gender				Total		Chi-square
		Male		Female				
		N	%	N	%	N	%	
Course outlines	Agree	165	57.09	75	70.75	240	60.76	6.071*
	Disagree	124	42.91	31	29.25	155	39.24	
Lectures are relevant	Agree	235	87.97	95	90.48	330	83.33	5.249*
	Disagree	56	12.03	10	9.52	66	16.77	
Course expands the knowledge of students	Agree	207	75.00	91	87.50	298	78.42	6.975**
	Disagree	69	25.00	13	12.50	82	21.58	
Question paper is carefully designed	Agree	193	67.96	83	83.84	276	72.06	9.196**
	Disagree	91	32.04	16	16.16	107	27.94	
Treat all students equally	Agree	152	86.36	67	69.07	219	58.71	5.803*
	Disagree	124	13.64	30	30.93	154	41.29	
Fair in examination	Agree	193	70.96	82	80.39	275	73.53	3.394
	Disagree	79	29.04	20	19.61	99	26.47	
Come to class on time	Agree	220	73.09	89	83.96	309	75.92	5.069*
	Disagree	81	26.91	17	16.04	98	24.08	
Spend full time in class	Agree	218	75.96	95	86.36	313	78.84	5.161*
	Disagree	69	24.04	15	13.64	84	21.16	
Ensure the productive use of class time	Agree	175	71.43	88	85.44	263	75.57	7.709**
	Disagree	70	28.57	15	14.56	85	24.43	
Available after class for guidance	Agree	162	62.02	86	82.69	248	67.95	14.523**
	Disagree	99	37.98	18	17.31	117	32.05	
Schedules for quizzes etc., are announced	Agree	164	57.34	78	75.00	242	62.05	10.098**
	Disagree	122	42.66	26	25.00	148	37.95	
Course is completed on time	Agree	134	48.20	81	50.20	215	56.73	30.898**
	Disagree	144	51.80	20	49.80	164	43.27	
Course outlines	Agree	165	57.09	75	70.75	240	60.76	6.071*
	Disagree	124	42.91	31	29.25	155	39.24	

Note: *($p < 0.05$) and **($p < 0.01$)

The agreement of students is high with teachers spend full time in the class, but response of males and females is different. However, more than one in five students disagreed. To decrease gap between gender responses, necessary improvement should be made. The agreement of students is high about teachers ensure productive use of class time, while answer of males and females are found dissimilar. It is found that less than one in four of students disagreed. Teachers should take step to ensure productive use of class time. Though the agreement of students is extremely concerning teachers are available after the class for guidance/counselling in the department, while responses of males and females are different. Still less than one in three of students disagreed. The analysis shows that teachers should be present after the class for further facilitation of the students.

Students are highly agreed, while responses of male and females are different about the schedule for quizzes, monthly tests and assignments are announced or are followed with strict timeline. Yet, more than one in three students disagree, which is a major variation. Steps should be taken to reduce this gap and bring improvements in the quality. There is high agreement of students, while difference in responses of males and females is found with course is completed on time. However less than one in two students disagreed. Teacher should complete course on time.

Students satisfaction level in relation with gender was highly significant for (i) teaching methods of the teachers (chi-square=9.8, $p<0.01$) (ii) quality of students evaluation (chi-square=8.651, $p<0.01$) and (iii) overall satisfaction from department (chi-square=8.549, $p<0.01$), while was significant for time management by the teacher (chi-square=5.976, $p<0.01$) (Table-4). Level of satisfaction in students is high, while responses of male and female are different from teaching methods. However low satisfaction level of students is more than one in three, which is a big segment. More improvement is needed teaching methods.

Satisfaction level of students is high, but there is difference in male and female responses from quality of students' evaluation in satisfaction level. While, less than one in two students has low satisfaction level. Level of students' satisfaction is high, but there is difference in the responses of male and female from time management. Still more than one in three students has low satisfaction level. Management should be improved to reduce gap in gender responses. Students are highly satisfied from overall performance and facilities of department. However, there is difference in the responses of male and female in the view of overall responses from the department. More than one in three students disagreed, which is a big segment. To impart quality teaching, the department should improve its services from all aspects.

Table 4: Gender in Relation to Level of Satisfaction

Level of Satisfaction		Gender				Total		Chi-square
		Male		Female				
		N	%	N	%	N	%	
Teaching methods	Low	115	43.89	24	25.53	139	39.04	9.8**
	High	147	56.11	70	74.47	217	60.96	
Quality of students' evaluation	Low	127	50.20	29	32.22	156	45.48	8.651**
	High	126	49.80	61	67.78	187	54.52	
Time management	Low	115	42.59	30	28.85	145	38.77	5.976*
	High	155	57.41	74	71.15	229	61.33	
Overall satisfaction from department	Low	122	43.26	27	26.73	149	38.90	8.549**
	High	160	56.74	74	73.27	234	61.10	

Note: *($p<0.05$) and **($p<0.01$)

5. Conclusion

The finding of this study shows that the overall satisfaction level of both the graduate and undergraduate students is high from teaching methods, course content, quality of student's evaluation, time management and overall from department. It is further found that there is difference in opinion between male and female students about quality of teaching. In responses to some parameters the female students' satisfaction level is more than male students while in other parameters the male students' satisfaction level is higher than female students. Results show that the agreement is more than half for largest parameter both in male and female students. From these all analysis we can conclude quality of teaching is ensured in Islamia College Peshawar, a chartered University, though more improvement is needed for ensuring international standards.

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