TEACHING PRACTICES OF EDUCATORS IN CHINA: STUDENTS' PERCEPTIONS

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ABSTRACT

The purpose of the study was to explore educators' teaching practices in China. The study explored possible gender-wise differences among participants' perceptions. Chickering and Gamson's (1987) seven principles of good practice for education provided as a framework of the study. To administer the questionnaire, 177 respondents were sampled from post-graduate (44) and undergraduate (133) classes. Purposive sampling technique was used to conduct focused groups interviews. The research revealed that educators ignored some principles which were student-teacher contact, cooperative teaching techniques, prompt feedback, and encouraging different views and ideas in the class. The perceptions of female participants were better than males about educators' practices.

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INTRODUCTION

For making any educational reform effective and productive, the role of teachers can't be ignored (Youqun, 2007) since teachers are not only a critical part of any educational institution, but are also an instrument of change in a reform program (UNESCO, 1995 as cited in Hunzai, 2009). The whole educational system is developed to educate the future of a nation and the vital element which directly affects students' achievement is teachers (Education Commission of States 2007), which may be taken as an indicator of the level of any educational system (Murtaza, 2005).

A great deal of literature proves that effective teaching is the critical element (Kay, 2008). We can also find a lot of literature contending that school has significant contribution in students' performance, but among all other school factors teacher is the most vital factor (Darling-Hamood, 2000). The literature also has evidence that if students are allocated competent teachers, they have better performance as compared to the students, who are allocated ineffective teachers. The researchers further

explored that the effect of good teachers on students' performance is better and the effect of ineffective teachers on students' performance is worse and negative one (Sanders & Rivers, 1996; Mendro, & Weerasinghe, 1997).

It is an established fact that teachers are the major and essential element in any institution, which has direct link not only to students' achievement but also to their attitude, behaviour, and other personality traits. Therefore, it is really critical to know that what characteristics make a teacher effective and vibrant. A lot of literature may be found on different characteristics of teachers. The relationship between teachers' IQ and performance is not significant (Darling-Hammond, 2000a) rather ignorable (Soar, Medley, & Coker, 1983). On the other hand, the certification of teachers and their performance have positive link (Darling-Hammond, Berry, & Thoreson, 2001). The research on vocational teachers has also the same result as mentioned above (Ereckson & Barr, 1985). The teacher preparation programs are also found closely correlated with teachers' performance in institutes (Darling-Hamood, 2000b). As far as the effect of subject related knowledge on teachers' performance is concerned, there is an excessive body of knowledge revealing no (Andrews, Blackman, & Mackey, 1980) or a little (Darling-Hammond, 2000a; Ashton & Crocker, 1987) relationship between teachers' subject related knowledge and their performance as teachers. The correlation between teaching experience and performance is found positive in some studies, but it is not constant and linear.

According to Ashton and Crocker (1987), there is a high level of correlation between teacher educational courses and learners' achievement. The literature is replete with evidence showing association between teachers' performance and teacher preparation courses (Monk, 1994; Ferguson & Womack, 1993; Guyton & Farokhi, 1987; Denton & Lacina, 1984), and the association is even higher than that of subject-related courses and students' achievement. Darling-Hammond (2000a) reported the studies of Andrew and Schwab (1995) and Denton and Peters (1988), which found that the link between teacher preparation courses and teacher performance is critical. If the courses are effective, the teachers can perform just like experienced teachers since very beginning.

The above discourse reflects that teachers are the most influential element in any educational institution. The teacher educational courses are very vital than any other variable. Among other variables, teachers' practices are the most critical element, which have a great influence on students' performance (Wenglinsky, 2000). Wenglinsky further argued

that teachers' classroom practices have higher impact than any other input on learners' performance.

CONTEXT OF THE STUDY

The study was designed to investigate the teaching practices of educators in China. It was conducted in the Normal University of Northeast China. The university is basically developed for teacher education and training and has more than 70 years history of academics. In this investigation, students' perceptions were explored as indicator for educators' practices. Both graduate and undergraduate students were included in the study sample. The main question investigated in the study was "the extent of educators' practices following the criteria of good practice as proposed by Chickering and Gamson in 1987". The researchers further explored that whether there is any significant difference between the perceptions of male and female students about educators' teaching practices.

RESEARCH QUESTIONS INVESTIGATED

The major purpose of the enquiry was to study Chinese educators' teaching practices with reference to seven principles of good practice for education. Following two questions were formulated in this regard:
1. What are the views of students about practices of educators?
2. What is the possible difference between male and female respondents' views about the practices of educators?

NULL HYPOTHESIS

On the basis of second question, the researchers formulated a null hypothesis. The null hypothesis states:

H_o1: Male participants' perceptions about educators' practices are same as perceptions of female students.

To test the null hypothesis of the study, the value of significance level was set as Alpha 0.05.

THEORETICAL FRAMEWORK OF THE STUDY

To provide the framework to the research, seven principles of good practice furthered by Chickering and Gamson (1987) were used. These principles have been evaluated since long, and their value and worth have been found equally beneficial for face-to-face, semi-face-to-face, and online courses (Crews, Wilkinson, & Neill, 2015).

PRINCIPLES FOR GOOD TEACHING IN UNDERGRADUATE EDUCATION

Chickering and Gamson (1987) argued that the undergraduate

education may be improved with the help of students and teachers using seven principles of good practice. Their propagated principles for good practice were: (i) a good student teacher relationship; (ii) well developed supportive relation amongst students; (iii) application of active teaching-learning methods; (iv) Providing quick feedback; (v) focus doing work on time; (vi) exchange of expectations; and vii) value and acknowledgment of varied talents and learning styles (Chickering & Gamson, 1987). These principles were the result of their 50 years of rigorous research. They asserted that if these principles are properly applied their effect is manifold and entails in six vital educational forces which are activity, responsibility, cooperation, interaction, expectations, and diversity. They contended that these principles were uniformly fruitful for different types of programs and diverse kinds of learners (Ibid).

Many researchers have assessed and found out the effectiveness of these principles for good practice (Batts, Colaric, & McFaden, 2006). These principles have been used to improve online teaching (Arbaugh & Hornik, 2006; Batts, Colaric, & McFaden, 2006), to evaluate online teaching (Bangert, 2004), and to assess online courses (Chizmar & Walbert, 1999; Graham, Cagiltay, Lim, Craner, & Duffy, 2001). These practices have been effectively used to improve the students' writing capability at college level (Schamalz, Feyl, & Schmalz IV, 2004). The good practices have also been used to assess the integration of ICT in real classroom environment (i.e. McCabe & Meuter, 2011). In their study, the respondents rated "timely feedback" at the highest rank and the "emphasis on task on time" was ranked at second position.

PRINCIPLE-1: GOOD PRACTICE ENCOURAGES STUDENT–FACULTY CONTACT: Chickering and Gamson (1987) considered student-teacher relationship a vital element to motivate and involve the learners for study. They further mentioned that if the learners know that their teachers are concerned with their problems and difficulties, it supports and motivates them to overcome difficulties and prompts for learning. The literature provides the proof that if teachers encourage students to contact with them in the classroom and out of classroom, it makes teachers more effective and they are successful in motivating and developing inquisitiveness in learners (Astin, 1996). A great body of literature supports that strong teacher-learner bond is good predictor for high achievement (Braxton, Sullivan, & Johnson, 1997; Stage & Hossler, 2000). Ford (2017) had the view that "I can't overstate this point that in the classroom, relationships are everything" (online). A positive bond between student and teacher creates a positive effect on learning

environment (Clara, 2014). Positive relation between student and teacher affects students both academically and socially (Gallagher, 2013).

PRINCIPLE-2: GOOD PRACTICE ENCOURAGES COOPERATION AMONG STUDENTS: Chickering and Gamson (1987) asserted that learning is improved as collaborative and cooperative activity. They thought that learning is a good work and therefore, a cooperative rather than competitive activity, and a collective rather than an individual one. When students are learning in a team, they learn more, because they share experiences and question each other, which improve their thinking and comprehending power (ibid). Learning collaboratively is helpful for teaching and learning both, and it enhances learners' self-esteem and their participation in the process of learning (Batt, Colaric & McFadden, 2006). Learning collaboratively was found helpful and useful in computer-assisted learning too (Garrison, Anderson, & Archer, 1999; Shea, Pickett, & Pelz, 2003).

PRINCIPLE-3: GOOD PRACTICE ENCOURAGES ACTIVE LEARNING: Learning is an active process and it needs participation and active involvement on the part of learners. The learners should actively participate in the process of learning, develop links to previous learned concepts and should apply the knowledge in practical life (Chickering & Gamson, 1987). It involves students' higher order skills and thinking, which makes students lifelong learners (Geske, 2016). Active learning gives the learners practical learning opportunities, which entails in enhancing their problem solving capacity (Barr & Tagg, 1995; McCabe & Meuter, 2011), improves retention and practical application, enhances critical thinking, and increases motivation power (Bok, 2006).

PRINCIPLE-4: GOOD PRACTICE GIVES PROMPT FEEDBACK: Feedback is important because the learners can rate themselves on the basis of feedback. The prompt feedback enables students to discern their strengths and weaknesses, and hence, they can make up their deficiencies. Learners require teachers' input to improve their learning (Chickering & Gamson, 1987; Sadler, 1998). While giving feedback, the progress of students towards goals is acknowledged (Macquarie University, n.d.). On the basis of timely feedback, learners may develop and enhance their learning strategies to attain learning goals (Nicol, & MacFarlane-Dick, 2006). The learners may confirm the direction of their learning and check their pace of learning based on feedback (McCabe & Meuter, 2011). The research by McCabe and Meuter (2011) also disclosed that prompt feedback is the most important principle among others.

PRINCIPLE-5: GOOD PRACTICE EMPHASIZES TIME ON TASK: Chickering and Gamson (1987:4) had the view that "Time plus energy

equals learning". Nothing can compensate time on task. Time for any task is significant. When assigning any activity or task, time for accomplishing the task should also be considered properly (*Ibid*). The skill of managing time is equally vital for both teachers and learners. Whether you are developing content for any course or giving any assignment to students, you should keep the required time in mind, which improves students' learning and enhance their motivation for the task (Sorcinelli, 1991). In the study of McCabe and Meuter (2011), respondents ranked this principle at second rate among the seven principles in total.

PRINCIPLE-6: GOOD PRACTICE COMMUNICATES HIGH EXPECTATIONS: According to Chickering and Gamson (1987:4) "Expect more and you will get more" and teachers' expectations act as motivator for learners and encourage them for learning. To know high expectations of teachers for them, the learners do their best to meet teachers' expectations and hence learn more. Literature reported a lot of evidence about the relationship between teachers' expectations and students' achievement (i.e. House, 1993; Tavani & Losh, 2003). If students are given achievable challenge, it can inspire them to attain their objectives (McCabe & Meuter, 2011). Ryan (2014) has stated high expectations from students as one of the characteristics of good and successful schools, the schools which remained stable for two decades. New Zealand has developed eight basic principles for curriculum, and high expectations is one of them (The New Zealand Curriculum Online, 2015). One's expectations towards students drive one's behaviour towards them (Blackburn, 2015).

PRINCIPLE-7: GOOD PRACTICE RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING: Different persons in any institute have different ideas, and every individual learns according to his own style. Therefore, a teacher should provide every individual an opportunity to learn on his own pace and according to his own style and provide him with ample chances to share ideas and encourage him (Chickering & Gamson, 1987). Every teacher ought to value and promote learners of diverse cultures and backgrounds (Tiedt & Tiedt, 2005). As Yang (2006) also endorsed the idea that a good teacher not only acknowledges diverse cultures but also promote different culture system.

METHODOLOGY

Research Design: Mixed method study design was deemed suitable to explore the phenomenon because both the approaches complement each other and also provide triangulation for the analysis and validity of

data. Therefore, qualitative and quantitative procedures were used for data collection.

Participants: For the sake of data collection, 180 participants were selected randomly both from undergraduate and postgraduate classes of education major. The research instruments were distributed to 180 sampled participants but 177 respondents gave the relevant feedback. Therefore, overall response rate was 98%, which was valid for data analysis.

TABLE 1
DETAIL OF PARTICIPANTS ON THE BASIS OF GENDER & CLASS

	Postgraduates	Undergraduates	Total
Female	44	45	89
Male	0	88	88
Total	44	133	177

The table illustrates that if we analyze the sample gender-wise overall, both males and females are equal. From postgraduates all were female, and from undergraduates males were double than females. If we see from the lens of postgraduate and undergraduate, the participants from undergraduate classes were three times than that of postgraduate classes. Therefore, the overall trend shows that female number is dominant in postgraduate education classes and male number is dominant in undergraduate classes. For analyzing age group of individuals, age-groups were developed on three-years' time span/divide i.e. 19-21, 22-24, 25-27, 28-30. The detail is given in the following table:

TABLE 2
AGE-WISE FREQUENCY DISTRIBUTION OF THE PARTICIPANTS

Age	Number	%age
19-21	88	49.7
22-24	72	40.7
25-27	15	8.5
28-30	2	1.1
Total	**177**	**100.0**

Table 2 reveals that among four age groups, more than 90% participants belong to first two age-groups; 19-21, and 22-24. Only less than 10% respondents were 25 years old or above.

Instruments: Two data collecting instruments, focus group and questionnaire, were used to collect data for investigation. Focus group technique was used to collect qualitative data, while a survey questionnaire was used to collect quantitative data.

For focused group, 6-8 participants were selected purposefully. At the start of discussion, all the members were told that the discussion will be audio recorded. They were also told that each of them was free to express his ideas. It was also declared that this information will only be used for research purpose and will not be disclosed to anyone. For clear understanding, two of Chinese people were requested to sit in the discussion to facilitate discussion, if any language barrier arises. Both of the facilitators were native Chinese and were also fluent in English. They were also requested for translation and transcription of recorded data.

The other data collecting instrument was survey. The questionnaire survey is used by most of the researchers throughout the world. It is easy to administer and saves time. The researchers developed the survey. The format of five point Likert Scale was selected to use for the study, because it is widely used in the research and also easy for the participants to respond. After the review of literature and keeping in view the indicators of good research practice in mind, the items of the instrument were finalized.

Reliability and Validity: At first the instrument was converted into native language and reviewed by two native language experts. Then the questionnaire was evaluated by the three experts for the sake of relevance of items with the research questions, appropriateness of the language, and structure of the sentences. After the refinement in the light of experts' opinion, the instrument was pilot tested. To calculate the internal consistency, Cronbach's Alpha was found using SPSS version 21, which was 0.87.

DATA ANALYSIS

Both types of data were analyzed differently. Data collected through questionnaire were analyzed using descriptive i.e. mean, standard deviation and percentages, and inferential statistical technique i.e. independent sample t-test.

To analyze qualitative data, first of all data were transcribed. After transcribing the interviews, data were coded. Then, broader categories

and sub-categories were identified on the basis of codes. From the categories, emerging themes were explored and reported.

RESULTS

The analysis of collected data disclosed that generally the teachers were teaching according to principles of good practice put forth by Chickering and Gamson, only exclusion of the one principle, which emphasizes giving value to varied talents and learning styles. The highest level of agreement was for student-teacher relationship, which means participants thought that teachers were practicing according to first principle of good practice.

TABLE 3
STUDENTS' PERCEPTIONS ABOUT GROUP MAKING & ASSIGNMENTS

Items	Mean	SD	D	A
Developing groups according to students' abilities	2.89	1.04	42%	31%
Assigning work based on learners' capabilities	2.76	1.06	48%	29%

Table 3 discloses that majority of participants perceived that teachers were not practicing according to the seventh principle of good practice and they did not consider learners' capabilities while developing students' groups ($M = 2.89$, $SD = 1.04$). The next statement to which participants disagreed was about keeping learners' capabilities while assigning work ($M = 2.76$, $SD = 1.06$).

To find out the statistically significant difference between male and female participants' perceptions, independent sample t-test was applied. The level of significance was set at Alpha = 0.05. The significant difference was found regarding following seven statements.

TABLE 4
**GENDER-WISE DIFFERENCES BETWEEN STUDENTS' PERCEPTIONS**
(DF = 175)

Statements	Gender	*n*	*M*	*SD*	*t*	*p*
Development of personal relations to know students' problems for guidance	Female	89	3.56	.94	2.7*	.008
	Male	88	3.16	1.05		
Efficient utilization of audio-visual aids during lesson	Female	89	3.57	.93	2.1*	.036
	Male	88	3.24	1.17		
Use of collaborative teaching-learning techniques	Female	89	3.54	.88	2.6*	.011
	Male	88	3.17	1.03		
Groups making for activities and discussion	Female	89	3.44	.92	2.3*	.022
	Male	88	3.10	1.02		
Encouraging students to share their personal views and ideas	Female	89	3.65	.91	2.1*	.034
	Male	88	3.34	1.03		
Encouraging the difference of opinion in the class	Female	89	3.58	.82	3.5*	.001
	Male	88	3.10	1.0		
Timely assignment of activities for accomplishment	Female	89	3.54	.87	3.09*	.002
	Male	88	3.11	.96		

* The difference is significant at .05

Table 4 illustrates that on the whole the female respondents agreed to the statements except the statement, "Teachers make groups for activities and discussion during delivering of lesson", where they remained uncertain. But the male participants were uncertain about the statement. The female participants (M =3.56, SD = 0.94) agreed to the statement that "teachers develop personal relations to know students' problems for guidance", while the male participants (M = 3.16, SD =1.05) remained uncertain. The difference was significant at alpha level 0.05, t (175) = 2.7, p = 0.008. For the efficient use of audio visual aids, the difference between the perceptions of female (M = 3.57, SD = 0.93) and male (M = 3.24, SD = 1.17) participants was significant, t (175) = 2.1, p = 0.036, at alpha level 0.05. Female (M = 3.54, SD = 0.88) participants' perceptions about "utilization of collaborative teaching-learning techniques", were significantly different from those of male (M = 3.17, SD = 1.03) participants. The difference was significant, t (175) = 2.6, p = 0.011, at alpha level 0.05. Both male (M = 3.10, SD = 1.02) and female (M = 3.44, SD = 1.92) participants remained uncertain for "group making

for activities and discussion during lessons". But the difference between the intensity of response was significant, t (175) = 2.2, p = 0.023, at alpha level 0.05. Female participants (M = 3.65, SD = 0.91) agreed to the statement of encouragement of personal views and ideas during lesson, while male participants (M = 3.34, SD = 1.03) remained uncertain. The difference between the perceptions was significant, t (175) = 2.1, p = 0.034, at alpha level 0.05. "Encouragement of difference of opinion in the class" was agreed by the female (M = 3.58, SD = 0.82) participants but male (M = 3.10, SD = 0.995) participants remained uncertain. The difference was statistically significant, t (175)=3.5, p=0.001, at alpha level 0.05. Female participants (M =3.54, SD=0.87) agreed that teachers assigned activities in time, while male participants (M = 3.11, SD = 0.96) remained uncertain about the statement. The difference between the opinions of the cohorts was significant, t (175) = 3.09, p = 0.002, at alpha level 0.05.The above table reflects that the girls were more in agreement but the boys mostly remained uncertain about the statements.

FIGURE-1
TRENDS ILLUSTRATING AGREED RESPONSES ON THE BASIS OF GENDER
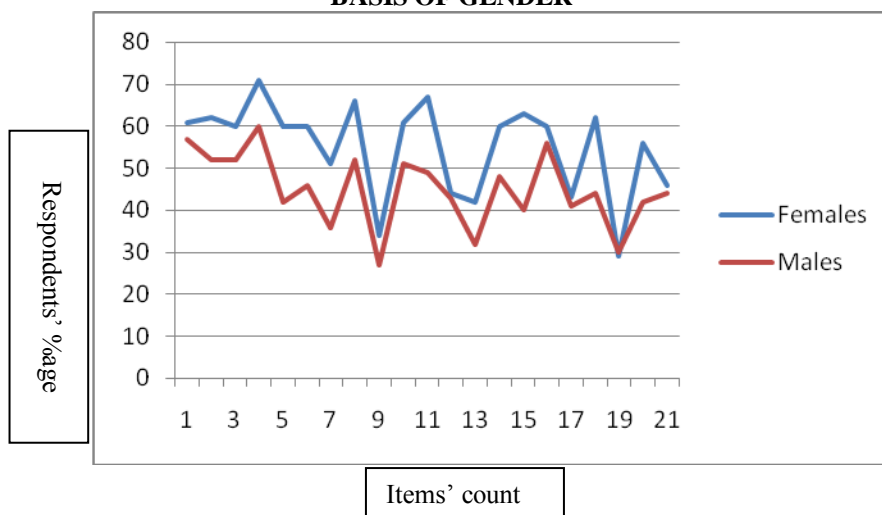
The above graph reveals that the level of girls' perceptions was higher than that of boys' perceptions. The general trend illustrates that the female participants' views were more favorable to teachers than that of their counterparts. The exception was only about item 19, which is about considering learners' abilities while assigning work or activities.

ANALYSIS OF QUALITATIVE DATA

The overall analysis of focused group discussions disclosed that teachers were not practicing according to principles of good practice.

The qualitative data collected through focused group revealed that there is not a strong bond between students and teachers at least not at personal level. One of the participants had the view, "The learners are not known to teachers, not at all. And probably they cannot".

According to another participant, teachers want to give time out of class, but they don't have enough time. On the issue of group making, the participants viewed that teachers don't make groups, and perhaps they can't. The case for compulsory classes was too grave, where the number of students in one class sometimes exceeds hundred; therefore, the teachers are unable to make groups. A student said: "Teachers just deliver lectures and we only act as passive listeners. As far as group making is concerned, no teacher makes group, and for compulsory classes, it is impossible for teachers to make groups, where number of students is more than hundred."

Discussing about teachers' feedback regarding students' assignments and term papers, one of the members had the view, "No one bothers about assignments or term papers or even our tests. Sometimes they do not go through our work". As a cross question, one of the researchers asked that if they don't read assignment or term paper, how they assess and score them. The participants replied, "The teachers know our names and when they give scores without reading, they just give scores according to their understanding about us not according to work done. And in this way, the relations with teachers play an important role". Replying the question, "Why they don't read assignment or term papers", they replied, "They [teachers] are always doing research and publishing papers, so they don't have time for reading students' assignments". Replying to why teachers prefer only article publication, and ignore their basic responsibility of teaching. They responded, "It's all because of teachers' evaluation criteria. Teachers are not evaluated on the basis of teaching but on the basis of their publications."

The views of group members about the assignments and any other work assigned by teachers were not much different. They opined that teachers don't know all the students and have no knowledge about students' backgrounds and cultures. Hence, while assigning any work to students they don't keep in mind learners' abilities and backgrounds, i.e. a member said, "Teachers have no knowledge about each learner, and hence, they gave same assignment to each student". On the point of student-teacher contact, members had the view that teachers were much

busy and had no time. And it was the responsibility of the students to keep contact with teachers. They further said that sometime teacher even don't know the name of all the students.

DISCUSSIONS AND INTERPRETATIONS

The study found out that teachers don't try to develop relations with learners at personal level, which are essential for students' performance (Braxton, Sullivan, & Johnson, 1997; Stage & Hossler, 2000). The respondents were of the view that the teachers have no time for students and they are busy with their publications; imply the importance of teachers' evaluation criteria. Therefore, one strong reason may be the value of published work for teachers' evaluation. There is need to redefine teachers' evaluation and incorporate teachers' teaching indicators in evaluation of teachers.

As Chickering and Gamson (1987) viewed learning as team effort, so collaborative learning needs to be focused aptly. But according to our data, teachers ignore group work and group making strategy entailing in underdeveloped social faculty of students. This strategy is more needed and is more fruitful in larger classes. But according to data, the teachers totally ignore this strategy in the classes of compulsory subjects where students' number exceeds figure 100.

Feedback to students is half learning and it enhances learning but the research revealed that the teachers don't have habit of giving feedback. This may also be the result of teachers' evaluation criteria. Because teachers prefer publication and teaching is not their primary concern, hence they ignore giving proper feedback. In the study of McCabe and Meuter (2011), the respondents gave first rank to this practice. The practice of prompt feedback is backbone of students' learning as well as educators' teaching. Without proper feedback both (students and teachers) cannot improve their activities and strategies.

Gender wise analysis disclosed that most (42%) of the male participants disagreed that the teachers give written comments, while most of females (41%) agreed to the statement. Although, it showed difference of opinion between the males and females yet the difference is not significant. There is significant difference in the responses of male and female groups regarding seven items (see Table 4). But all the respondents agreed to the statements that the difference was only in the intensity of agreement. The female group was more satisfied with the teachers' teaching practices than that of their counterparts. According to the findings, there might be some gender biases among the teachers or

there might be difference in the interests of the gender groups. Further research in this context is also needed.

It is said that "A stitch in time saves nine." This proverb explains the importance of time for any activity. This principle was ranked second highest important principle in a recent study (McCabe & Meuter, 2011). The study disclosed that the teachers follow this principle. Overall, we can conclude from both kinds of data that the teachers consider the principle of time in their daily teaching practices.

The study concluded that the teachers did not consider the educational, social, and cultural background of the students while making groups and giving assignments to the students. According to Yang (2006:969), "Effective teaching should acknowledge and support the distinctive culture system of each student group". Every social group has its own specialties and its own characteristics. The member of every social group has special attachment to their values and norms. So, it is essential for the teacher that his teaching should encompass the considerations for every individual's cultural identities, especially when giving assignments, the teachers altogether ignore this principle. They treat every student in the same way, and guide him at the same pace, which is really not adorable for good teaching. It is even against the psychological principle of learning.

Overall female students' perceived teachers' practices more compatible to seven principles of good practice as compared to male participants. Although, both of the groups disagreed that teachers consider learners' background while assigning work to students.

CONCLUSION

The findings of the survey disclosed that the respondents perceived that teachers were not practicing according to seventh principle which is about "respect for diverse talents and ways of learning". The data collected through focused groups revealed that teachers' practices were not compatible to four of the principles-student-teacher contact, cooperation among students, and prompt feedback, and encouraging diverse ideas in class. Teachers' practices were compatible with other principles of good practice.

Outcomes of the study reject the null hypothesis because female participants agreed to the statements, while their male counterparts generally remained uncertain. The research may have implications for the Ministry of Education, China, so that they can incorporate the study findings while refining their policy for higher education. The policy makers can also seek guidance from the study in revising university

teachers' evaluation criteria for the betterment of the students. The university teachers may seek advantage from the findings of the study by improving their teaching strategies. The university administration may also take guidance for supervising and assisting their faculty members. Further studies may also be administered to explore the phenomenon on broader level including other areas and universities of the country.

In the Pakistani context, such studies can also be carried out to investigate the students' perceptions about teaching practices of teachers, which will be helpful in improving the academia in the country. This study can provide motivation and guideline for such kind of research in the local setting.

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