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ROLE OF TEACHING QUALITY ENHANCEMENT (TQE) ON STUDENT SATISFACTION AND ACADEMIC PERFORMANCE IN HIGHER EDUCATION: A QUALITATIVE STUDY

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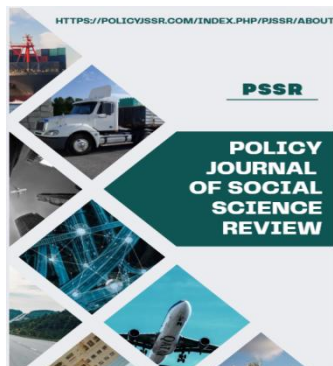
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ABSTRACT

Teaching quality is a significant aspect of higher education as it affects the way students learn, their classroom experiences and academic performance. This research examined students' views on the improvement of teaching quality and the impacts on student satisfaction and academic performance in universities. A case study qualitative approach was used. A purposeful sample of ten university students who were enrolled in Education courses in public and private universities was chosen. Semi-structured interviews were used to gather data using a set of 15 adopted open-ended questions. Thematic analysis was used to analyse the interviews, and three main themes emerged to address the study's research questions: (1) students' perceptions of teaching quality enhancement; (2) teaching quality and student satisfaction; and (3) teaching quality and academic performance. Results indicated that students perceived clarity, examples, discussion, frequent feedback and polite teaching to be important aspects of teaching quality. Students were more satisfied when the teacher communicated politely, engaged students in classroom discussion and provided timely feedback and support. They also reported that good teaching enhanced their learning, helped them with their assignments and exam scores and boosted their motivation and self-esteem. The research finds that improving the quality of teaching is not just about teaching and technology; it also involves teacher communication, feedback and encouragement of student learning. Universities need to prioritise teacher development, and effectively use students' feedback to enhance teaching.

Keywords: Teaching quality enhancement, student satisfaction, academic performance, higher education, qualitative case study, thematic analysis



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1. Introduction

Higher education institutions have a responsibility beyond the presentation of course content. They must offer enriching, stimulating and student-focused learning opportunities. Teaching quality is one of the most direct factors to influence what students learn, their satisfaction with their learning experience and their academic performance (Noben et al., 2022; Wong & Chapman, 2023; Prananto et al., 2025).

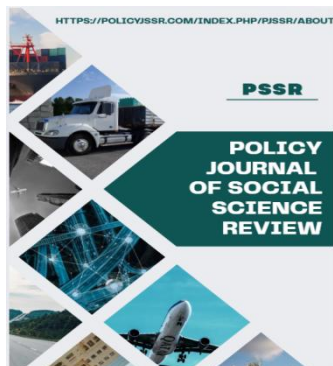
Teaching quality enhancement (TQE) is the systematic and continuous improvement of teaching practices, communication in the classroom, student engagement, use of examples, incorporation of feedback and teacher support (Noben et al., 2022; Ikram & Kenayathulla, 2023; Prananto et al., 2025). This not only involves the provision of training for teachers, or the use of technology; it also extends to teachers' explanation, interaction, how they respond to students' questions, and how they set up a classroom in which students can feel safe to learn. Improvements in the quality of teaching have been shown to have a positive impact on student learning outcomes, as well as on their motivation, self-confidence and satisfaction (Wang & Zhang, 2020; González-Arias et al., 2025; Prananto et al., 2025).

Higher education student satisfaction is widely used as an indicator of success. Satisfied students are more likely to stay

committed, engage in class and put in the required effort to learn (Wong & Chapman, 2023; Ikram & Kenayathulla, 2023). Satisfaction is related to classroom interaction, teacher communication and academic support (Wong & Chapman, 2023; Prananto et al., 2025). Students who are valued, supported and engaged in the learning process have a more positive learning experience.

There are a number of intrinsic and extrinsic factors that impact on academic achievement. One of these factors is the quality of instruction. Explanations support students to develop understanding. Examples demonstrate how concepts apply in real-life situations. Feedback assists students to recognise their areas for development and to make improvements (Wang & Zhang, 2020; Prananto et al., 2025). Teacher support ensures students' academic self-efficacy and motivation, which are also linked with academic success (González-Arias et al., 2025; Prananto et al., 2025).

Teaching quality plays a vital role in higher education, but students have different experiences with teaching across courses, teachers and universities (Noben et al., 2022; Senden et al., 2023; Tuomainen, 2023). In higher education, some teachers use clear explanations, interactive teaching and learning, examples and feedback, while others still rely heavily on a lecture-style approach to teaching where students



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are not actively involved in the learning process and are given little feedback about their academic work (Finefter-Rosenbluh et al., 2021; Wang & Zhang, 2020). Such variability in teaching quality results in disparities in learning experiences and potentially student satisfaction and performance (Wong & Chapman, 2023; Prananto et al., 2025).

Although we know there is a growing focus on quality assurance in higher education, there is a lack of qualitative research that explores student perceptions of teaching quality in higher education and how it relates to their satisfaction and academic performance (Sun & Holt, 2022; Tuomainen, 2023). Students' perceptions of their experience in the classroom can be overlooked by quantitative data on their satisfaction and academic performance (Finefter-Rosenbluh et al., 2021; Matthews et al., 2023). So, this study seeks to address this by investigating, in students' own words, how teaching quality enhancement practices impact students' satisfaction and learning outcomes in higher education (Ikram & Kenayathulla, 2023; Wong & Chapman, 2023).

This study brings students' voices to the fore because it is students who experience the effects of teaching practices in the classroom. They can provide insights into what is effective, not effective and what type of teaching is most effective for them. This research uses data from ten semi-

structured interviews with university Education students to understand the impact of teaching quality enhancement on their satisfaction and performance.

3. Research Objectives

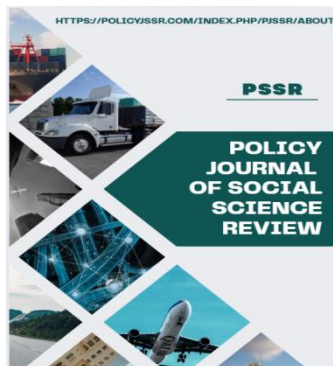
- To explore university students' perceptions of teaching quality enhancement practices in higher education.
- To examine how teaching quality enhancement influences students' satisfaction with their learning experience.
- To investigate how teaching quality enhancement affects students' academic understanding, motivation, and performance.

4. Research Questions

- How do university students perceive teaching quality enhancement practices in higher education?
- How does teaching quality enhancement influence students' satisfaction with their learning experience?
- How does teaching quality enhancement affect students' academic understanding, motivation, and performance?

5. Conceptual Framework

This study is based on the conceptual framework of three key concepts: teaching quality enhancement, student satisfaction and academic performance. The three concepts are considered interrelated. Teaching quality enhancement is an improvement to classroom teaching practices such as clarity, lesson



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organisation, the use of relatable examples, classroom discussion, courtesy, timely feedback and support. These are examples of what Biggs and Tang (2003) call student-focused teaching and learning, emphasising active rather than passive learning on the part of the student. Improving teaching quality can lead to greater student satisfaction with their learning. Student satisfaction in this study refers to students' feelings of comfort, engagement and inclusion in their classroom, as well as their judgement of teaching's usefulness, respectfulness and supportiveness (Marsh, 1987; Umbach & Wawrzynski, 2005). Satisfaction is not only an emotional experience, but it is also related to motivation and subsequent academic effort (Kuh et al., 2008). This improvement of teaching quality is also related to student performance, which is defined in the context of this study as the capacity of a student to comprehend course material, do assignments, study for exams and maintain academic motivation and confidence. Both Hattie (2008) and Richardson et al. (2012) found feedback and clear instruction to be key factors affecting learning, and academic confidence and motivation were found to be related to academic performance. In this qualitative research, the framework is used as an interpretative organisational framework, rather than a statistical model. It informs the interpretation of interview

data and themes extracted. This can be expressed as: Teaching Quality Enhancement → Student Satisfaction → Academic Performance. The arrows represent the flow of influence from the literature and the interview data in this study.

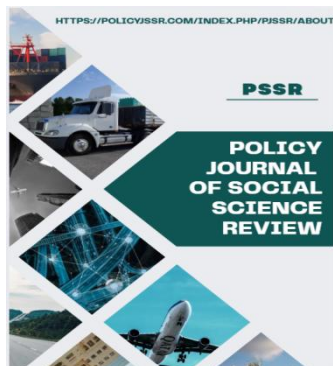
6. Methodology

6.1 Research Design

The study uses a qualitative case study design. Qualitative research is useful when one is interested in learning about people's experiences, thoughts, and interpretations on natural settings (Creswell & Poth, 2016). A case study design, according to Yin (2018), offers a way to study a phenomenon in-depth and in its natural context. The case in this study is higher education students' perceptions of teaching quality and its impact on their satisfaction and performance. This research used a case study design as it allowed the researcher to investigate the phenomenon without controlling variables and to capture the narratives of the participants.

6.2 Population and Sample

The population for the study were university students in Education courses from public and private universities. Ten students were engaged in the study. Small samples are acceptable in qualitative studies, where the aim is to gain a deep understanding of a topic rather than statistical representation (Tisdell & Merriam, 2025). The study included a mix



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of male and female students across all semesters (from 3rd to 7th semester) and across different academic levels (undergraduate (BS Education, B.Ed.) and masters (M.phil)), giving a diverse set of voices across different points in the students' academic journey.

6.3 Sampling Technique

We used purposive sampling to identify people with appropriate classroom experience and knowledge to speak to the phenomenon of interest, teaching quality and its impact on their learning. This is a typical and expected approach in qualitative research when the researcher is looking for participants who can provide information relating to the research topic (Creswell & Poth, 2016). They were chosen because they had classroom experience of university teaching in a number of courses and were able to reflect on their experience.

6.4 Data Collection Tool

A semi-structured questionnaire guide for an interview was used for data collection. The questionnaire comprised of several demographic items and 15 open-ended questions, categorised into three broad themes: perceptions of teaching quality improvement (Q1-Q5), teaching satisfaction (Q6-Q10) and the impact of teaching quality on student learning (Q11-Q15). Semi-structured interviews provide respondents with the opportunity to answer in their own words and helps guide the interview to the research questions

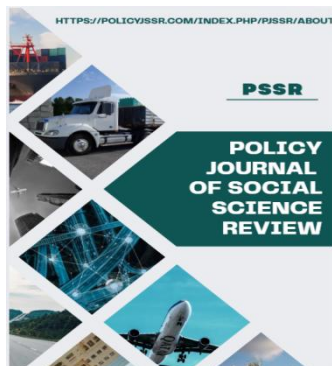
(Tisdell & Merriam, 2025). The open-ended questions allowed participants to share their experiences and put their responses in context, rather than providing short, succinct responses.

6.5 Data Collection Procedure

Before the interviews, participants were briefed about the study and their voluntary involvement, and assured of the confidentiality of their remarks. Oral consent was sought and gained prior to the interviews. Interviews were carried out in a relaxed environment in order to facilitate participants' discussion of their real classroom experiences in a non-threatening manner. The interviews were recorded (with consent) and transcribed. Anonymity was assured to the participants that their identities will not be revealed in the report.

6.6 Data Analysis

The data from the interviews were analysed using thematic analysis, as outlined by Braun and Clarke (2006, 2021) in six phases. These are: familiarisation with the data, initial code generation, searching for themes, reviewing and refining themes, defining and naming themes and write-up. The ten interview texts were carefully read and key concepts and ideas were emphasised and coded. The codes were collected to create sub-themes that were then organised into three main themes - one for each research question. This was an iterative process and themes were adjusted as the analysis progressed.



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6.7 Ethical Considerations

The research followed the ethical guidelines for qualitative research. We explained the purpose of the study, voluntary nature of the study and the option to withdraw at any time without penalty. We upheld confidentiality by using participant pseudonyms (P1 to P10) in the presentation of the findings. This paper does not include names, affiliation or any other identifying information. This study was conducted with a respect for participants' time, comfort and dignity and

Table 1:

Demographic Profile of Interview Participants

Demographic Variable	Category	Frequency
Gender	Male	5
	Female	5
University Type	Public	6
	Private	4
Degree Program	BS Education	6
	B.Ed.	2
	M.Ed.	2
Department	Education	10

The analysis of ten semi-structured interviews produced three major themes, each supported by sub-themes derived directly from participants' responses. The themes correspond to the three research questions and the three study objectives. Participant quotations are used to illustrate and substantiate the themes; they have been selected for their clarity and relevance.

participants were provided an opportunity to ask questions about the study prior and following the interview.

7. Findings and Analysis

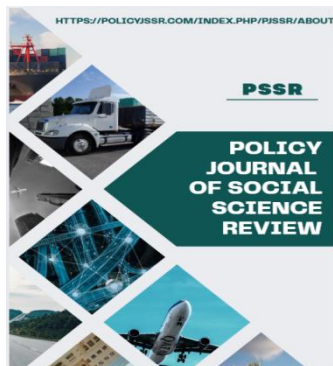
Demographics

The demographic profile shows that the study included ten Education students from both public and private universities. The sample was balanced by gender and included students from BS Education, B.Ed., and M.Ed. programmes. The demographic details are based on the interview data provided by participant.

Theme 1: Students' Perceptions of Teaching Quality Enhancement

This theme addresses Research Question 1: How do university students perceive teaching quality enhancement practices in higher education?

Students perceived good teaching as being clear, well prepared, using examples, discussing things in-class and engaging with



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students. The majority of participants reported significant differences in the quality of teaching across university courses and teachers, with some using interactive and others using more traditional lecture-based teaching methods.

Sub-theme 1.1: Clear Explanation and Simple Language

Clear and being able to explain was the teaching quality most frequently mentioned by students. Students spoke of how teachers' capacity to explain in a step-by-step, easily understood way impacted their learning and recall of course material. "When the teacher explains step by step, I understand the topic better. It helps me remember the lesson for exams and assignments. (P1)"

P1's comment illustrates a point that many made: when the teacher moves from the simple to the complex, understanding results. The focus on recall for exams highlights the impact of clarity of teaching at the time for academic success.

"When the teacher explains the topic slowly and gives examples, I understand it better. It also helps me remember the main points during exams. (P6)"

P6's comments indicate that speed is important. When teachers cover the material in a pace that students can comprehend and follow, students' learning experience is enhanced. The above quotations suggest that teaching clarity isn't a procedural skill; it is an expression

of the teacher's attitude towards the learner (Noben et al., 2022; Held & Mori, 2024; Prananto et al., 2025).

Sub-theme 1.2: Use of Examples, Discussion, and Interactive Methods

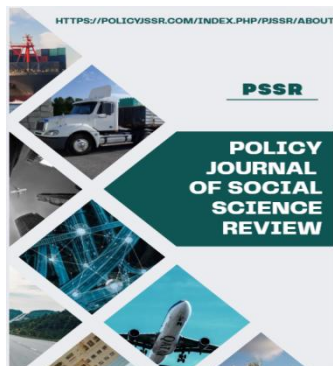
Students appreciated the use of examples, discussions, videos and other activities as indicators of quality teaching. These techniques made the information more relatable, digestible, and several students reported they enhanced their engagement and learning.

"Many teachers use discussions, presentations, and research articles. These methods help us think more deeply about the topic. (P5)"

P5, a postgraduate student, expressed a more sophisticated expectation of quality teaching - from explaining to analysing. The inclusion of research articles in teaching suggests an expectation and support for critical thought.

"When teachers give examples from schools and real classrooms, I understand the topic better. It makes the lesson more practical for me. (P8)"

P8's feedback illustrates the importance of contextualised teaching, which is vital in Education where theories and ideas need to be applied in practice. Using examples from familiar and real-life situations helps to make abstract concepts more concrete.



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Sub-theme 1.3: Variability in Teaching Quality Across Courses

All ten participants expressed the view that the quality of teaching was not the same across all courses or teachers. Some participants observed that although some teachers were using more interactive and student-focused teaching methods, others were still using more traditional methods of teaching such as dictating notes from slides.

"Overall, teaching quality is average to good. Some teachers are very hardworking, but some still follow old teaching methods. (P2)"

"The teaching quality is mixed. Some teachers teach very well, but some do not use modern methods. (P4)"

Table 7.3:

Theme 1: Students' Perceptions of Teaching Quality Enhancement

Sub-Theme	Key Finding
Clear explanation	Students learned better when teachers explained step by step.
Practical examples	Real-life examples made concepts easier to understand.
Mixed teaching quality	Students felt that teaching quality varied across teachers and courses.

Theme 2: Teaching Quality Enhancement and Student Satisfaction

This theme addresses Research Question 2: How does teaching quality enhancement influence students' satisfaction with their learning experience?

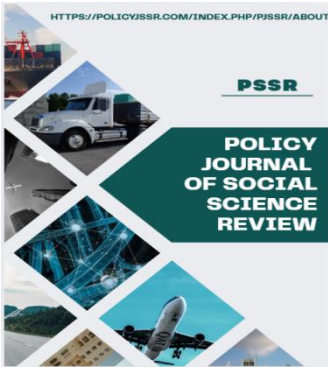
Students identified their satisfaction with their learning experience in terms of the way their teachers communicated, supported their learning and encouraged

These comments are a reflection of a common theme in higher education research: there is variation in quality within institutions (Noben et al., 2022; Senden et al., 2023; Jabeen et al., 2024). The students in this research were not simply complaining about their universities; they were recognising that variation is a key issue when it comes to their university experience; they were doing so with a nuanced understanding of what makes teaching quality good and bad (Finefter-Rosenbluh et al., 2021; Tuomainen, 2023). This table (Table 7.1) offers a summary of the key findings of theme 1.

questioning and engagement. Students also readily identified dissatisfaction, usually due to unidirectional teaching, lack of clarity about tasks or lack of feedback.

Sub-theme 2.1: Respectful and Supportive Communication

In each of the ten interviews, polite teacher communication was a significant predictor of student satisfaction. Students reported they felt more relaxed, were more likely to



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participate and were more satisfied in courses where teachers communicated politely and comfortably.

"If the teacher talks politely and explains calmly, I feel more satisfied. Harsh communication makes students nervous and they avoid asking questions. (P1)"

P1's answer makes a direct link between communication and classroom engagement. Rude and impolite communication not only impacts students' emotions; it also stops them asking for support and being engaged in learning.

"A clear and respectful communication style affects my satisfaction positively. It helps build a good learning environment. (P8)"

P8 does not see respectful communication as something that a teacher might do as a favour to a student, but as part the classroom environment. This implies teacher communication style has a systemic impact on all the students' perceptions of learning, not only the intended recipient.

Sub-theme 2.2: Classroom Engagement and Student Involvement

Students were more satisfied with courses where they engaged in the lesson either through questions, discussions or small tasks. They felt less connected to the course material and teacher when learning in a passive classroom environment.

"I feel that learning is better when we are not only listening but also participating. (P3)"

"I feel more interested when teachers ask students about their opinions. It makes the lecture less boring. (P7)"

These student comments suggest that satisfaction is related to students' sense of control over their learning. Students are able to actively participate in learning when they are given the chance to share ideas, ask questions and give their opinion. This finding is consistent with research showing student involvement and engagement is a strong predictor of satisfaction with learning (Kuh et al., 2008; Darling-Hammond et al., 2020).

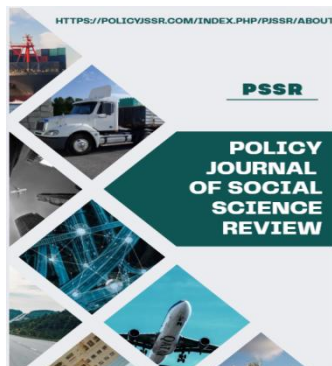
Sub-theme 2.3: Dissatisfaction Linked to Poor Teaching Practices

All participants could cite at least one instance of dissatisfaction due to poor teaching. This often related to teachers dictating from their slides, not explaining things, or not explaining assignments.

"I felt dissatisfied in a course where the teacher only dictated notes. There was no discussion, so the class felt boring. (P10)"

"I felt dissatisfied when a teacher did not explain assignments properly. Many students were confused about what to do. (P9)"

These observations are significant because they refer to specific and observable teacher behaviours. Students were not just voicing their displeasure; they were highlighting practices that did not provide them with clarity and guidance. Satisfaction, in this case, was not a



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subjective emotion but the reaction to tangible problems with quality of teaching.

Sub-theme 2.4: Teacher Support and Its Effect on Satisfaction

Students also indicated that teacher support outside the classroom - such as support with assignments, answering questions after class, and encouragement - was an important aspect of satisfaction.

"Teacher support is very important. When teachers guide us about assignments and clear our confusion, I feel the course is useful and manageable. (P1)"

"Supportive teachers make students feel confident. When they guide us after class or before exams, it helps a lot. (P9)"

Students' comments imply that satisfaction extends beyond the scheduled class time. When teachers continue to be supportive outside of the classroom, students perceive that their learning is important (Wong & Chapman, 2023; Prananto et al., 2025). This leads to a perception of course value and workload, which are related to positive academic experiences (Neves & Hewitt, 2024; Bahadur et al., 2024). The key findings of theme 2 are summarised in table 7.2.

Table 7.4:

Theme 2: Teaching Quality Enhancement and Student Satisfaction

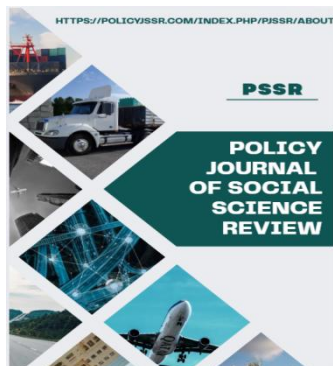
Sub-Theme	Key Finding
Respectful communication	Polite and clear communication made students feel comfortable.
Student involvement	Discussion and participation increased students' interest in class.
Poor teaching practices	Dictation, unclear instructions, and fast lectures caused dissatisfaction.
Teacher support	Guidance on assignments and exams made courses more manageable.

Theme 3: Teaching Quality Enhancement and Academic Performance

This theme addresses Research Question 3: How does teaching quality enhancement affect students' academic understanding, motivation, and performance?

The ten participants reported teaching quality affected their academic

performance. Effective teaching, they felt, made their learning easier to grasp, assisted them to achieve better grades in their assignments and final exams, and boosted their motivation and confidence. The main findings of theme 3 are summarised in Table 7.3 below.



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Theme 3: Teaching Quality Enhancement and Academic Performance

Sub-Theme	Key Finding
Conceptual understanding	Clear teaching helped students understand course content deeply.
Examination performance	Practical examples helped students write better exam answers.
Feedback	Feedback helped students identify mistakes and improve future work.
Motivation and confidence	Teacher guidance increased students' confidence and study motivation.

Sub-theme 3.1: Conceptual Understanding and Better Examination Performance

Students frequently reported that when teachers were clear they better understood the course content, enabling them to write better answers in exams, and to better complete assignments. There was no doubt that when students understood a topic they were able to write about it; when they did not understand, they were left to try to memorise, sometimes with varied success.

"When I understand the topic clearly, I can write better answers in exams. (P2)"

"Clear explanations help me prepare better for exams. Practical examples make the topic easy to remember, so my performance improves. (P1)" These statements reflect the well-accepted educational distinction between surface and deep learning. Surface learning is memorisation without understanding; deep learning is understanding that can be applied and expressed in many ways (Stover & Holland, 2021; Han et al., 2025; Ramanarayanan et al., 2026). The students

in the study related how explainers with examples helped them to develop the understanding that led to improved academic outcomes (Kapania & Badari, 2025; Ramanarayanan et al., 2026).

Sub-theme 3.2: The Role of Teacher Feedback in Academic Improvement

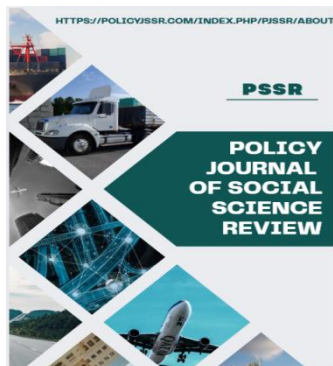
All ten students identified feedback as one of the key ways in which teachers can help them improve. Students identified feedback as something that is important for them to know their mistakes, understand what their teacher wants and to improve their work in future tasks.

"Feedback helps me know my mistakes. When teachers tell me where I need improvement, I can do better in the next assignment or test. (P1)"

"Without feedback, I repeat the same mistakes again. (P4)"

"When teachers mark my work and explain the weak points, I try to improve in the next task. (P6)"

The importance of feedback, as identified by these students, is developmental. That is,



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when feedback is specific to the work in hand, it provides students with some material to work with. This is supported by recent research on feedback that suggests feedback is a significant factor impacting student learning, motivation, self-regulation and academic achievement (Molloy et al., 2020; Chen, 2024; Fisher et al., 2025). The importance of feedback, as well as the need for students to be active in the feedback process, is also highlighted by recent research (Carless & Winstone, 2023; Dawson et al., 2024).

Sub-theme 3.3: Motivation, Confidence, and Sustained Academic Engagement

Students also reported good teaching enhanced their motivation to learn and their learning confidence, in addition to their understanding and academic achievement. Many students commented that when teachers provided encouragement, support and recognition for their efforts, they were more motivated to put in sustained effort to their studies.

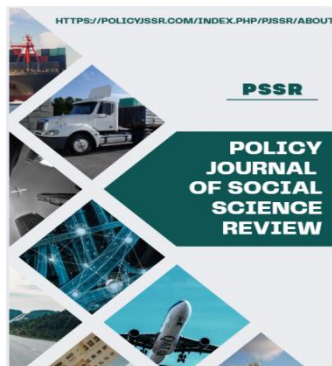
"Teacher guidance motivates me a lot. When teachers appreciate effort and give useful suggestions, I feel more confident. (P5)"

"When a teacher supports me, I feel more motivated to attend class and study. (P9)"

"Teacher guidance gives me direction. It motivates me to read more and participate more confidently in class. (P8)"

This is evidence that the link between teaching quality and student achievement is not just cognitive. It also occurs via students' emotional and motivational experiences. A supportive, encouraging and nurturing teacher sets the stage for the effort required for academic success (Prananto et al., 2025; van Herpen et al., 2025). Recent studies in higher education demonstrate teacher support, academic motivation, engagement and confidence are significantly linked to students' academic achievement (Mattanah et al., 2024; González-Arias et al., 2025). Recent studies also show that supportive teacher-student relationships positively impact students' engagement, deep learning, study effort and development (Mattanah et al., 2024; van Herpen et al., 2025). These findings were confirmed by the students in this study through their classroom experiences. The students explained how they experienced teaching quality enhancement in the classroom through interviews. They defined quality teaching as having clear explanation, examples, respectful communication, classroom participation, feedback and support from teachers as shown in table 4.

Main Area	Key Finding
Teaching Enhancement	Quality Students valued clear explanation, practical examples, and interactive teaching.



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Student Satisfaction

Satisfaction increased when teachers communicated respectfully and involved students in class.

Academic Performance

Clear teaching, feedback, and guidance helped students understand better and improve performance.

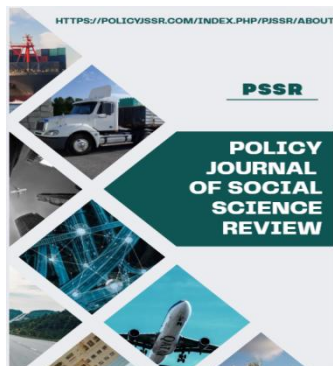
Conclusion

The aim of this study was to understand university students' views of teaching quality improvement and its impact on their satisfaction and performance for higher education. Our results derived from ten semi-structured interviews and subjected to thematic analysis, offer a consistent view of what student's value in teaching, and why it is important for their learning. In response to Research Question 1, students saw teaching quality as best when teachers communicated clearly, presented with examples, engaged in discussion and were well prepared for their classes. Students perceived teaching quality as being different between courses and teachers, with some teachers employing more interactive teaching strategies than others, and the need for more support for all teachers. In response to Research Question 2, students perceived satisfaction to be directly influenced by teacher communication, support and student participation in class. Satisfaction was enhanced when teachers were courteous, open to questions and responsive to students. It was diminished when teaching was unidirectional, there was a lack of feedback, or instructions were not clear. These results confirm the link between

teaching quality and student satisfaction and the importance of the interpersonal aspects of teaching - communication, respect and care - as well as teaching method. To answer Research Question 3, quality teaching improved students' understanding, they achieved better results in their tests and assessments, and it improved their confidence and motivation to learn. In particular, feedback was noted to be a key way in which quality teaching contributed to improvement. When students were given targeted and timely feedback, they were able to identify and correct errors, and build their confidence about other tasks.

Limitations

Study involved a sample of ten students from the Department of Education, and the results can't be statistically extrapolated to all other universities or all other study areas. Education is a complex and diverse setting and the views and experiences of students from other disciplines and from other universities may differ. As this study was a qualitative case study, the results are specific to the context and the views of the sample at the time of the study. Although the purposive sampling strategy did ensure that students had first-hand experience of classroom teaching and learning, the



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perspectives of other students might be different. The nature of the self-reported data from the interviews may be affected by recall bias or social desirability, where students may report their experiences according to what they believe to be desirable.

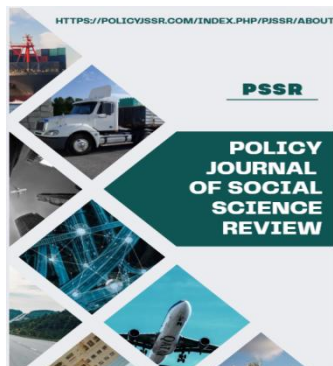
Practical Implications

For university administrators, the study suggests that effective teacher training programmes should be provided. Programmes should focus on more than content, but also on teaching strategies, such as student-centred teaching, asking and answering questions, explaining and clarifying, and giving feedback. For departments, the study recommends that feedback from students should be sought regularly and used as a data source for quality improvement, rather than just for compliance purposes. For teachers, the study provides some practical strategies that reflect the students' views. Teachers should focus on teaching clearly and concisely, rather than covering large amounts of material; relate concepts to real life to make them more relevant and understandable; encourage questions and discussion to maintain student engagement; provide specific and timely feedback on assessments and tests; and communicate to students in a way that makes them feel valued and supported.

Recommendations

The following recommendations are based on the results of this study for universities, departments and teachers:

- Concepts should be explained, especially in first- and fourth-year subjects, in clear and simple terms.
- Teachers should use relevant examples and classroom scenarios to illustrate concepts
- Discussion, Q&A, and short interactive activities should be incorporated into the teaching and learning to engage students and keep them active in the classroom.
- Frequent, targeted and actionable feedback on assignments and tests should be given to students to better understand their learning and highlight areas for development.
- Universities should establish continuing education programs for teachers in the areas of teaching, engagement and feedback.
- Teaching evaluations should be undertaken routinely and used by departments and teachers to improve teaching, rather than being shelved.
- A positive and welcoming classroom environment should be created, in which students do not feel embarrassed about asking questions and participating in class discussions.
- Both postgraduate and undergraduate teaching should include student-



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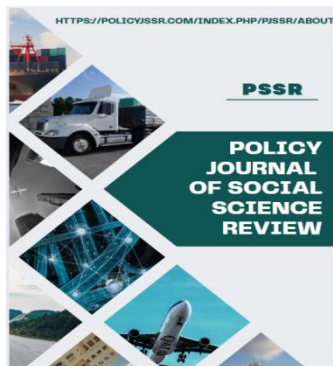
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centred and interactive teaching as the data indicated that students at all stages of learning value and benefit from interactive teaching.

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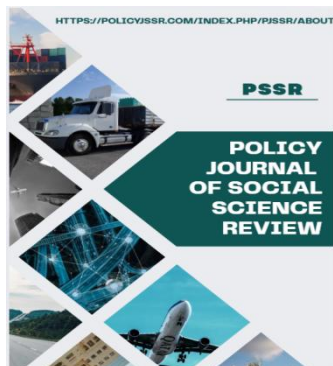


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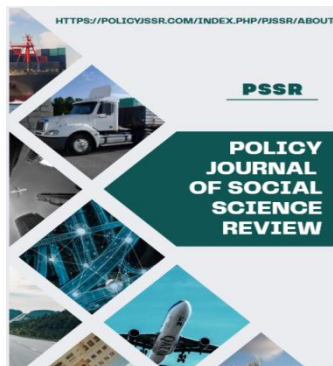


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