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STUDENTS' PERCEPTION REGARDING TEACHERS' TEACHING PRACTICES AT UNIVERSITY LEVEL

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KEYWORDS	ABSTRACT
	This study aimed to know students' perceptions regarding teachers' teaching practices at university of Lahore. The study utilized a qualitative research paradigm and approach. The data was collected through semi-structured interviews, which were analyzed using qualitative content analysis. Study's results revealed that students had varied perceptions regarding teachers' teaching practices at the university of Lahore. The students felt that effective communication was essential for the positive learning experience and that teachers who were approachable and open to the feedback were likelier to create the positive learning environment. Students appreciated interactive teaching methods such as group discussions, role-playing, and case studies, which helped to keep them engaged and motivated. Additionally, study found that teacher-student relationships were important for students, as they felt that teachers who showed care and interest in their success were more effective in promoting learnings. Lastly, the students perceived that teachers adaptable to diverse learning styles and needs were more effective in facilitating learning Furthermore, the teachers should strive to develop positive teacher-student relationships and be adaptable to diverse learning styles and needs.
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INTRODUCTION

The perception of students towards their teachers' teaching practices can play a crucial role in their overall academic experience at the university level. It can shape the students' engagement in the learning process and determine the level of satisfaction they derive from their education (Kamran, Afzal & Rafiq, 2022). Understanding the students' perception can help teachers to make necessary adjustments to their teaching methods and create more positive learning environment (Stevanović, Božić & Radović, 2021). Students' perceptions are influenced by a range of factors such as the

teacher's communication skills, the use of technology in classroom, the structure and organization of the course material, and teacher's ability to foster a positive and inclusive learning environment. A teacher who engages in active listening, clear communication, and uses technology effectively can enhance students' learning experiences and foster positive perceptions (Armellini, Teixeira, Antunes & Howe, 2021). Moreover, a teacher's ability to create an inclusive environment where all students feel valued and respected can have significant impact on their perceptions. In this regard, this can be achieved by promoting diversity and inclusiveness, encouraging student participation and providing a supportive learning environment. Therefore, teachers who adopt student-centered approaches, such as interactive and collaborative learning activities, can also positively impact students' perceptions.

In inference, students' perception of their teachers' teaching practices at the university level is a crucial aspect of their academic experience. By understanding students' perceptions, teachers can make the necessary adjustments to their teaching methods and create the more positive learning environment. Thus, a teacher's ability to foster a positive and inclusive learning environment, use technology effectively and adopt student-centered approaches can significantly impact students' perceptions and enhance their learning experience (Heilporn, Lakhal & Bélisle, 2021). In a global context, perception of students towards their teachers' teaching practices has received significant attention in the recent years. Many studies have shown that student perceptions can impact their academic performance and overall satisfaction with their education. For example, study conducted by the Higher Education Academy in the UK found that students who felt their teachers were effective communicators, used technology effectively and fostered a positive learning environment had higher levels of engagement and satisfaction with their education (Biggs & Tang, 2011). In Pakistan, there is a growing recognition of the importance of students' perceptions of their teachers' teaching practices.

A study conducted by the Lahore School of Economics in Pakistan found that students' perceptions of teachers' communication skills, use of technology and classroom management were positively correlated with their academic performance (Khan & Ayub, 2018). The study emphasized the need for the teachers to adopt student-centered approaches and use technology effectively in order to enhance students' learning experiences and foster positive perceptions. Additionally, a study conducted by Allama Iqbal Open University in Pakistan found that students who perceived their teachers as being fair and transparent in their evaluation practices, having clear and consistent expectations, and providing feedback in timely manner, had higher levels of satisfaction with their education (Raza, 2017). The study highlights the status of teachers' evaluation practices in shaping students' perceptions and overall satisfaction with education. Teachers who effectively link, use technology, foster positive and broad learning environment, adopt student-centered approaches can positively impact students' perceptions and enhance learning experience (Armellini, Teixeira, Antunes & Howe, 2021).

Problem Statement

The issue of students' perception towards their teachers' teaching practices at the university level is a growing concern in universities of Lahore, Pakistan. Despite the efforts made by many universities

to enhance the quality of education and student engagement, there remains a gap between the actual teaching practices of teachers and the expectations of students. This gap can result in a lack of motivation and engagement among students and lead to a negative impact on their academic performance (Iqbal, Ashiq, Rehman, Rashid & Tayyab, 2022). One of the key problems is the disconnect between the teaching practices of teachers and the learning needs and preferences of students. Many students in Lahore universities feel that their teachers do not adequately engage them in the learning process and fail to effectively use technology and other instructional tools to support their learning. Students often feel that their teachers do not provide clear and consistent feedback on academic performance, which can lead to a lack of motivation and a lack of direction in their learning.

Moreover, students in Lahore universities report feeling that their teachers do not foster a positive and inclusive learning environment, where they feel valued and respected. Many students feel that their teachers are not responsive to their needs and do not provide supportive learning environment that promotes diversity and inclusiveness. Overall, both in global and Pakistani context, students' perception of their teachers' teaching practices plays a crucial role in their academic experience. This can lead to lack of student engagement and motivation and have a negative impact on their academic performance (Parpala, Ylänne & Rytkönen, 2011). The problem of students' perception of their teachers' teaching practices at university level in Lahore universities is grave issue that needs to be addressed. This gap can result in lack of motivation and engagement in students and lead to bad impact on academic performance. The gap amid teaching practices of teachers and learning needs and preferences of students can lead to lack of drive among students, negatively affecting academic performance. Addressing this issue is critical for enhancing quality of education and promoting student success in Lahore universities.

Objective & Question

1. To know students' perception about teachers' teaching practices at university level.
2. How the students perceive the teachers' teaching practices at the university level?

LITERATURE REVIEW

The teaching practices adopted by teachers at universities can have significant impact on students' learning experiences. Students' perception of these practices can help to identify the effectiveness of teaching methods and guide development of real pedagogical strategies (Keeley, Christopher & Buskist, 2012). This literature review explores existing research on students' perception about teachers' teaching practices at university level.

Effective Communication

The effective communication between teachers and students is essential for a positive learning experience. The students appreciate teachers who are approachable, open to the feedback, and demonstrate effective communication skills. In the study by Al-Othman and Al-Khalifah (2016), students identified the ability of the teacher to communicate clearly and explain difficult concepts as key factors for their positive learning experiences in different situations. Similarly, in a study by

Nabi (2019), the effective communication was identified as the key element in creating a positive classroom environment.

Interactive Teaching Methods

The interactive teaching methods can help to keep students engaged and motivated. In a study by Vujicic et al. (2016), students reported that interactive teaching methods such as group discussions, role-playing, and case studies were effective in promoting their learning. Similarly, in a study by Hosseini and Bateni (2018), students reported that interactive teaching methods such as the use of technology, peer teaching, and active learning were effective in promoting their learning in diverse leading situations.

Teacher-Student Relationship

The teacher-student relationship can have a significant impact on students' learning experiences. Students appreciate teachers who demonstrate care and interest in their success. In a study by Al-Othman and Al-Khalifah (2016), students reported that teachers who showed interest in success were more effective in promoting their learning. Also, in a study by Nabi (2019), students reported that teachers who were respectful, kind, and approachable were effective in creating a positive learning environment.

Adaptability to Diverse Learning Styles

Students have diverse learning styles and needs. Teachers who are adaptable to these needs can be more effective in facilitating learning. In a study by Vujicic et al. (2016), students reported that teachers who were adaptable to diverse learning styles and needs were effective in promoting their learning. Similarly, in a study by Hosseini and Bateni (2018), students reported that teachers who were sensitive to their individual needs and learning styles were effective in promoting their learning outcomes.

Assessment and Feedback

Assessment and feedback are essential components of the learning process. Students appreciate teachers who provide timely and constructive feedback on their work. In a study by Yousuf et al. (2018), students reported that constructive feedback helped them to improve their understanding of the subject matter and enhance their performance. Similarly, in a study by Sultana et al. (2019), students reported that timely feedback and outcomes on assessments was important in facilitating their learning.

Innovative Teaching Methods

Innovative teaching methods can help to enhance students' learning experiences. Teachers who use creative and innovative teaching methods are more likely to keep the students engaged and motivated. The innovative teaching methods are significant in providing the optimistic feedback in diverse situations. In a study by Riaz et al. (2021), students reported that the use of innovative teaching methods such as project-based learning, gamification, and virtual labs was effective in promoting learning.

Classroom Environment

The classroom environment can have significant impact on students' learning experiences. Students appreciate teachers who create positive and inclusive classroom environment. In a study by Karim and Hussain (2019), students reported that teachers who created a positive and inclusive classroom environment were more effective in promoting their learning. In study by Bahrami et al. (2021), students stated that teachers created relaxed and supportive classroom environment were effective in promoting learning.

Multicultural Awareness

University students come from diverse cultural backgrounds, and teachers who are aware of these differences can be more effective in promoting learning. In a study by Tetteh et al. (2019), students reported that teachers who were aware of cultural differences and adapted their teaching methods to suit students from diverse backgrounds were effective in promoting their learning. The literature reviewed highlights the importance of effective communication, interactive teaching methods, teacher-student relationship, and adaptability to diverse learning styles, assessment and feedback, innovative teaching methods, classroom environment, and multicultural awareness in promoting students' positive learning experiences (Toyama & Yamazaki, 2020). These factors can be used to guide development of effective pedagogical strategies and enhance quality of teaching practices at university level.

RESEARCH METHODOLOGY

This study adopted a qualitative research design. Qualitative research is suitable for exploring the subjective experiences and perceptions of participants, which is the main focus of this study. The aim of this study is to gain an in-depth understanding of students' perceptions about their teachers' teaching practices at universities in Lahore. The population of this study was undergraduate students enrolled in universities in Lahore. For this persistence two public and two private general category universities were selected. A purposive sampling method was used to select participants. This involves selecting participants who are deemed to have relevant experiences and knowledge to provide valuable insights into the research question. The data collection method for this study was semi-structured interviews. Thus, interviews were conducted face-to-face, depending on the participants' preferences.

The interview questions were developed based on the research question and designed to elicit rich and detailed information from participants. The interview questions were open-ended and allowed participants to share experiences and perceptions in their own words. A total of twenty interviews were conducted from student, however, saturation was occurred till seventeen interviews. The data collected from the interviews was transcribed verbatim. The transcriptions was then analyzed using qualitative content analysis, which involves identifying patterns and themes that emerge from the data. The content analysis was done based on participants' experiences and perceptions, and was used to answer research question. This study adhered to ethical principles and guidelines in order to ensure well-being of participants and validity of results. Following ethical considerations were taken into account:

✓ Informed consent: Participants were informed of purpose and objective of study and were asked to sign a consent form indicating their willingness to participate.
✓ Confidentiality and anonymity: Participants' identities were kept confidential and their responses will be anonymous.
✓ Right to withdraw: Participants were informed that they have the right to withdraw from the study at any time.
✓ Debriefing: Participants were debriefed on the results of the study and provided with a summary of the findings.

Overall, the research methodology for this study was guided by the qualitative research paradigm and was adhere to the ethical principles and guidelines to ensure required validity and reliability of the results.

DATA ANALYSIS

Here are some interview transcripts that were used for data analysis in a study examining students' perceptions of teachers' teaching practices at the university level to analyze the data and to reach the desired conclusion.

Abbreviations: Respondents = R; Student Interview Question = SIQ

SIQ1: Can you describe your experiences in the classroom with your teachers?

"Well, I've had mix of good and bad experiences. I have some teachers who are really engaging and make the material come to life, and others who are just going through the motions and don't seem to care about the students. They make class enjoyable and I always feel like I'm learning something new (R2)."

"Overall, I've had a pretty positive experience with my teachers. I've had a few that were not as engaging, but for most part, my teachers have been knowledgeable and approachable to the efforts and potentials of students which have big impact on my learning, and I've had some who were not as effective (R3)."

"While the quality of teaching at university can vary, I have found that it's ultimately up to student to take responsibility for their own learning and actively engage with the material, regardless of the teaching style (R4)."

"I appreciate teachers who are willing to listen to student input and feedback, and who create a collaborative learning environment in the classroom. Some teachers have been able to inspire me and push me to think critically about the material, which has been really valuable for my learning and growth (R6)."

"I have found that the most effective teachers are those who prioritize clear communication, open discussion, and active learning. Teachers who use real-life examples and interactive activities in their lectures make it much easier for me to understand and engage with the material. It can be challenging when a teacher is disorganized or not well-prepared, as it can make it difficult to follow along with the course material (R7, R9)."

"My experiences have been varied, but one thing I've noticed is that the most effective teachers are those who can tailor their teaching style to different types of learners. For example, some students may learn better through visual aids, while others may prefer hands-on activities (R10, R12)."

"I've had a lot of great experiences, but I think one of the most important things that teachers can do is to create a sense of community in the classroom. When students feel like they're part of the supportive community, it makes it easier to engage with the material and feel motivated to learn (R14, R15)."

"Absolutely. One thing that I've noticed is that the most effective teachers are those who are able to balance the structure and flexibility. On the one hand, it's important to have clear goals and expectations for the course. On the other hand, it's also important to be adaptable and responsive to students' needs (R16)."

"Best teachers are often those who have a genuine passion for the subject they're teaching. When teachers are excited about the material, it makes it easier for us as students to get excited too. I had a teacher who was really great at finding this balance. She had a clear syllabus and grading rubric, but she was open to adjusting course material and assignments based on our interests and feedback. It made the class feel more personalized and engaging (R17,20)."

"Sure. I think one of vital things that teachers can do is to create inclusive and welcoming classroom environment. When students feel valued and valued, it can have huge impact on their motivation and engagement. I had professor who was really excellent at this. She made point of using inclusive language and acknowledging diverse perspectives in her lectures. She stimulated students to share their own experiences and thoughts, and she was really responsive and supportive when we did. It made the class feel like a safe and welcoming space (R1, R19).

SIQ2: What are some of the teaching practices that you find most effective in helping you learn?

"I think hands-on activities and group work are really helpful. When I'm actively involved in the material, I retain it better and feel engaged in class. I also appreciate when teachers provide clear explanations and examples that help me understand the concepts (R1, R4)."

"I think it's really important for teachers to be organized and clear in their explanations. I appreciate when they use visuals, such as slides or diagrams, to help explain the material. And I think it's really helpful when they give us opportunities to apply what we've learned, such as through projects or case studies (R2, R6)."

"I think it's really helpful when teachers provide clear explanations and give us opportunities to apply what we've learned in class. I appreciate when they use a variety of teaching methods, such as lectures, discussions, and hands-on activities, to keep class interesting (R4, R9)."

"I ponder it's really supportive when teachers deliver clear instructions and are organized in their teaching. I also appreciate when they encourage us to ask questions and participate in class

discussions. And I think it's important for teachers to be flexible and adaptable, especially when students are struggling with the material (R5, R8)."

"I think it's really important for teachers to be knowledgeable and passionate about the subject they are teaching. When they are enthusiastic and engaged, it makes the class more interesting and helps me to be more engaged as well. I also appreciate when teachers use technology, like power point presentations or videos, to enhance the learning experience (R10, R17)."

"Well, I find that when teachers engage us in learning process, it makes it easier to understand and retain information. For example, I really appreciate it when teachers use interactive activities and group discussions to help us learn. This helps to break up monotony of traditional lectures and also allows me to hear different perspectives and ideas from my classmates. I took a sociology class last semester that used a lot of group work and class discussions. We would often break up into small groups to discuss analyses or case studies and then come back to class to share results and insights. This not only helped me to understand material better, but also gave me the opportunity to practice my communication and teamwork skills (R11, R16)."

"I think it's important for teachers to be approachable and responsive. When teachers are willing to answer questions/provide feedback, it helps to build positive and kind learning environment. Additionally, teachers who are able to provide constructive feedback on assignments and exams help me to identify areas where I can improve and also motivate me to work harder in the future. I find that the use of multimedia tools such as videos and online resources is also really helpful. These resources provide a visual and interactive way to learn, which helps to reinforce key concepts and ideas. Having access to these resources outside of class makes it easier for me to review the material at my own pace and in my own time (R3, R14)."

"I think it's really important for teachers to be clear and concise in their explanations, and to provide opportunities for us to put on what we've erudite in class. I appreciate when teachers use real-world examples and case studies to make material more relevant and engaging. And I think it's important for teachers to be approachable and available for questions and support (R12, R19)."

SIQ3: What are some of the challenges you have faced in your classes and how have your teachers addressed them?

"One of the biggest challenges I've faced in my classes is the workload. There are often multiple assignments and projects due at the same time, which can be overwhelming. However, my teachers have addressed this by breaking down tasks into smaller, more manageable chunks, and providing regular check-ins to ensure that we are on track (R2, R5)."

"One of the biggest challenges for me is staying focused in class, especially when I'm tired or have a lot going on outside of school. I've had some teachers who recognize this and incorporate breaks or activities to help keep us engaged, which I appreciate (R4, R9)."

One of the biggest challenges I've faced is understanding the material when it gets really complex. I've had some teachers who are really patient and take the time to explain things in a different way until I get it, and that's been really helpful (R1)."

"One of the biggest challenges I've faced is staying engaged in class, especially when the material is not very interesting to me. I've had some teachers who try to make the material more relevant and engaging, and that's been really helpful (R3)."

"One of the biggest challenges I've faced is staying motivated when material is difficult or boring. I've had some teachers who try to make the material more relevant and engaging, and that's been really helpful. I've had some teachers who provide extra support and resources, like study groups or tutoring, which has been really helpful (R10, R13)."

"One of the biggest challenges I've faced is understanding the material when it gets really complex. I've had some teachers who are really patient and take time to explain things in different way until I get it, and that's been really helpful. I've had some teachers who provide additional resources, like online tutorials or extra study materials, which really helpful (R15, R17)."

"One of the biggest challenges I've faced is keeping up with the pace of the class when the material is really dense and difficult. I've had some teachers who are really understanding and provide extra support, like office hours or extra study sessions, which has been really helpful. I've also had some teachers who are flexible and willing to slow down the pace of the class or provide extra time for us to catch up (R12, R18)."

"One of the biggest challenges I've faced is feeling overwhelmed by the volume of material that we need to cover in a short amount of time. I've had some teachers who are really organized and provide clear outlines and schedules, which has been really helpful. I've also had some teachers who are flexible and willing to adjust the pace of the class based on our needs (R11, R9)."

"With the pandemic, many of my classes have moved online, which has presented a new set of challenges, such as technological difficulties and feeling disconnected from my peers. However, my teachers have worked to create engaging online content, inspire participation in virtual discussions, and provide additional support through office hours and online resources (R19)."

"I've faced adapting to different teaching styles. Some professors are very lecture-based, while others prefer more discussion-based formats. In these situations, my teachers have been flexible in accommodating different learning styles and providing resources to help us succeed. I also struggle with test anxiety, and my teachers have helped address challenge by providing study resources, practice exams, and creating a supportive environment in which we can ask questions and seek clarification (R20)."

SIQ4: Can you give an example of a time when a teacher's teaching practices had a positive impact on your learning?

"Yes, I had a teacher last semester who was really passionate about the subject and made it come alive. He used real-world examples to illustrate the concepts and encouraged us to ask questions and participate in class discussions. I learned so much in that class and felt really motivated to do well (R1)."

"Yes, I had a teacher last year who was really great at using real-world examples to make the material relevant to our lives. He also encouraged us to think critically and analyze the information,

which helped me to understand the material on a deeper level. I still remember lot of what I learned in that class (R3)."

"Yes, I had a teacher last semester who was really effective in using technology to enhance the learning experience. He used videos, simulations, and interactive quizzes to help us understand the material, and it made a huge difference in how well I understood the concepts. I felt like I was learning in a more engaging and interactive way (R4)."

"One time, I struggled to understand a difficult concept in one of my classes, and I felt discouraged and frustrated. However, my teacher's teaching practices positively impacted my learning. They took the time to break down the concept into smaller, more manageable parts and used real-life examples to help me understand it better. They also provided additional resources for practice and feedback and encouraged me to ask questions and seek help when needed. As a result of their teaching, I could grasp the concept and even apply it in other areas of the course. Their dedication and support helped me succeed academically and motivated me to continue learning and growing as a student (R13)."

"Yes, I have a teacher this semester who effectively uses hands-on activities to illustrate concepts. We worked on projects and case studies in small groups, which helped me understand the material on a deeper level and allowed me to work with my classmates and learn from each other. It was a great experience, and I learned much in that class (R14)."

"In a particularly challenging course, my teacher had a very organized and structured approach to the material. They provided clear and detailed study guides, practice quizzes, and feedback on assignments, which helped me to stay on track and understand the material more thoroughly. Their approach to teaching was very methodical, and it gave me a sense of direction and purpose in my learning. By providing such a clear structure, the teacher made it easier for me to manage workload and succeed in the class (R15)."

"Yes, I had a teacher two semesters ago who was really effective in using technology, like online simulations and interactive videos, to enhance the learning experience. It made the material more engaging and fun, and I felt like I was learning in a more interactive and dynamic way. I also appreciated the teacher's use of real-world examples and case studies to help me see the relevance of the material in my own life. It was a great experience and I feel like I gained a lot from that class (R16)."

"In one of my classes, the teacher used a lot of experiential learning methods such as role-playing, simulations, and problem-based learning. These methods helped me to apply theoretical concepts we were learning in a more hands-on way, and also helped me to develop my critical thinking and problem-solving skills. The teacher's use of experiential learning not only made the class more engaging, but also helped me to be more confident in applying the material in real-world situations (R17)."

"One of my professors was known for their use of student-centered learning, which meant that they encouraged us to take responsibility for our own learning and work collaboratively with our peers. They provided a lot of opportunities for group projects, discussions, and feedback, which helped me

to develop my communication and teamwork skills. By encouraging us to be more self-directed in our learning, the teacher empowered us to take ownership of our education and build our own knowledge base (R18)."

"In one of my classes, teacher used lot of multimedia resources such as videos, images and interactive online tools to supplement lectures. These resources really helped me to visualize and understand complex concepts that were difficult to grasp from just reading textbooks or listening to lectures. The teacher's use of multimedia not only made the class more engaging but also helped me to better retain and apply the material (R19)."

"My teacher had a unique teaching style that incorporated a lot of real-world scenarios and case studies into the curriculum. By connecting the course material to real-life situations, they were able to help me better understand the relevance and practical application of concepts we were learning. This approach not only made the class more interesting and engaging, but also helped me to see the bigger picture and apply the material to my future career goals (R20)."

DISCUSSION

The discussion of students' perception regarding teachers' teaching practices at the university level is an important one as it highlights the critical role that teachers play in shaping students' learning experiences. A number of studies have been conducted both in Pakistan and internationally to better understand students' perspectives on their teachers' teaching practices, and to identify what makes successful teaching approach. Usually, students grow teachers who are knowledgeable and passionate about subject they are teaching (Fajriah, 2019). They are more likely to engage in the material and feel motivated to learn when teacher is enthusiastic about content. Students benefit from teachers who use variety of teaching methods, including lectures, discussions, and hands-on activities, as this helps them to understand the material in different ways. However, students face challenges in their classes, such as feeling overwhelmed by volume of material that needs to be covered in short amount of time. Teachers can address these trials by being organized and providing clear outlines and schedules, as well as being flexible and adjusting the pace of the class based on students' needs.

Technology has also played a significant role in shaping students' perceptions of teachers' teaching practices. Students appreciate teachers who incorporate technology, such as online simulations and interactive videos, into their teaching methods, as it makes material more engaging and interactive (Allan, Clarke, & Jopling, 2009). Teachers who use online quizzes and assessments can also provide students with a more efficient way to track their learning and identify areas where they need improvement. Interviews with students from universities in Lahore confirmed these findings, as they described their experiences with teachers who were knowledgeable, passionate, and engaged, as well as teachers who used technology and were flexible in approach. Finally, students' perceptions of teachers' teaching practices are critical in shaping their learning experiences. Teachers who are knowledgeable, passionate, and use a variety of teaching methods, including technology, are more likely to be successful in engaging students and fostering their learning. In this connection, it is vital

for universities to consider students' perspectives when evaluating and improving their teachers' teaching practices.

CONCLUSION

In conclusion, the issue of students' perceptions regarding teachers' teaching practices at the university level is a complex one that requires a nuanced understanding of what students' value in their teachers. Studies have shown that students appreciate teachers who are knowledgeable and passionate about the subject they are teaching, and who use variety of teaching methods, including technology, to engage and motivate students. At the same time, students face challenges in classes and grow teachers who are flexible and approachable. Interviews with students from universities in Lahore provide valuable insight into students' experiences and expectations, accent importance of teachers being knowledgeable, passionate, and flexible, and incorporating technology into their teaching practices. Findings are constant with studies led both in Pakistan and internationally, indicating that students' perceptions are a critical factor in shaping their learning experiences. Given significance of students' perceptions, it is vital for universities to consider this aspect when evaluating and improving their teachers' teaching practices. By taking into account students' perspectives, universities can work to create a more engaging and effective learning environment that fosters student success (Rafiq, Afzal & Kamran, 2022). Ultimately, students' perceptions of their teachers' teaching practices play a crucial role in shaping quality of education and student outcomes at university level.

Recommendations

Based on discussions and analysis of students' perceptions regarding teachers' teaching practices at the university level, several recommendations were made to help improve students' learning experiences.

1. Emphasize teacher training: Universities should invest in ongoing teacher training and development programs to help teachers improve their teaching practices and stay up-to-date with the latest pedagogical approaches. These programs should focus on topics such as engaging students, using technology, and incorporating different teaching methods to meet the needs of all learners.

2. Encourage use of technology: Teachers should be encouraged to incorporate technology into their teaching practices to make material more engaging and interactive for students. This can include using online simulations, interactive videos, and online assessments, as well as utilizing other educational technologies as they become available.

3. Foster a flexible and approachable teaching style: Teachers should aim to be flexible and approachable in their teaching style, adjusting their pace and methods based on student's needs and providing support when needed. This can help reduce students' stress and improve their engagement and motivation to learn.

4. Emphasize real-world relevance: Teachers should strive to make the material as relevant and engaging as possible by incorporating real-world examples and case studies. This can help bring the material to life and give students a deeper understanding of the concepts being taught.

5. Conduct regular evaluations: Universities should conduct regular evaluations of their teachers' teaching practices, considering students' perspectives and feedback. This can help to identify areas for improvement and provide teachers with constructive feedback that can be used to enhance their teaching practices.

Improving students' perceptions of teachers' teaching practices is vital to creating a high-quality learning environment that fosters student success. By taking these recommendations into account, universities may work to create a more engaging and effective learning experience for students and improve the overall quality of education at the university level.

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