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### “A Case Study: Evaluating the Quality of Teaching at a Private University in Karachi”

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#### **KEY WORDS**

**Evaluation,  
Teaching  
Practices**

#### **ABSTRACT**

*The objective of the study was to evaluate the quality of teaching at a private university. The study focused on the influence of teacher qualifications and expertise on teaching quality and to examine teachers' insights of feedback and reflection and their impact on teaching effectiveness. Research questions were raised based on objectives of the study. The scope of the study was limited to a private university. Relevant literature was analyzed. Theoretical framework contributes to ensure teaching quality at the university level, encircling teacher qualifications, effective teaching practices, feedback and reflection. Data was collected from two purposefully selected faculty members through interviews and observations. Data was analyzed through content analysis. Faculty members stressed the importance of qualifications and expertise in determining teaching approaches and affecting teaching quality. Proficiency on subject, experience, and keep on updated with new trends are the basic features supporting to effective teaching. Active interaction with learning resources, feedback and reflection practices improve teaching effectiveness.*

## Introduction

Jogezai (June 20, 2023) stated that the quality of education is miserable, with the teaching-learning process failing to develop dynamic skills and lacking a focus on developing an all-inclusive understanding among learners. In the quest of higher education, a perfect academic setting should include academic accuracy, efficient teaching practices, moral behavior, and a sincere willingness for knowledge (Mehmood, 2024). Quality education demands adherence to main features such as teaching, curriculum, teaching resources and methods, teacher's manners, and classroom environment. The study centers on evaluating the teaching component due to its vital role in the academic process. The value of education, chiefly in the background of teaching is termed as teachers demonstrating an in-depth command of their disciplines and topics, and possess communication skills. Faculty use correct instructional procedures and resources to enhance the effectiveness of the teaching process. Teachers reply to students' questions and enable a favorable classroom atmosphere. As a result, effective teaching becomes an advocate for higher academic proficiency.

Current gap is about limited use of evaluation practices to ensure quality teaching. The study aims to examine the role of evaluation in improving the quality of education, specifically focusing on teaching in a private sector higher education institute. Rationale of the study was to examine the significance of evaluation practices leading to uninterrupted progress and development.

The general objective of the study was to evaluate the quality of teaching at a private university. The study specifically focused on the following objectives:

1. to analyze the influence of teacher qualifications and expertise on teaching quality.
2. to examine teachers' insights of feedback and reflection and their impact on teaching effectiveness.

Research questions were raised based on objectives of the study:

1. How do the qualifications and proficiency of teachers influence the quality of teaching?
2. What are the opinions of teachers about the role of feedback and reflection in improving teaching efficiency?

The study will result in the following benefits:

1. Improvement at the policy and administrative levels.
2. Increased involvement of all relevant stakeholders throughout the development process.
3. The study will enhance students' learning outcomes.

The scope of the study was limited to a private sector university of Karachi.

## Literature Review

Valuable real classroom practice is a meaningful experience and chance for teachers to apply what they have studied and practiced in previous professional life and it is a part of their continuous learning and development. Council for the Accreditation of Educator Preparation (2013) emphasized the importance of deliberate improvement and highlighted the planned development and regular use of valid evaluation tools (Sandholtz & Shea, 2012). Valid and reliable tools are required for summative evaluation, to make decisions for induction and selection of content, instructional resources and techniques (Clarke et al., 2014). The curriculum, infrastructure, resources, and content prerequisite to carry out the teaching

and learning processes are all considered input.

All of the procedures required for the execution of various activities and their formative assessment are included in the process. It also contains actions, assessment, and teaching and learning processes. To determine the significance and worth of the educational program, product evaluation entails skills, attitudes, and results (Stufflebeam, 2007). Disha (2016) specified that evaluation plays a dynamic role in educational program development, assessment, and progress. It enables ongoing improvement and development.

Evaluation plays a vital role in guaranteeing the effectiveness of quality education by identifying both strengths and weaknesses in educational plans. This organized procedure permits constant improvement and modification of teaching methods. Evaluation includes the efficient collection, analysis, and assessment of data to establish the degree to which learners achieve learning objectives. Furthermore, evaluation tackles examinations relating to the quality, value, usefulness, and effectiveness of educational practices, providing valued insights into their usefulness and satisfaction.

Evaluation plays a critical role in ensuring the effectiveness of quality education by identifying both strengths and weaknesses in educational programs (Smith, 2023). Evaluation is a crucial part of educational procedures, supporting in the continuous progress of teaching approaches and the complete educational practice (Jones & Smith, 2018). The application of evaluation in education encompasses outside the classroom, affecting educational plan and decision-making at institutional and governmental levels (Robinson, 2019).

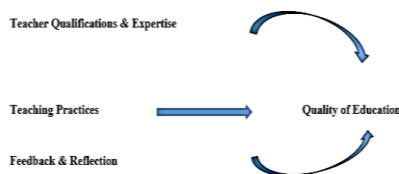
### Theoretical Framework

Main features of theoretical framework concentrating on guaranteeing teaching quality at the university level are:

1. **Teacher Qualifications and Expertise:** Teachers' qualifications, expertise, and professional development in delivering high-quality instruction are of immense importance (Darling-Hammond, 2000).
2. **Teaching Practices:** Barkley (2010) focuses on effective teaching practices, such as active learning, inquiry-based teaching, and learner-centered approaches, that contribute to quality teaching and learning experiences.
3. **Feedback and Reflection:** Hattie & Timperley (2007) explained the value of feedback procedures and reflective practices for teachers to measure their teaching effectiveness, identify areas for improvement, and develop their instructional approaches.

The theoretical framework summaries key factors that contribute to ensuring teaching quality at the university level, encircling teacher qualifications, effective teaching practices, feedback mechanisms, and institutional support.

Flowchart represent the theoretical framework for ensuring teaching quality at the university level



This simplified flowchart explains the key elements of the theoretical framework: teacher qualifications and expertise, teaching practices, and feedback and reflection. Each element facilitates to ensure teaching quality at the university level.

Variables collectively contribute to understand the relationships that influence teaching quality at the university level. Independent variables influencing dependent variables

### Independent Variables Dependent Variables

Teacher Qualifications and Expertise  
High-quality Instruction Teaching Quality  
Practices  
Teaching and Learning Experiences  
Feedback and Reflection  
Teaching Effectiveness

#### Research Methodology

The current study engaged case study. It is a form of qualitative research design. The population was comprised of all faculty members within a department at the private university of Karachi. Purposive sampling design was used to draw the sample. The sample of 02 faculty members was drawn. The data was collected through interviews and observations. Data was analyzed through content analysis.

#### Data Analysis

Content analysis of the responses from interviews with faculty and observations was presented in two sections.

#### Section I: Content Analysis of the Responses from Interview

Structured interview protocol was designed. It was comprised of two questions aligned with the objectives of the study. Interviews were conducted face-to-face with teacher.

Question 1: Can you evaluate how your qualifications and expertise facilitate your approach to teaching, and how do you reflect they affect the quality of your teaching?

#### Faculty Responses

##### Teacher 1

Response: My qualifications in the field gives me a strong base designing inspiring and achievable learning objectives. It guarantees that learners are rightfully motivated and inspired to achieve at their best.

Content Analysis: Emphasized on the role of qualifications in setting suitable learning purposes to test and encourage students.

##### Teacher 2

Response: With my expertise in the discipline, I am capable to enhance critical thinking and problem-solving skills amongst pupils. Beside enhancing students' academic performance, it helps them to equip with valued skills for their future activities in professional life.

Content Analysis: Highlighted the role of expertise in developing critical thinking and problem-solving skills indispensable for learners' future accomplishment.

Question 2: How do you recognize feedback and reflection impact your efficacy as a teacher? Can you share instances where feedback and reflection have influenced your teaching procedures?

##### Teacher 1

Response: Systematic feedback from colleagues and experts helps me achieve innovative viewpoints on my teaching approaches. Reflecting on the feedback has directed me to discover new teaching methods and integrate technology efficiently in the classroom.

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Content Analysis: Focuses how feedback from fellow faculty member's backs to proficiency, progress and novelty in teaching process.

Teacher 2

Response: Positive feedback and reflection are crucial for nonstop development and improvement. For example, reflecting on pupil advice help me to engage in regular self-assessment actions, promoting pupil self-sufficiency and developing metacognitive skills.

Content Analysis: Highlights in what manner reflection on feedback support the advancement of learner-centered instructional practices.

Question 3: Can you share the reflective practices used during teaching practices? How do you believe these practices influence your effectiveness in the classroom?

Faculty Responses

Teacher 1

Response: Being a professional teacher and as a regular practice, I continuously judge my personal teaching experiences along with my engagement and interactions with pupils. It supports me to find out strengths and weaknesses and to locate grey areas for further refinement and improvement. By reflecting on these experiences, I can adjust my teaching and instructional approaches to fulfill the requirements of learners.

Content Analysis: Stresses use of judging self-reflection and to modify and adapt instructional and teaching approaches to improve pupil scholarship.

2. Teacher 2

Response: As a faculty member I participate in reflective discussions with colleagues to evaluate my teaching practices. These

deliberations and discussions. It helps me to get awareness and understanding of new visions, viewpoints and perspectives. It leads to nonstop improvement and refinement of approaches to teaching. I trust these reflective practices positively influence my usefulness and efficiency within the classroom by developing an active and open teaching environment.

Content Analysis: Emphasized the usage of collective collaborative reflection with peers to get understanding and develop an active and useful teaching atmosphere.

## Section II: Content Analysis of the Observations

Observation checklist based on the objectives:

### 1. Teacher Qualifications & Expertise

Does the teacher demonstrate a strong understanding of the subject matter?

Is the teacher actively engaging students with learning materials?

Are student-centered teaching approaches evident in the lesson?

### 2. Feedback & Reflection

Does the teacher provide timely and constructive feedback to students?

Is there evidence of the teacher reflecting on their teaching practices?

Are adjustments made to teaching practices based on feedback and reflection?

Teacher 1

### Teacher Qualifications & Expertise

The teacher exhibits a robust understanding of the subject matter, providing rich descriptions and examples during the lesson.

Active engagement with learning resources is observed, with the teacher integrating multimedia resources, hands-on activities, and real practical examples to increase learner understanding.

Student-centered teaching tactics are apparent, as the teacher inspires learner involvement, investigation, and critical thinking through discussions, group work, and problem-solving approaches.

Learning outcomes are noticeably communicated at the start of the class, and the lesson activities are associated with the specified objectives.

Collaborative activities, such as group dialogs, deliberations and peer-to-peer feedback sittings, are efficiently employed to stimulate pupil interaction, collaboration, and peer learning.

#### Content Analysis

Teacher 1 exhibits robust qualifications and expertise in the subject matter, enthusiastically engaging pupils with varied learning resources and engaging learner-centered teaching methodologies to assist learning. The lesson is well-structured, with vibrant communication of learning outcomes and real use of cooperative activities to stimulate learner engagement and collaboration.

#### Teacher 2

##### Teacher Qualifications & Expertise

The teacher displays a concrete understanding of the subject matter, though few concepts are presented in a somewhat uncertain way, leading to occasional learner misunderstanding.

There is modest engagement with learning materials, but chances for shared or hands-on activities are inadequate.

Learner-centered teaching methods are fairly manifest, with occasional prospects for pupil input and argument, but the majority of the class is lecture-based.

Learning outcomes are communicated verbally, but they are not clearly specified at the beginning of the class or visibly displayed for reference.

Collaborative activities are negligible, with few learner collaboration and chances for group work or collaboration.

#### Content Analysis

Teacher 2 exhibits satisfactory qualifications and expertise, there are regions for development in engaging students with learning materials, applying student-centered teaching methods, and assisting cooperative activities. Perfect communication of learning outcomes and improved chances for collaborative engagement could improve the overall usefulness of the lesson.

#### 2. Feedback & Reflection

##### Class 1 Teacher A

The teacher shares well-timed and positive feedback to learners, offering admiration for robust efforts and precise recommendations for development.

There is proof of the teacher reflecting on their teaching practices during the lesson, as the teacher pauses sometimes to evaluate pupil understanding and alter teaching plans consequently.

Modifications are made to teaching practices centered on feedback and reflection, with the teacher adjusting lesson activities, pacing, and tactics in response to pupil needs and engagement stages.

There is an indication of constant professional development in the teacher's tactic to instruction, as demonstrated by

references to recent research findings, advanced teaching plans, and continuing involvement in professional development activities.

Students are encouraged to reflect on their own learning experiences through prompts for self-assessment, peer feedback, and discussion of learning objectives and outcomes.

#### Content Analysis

Teacher A exhibits a robust commitment to feedback and reflection, providing timely and productive feedback to learners, actively reflecting on teaching practices, and making alterations centered on feedback and reflection. The teacher's emphasis on endless professional growth and pupil reflection boosts largely the efficacy of teaching and helps profound learning experiences for learners.

#### Class 2: Teacher B

##### Feedback & Reflection

The teacher offers feedback to pupils, but it is less recurrent and precise equated to other classes, with a larger emphasis on improving errors rather than encouraging progress.

There is remote proof of the teacher reflecting on their teaching practices throughout the lesson, as the teacher keeps a consistent instructional style without actual modifications centered on learner responses or engagement.

Alterations to teaching practices centered on feedback and reflection are negligible, with tiny proof of alterations in teaching approaches or tactics during the lesson.

There is partial indication of constant professional growth in the teacher's attitude to teaching, as references to current research or new teaching approaches are occasional.

Pupils are stimulated to reflect on their learning experiences to some degree, but chances for self-assessment and peer feedback are inadequate.

#### Content Analysis

While Teacher B shares feedback to learners and inspires some pupil reflection, there are spaces for development in terms of frequency, specificity, and efficacy of feedback, as well as prospects for instructor reflection and continuous professional growth. Better emphasis on feedback, reflection, and professional development could increase the whole quality of teaching and stimulate profound learning experiences for learners.

#### Conclusion

Qualifications and Expertise: Both faculty members stressed the importance of qualifications and expertise in determining their teaching tactic and affecting teaching quality. Proficiency on subject, hands-on experience, and keep on updated with innovative trends are the basic elements supporting to effective teaching.

Feedback and Reflection: Feedback from students and peers was acknowledged as necessary component for improving and enhancing teaching practices. Teachers deliberated how feedback supports to detect zones for improvement and development, fine-tune teaching methods and plans, and improve pupil learning outcomes. Reflective practices, like self-assessment and peer observation, were highlighted as valued elements for professional progress.

Reflective Practices: Teachers termed several reflective practices they employ in as part of their teaching routine. These practices add to their effectiveness in the classroom by fostering incessant improvement, endorsing self-awareness, and improving teaching adaptability. There is an inconsistent

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level of efficacy in teaching practices through the observed classrooms. Teacher A stands out for classic teaching practices, active interaction with learning materials, and effective use of feedback and reflection. This teacher avail maximum benefits from institutional support and resources, contributing to endless professional development and improvised learning experiences for students. Teacher B show prospects for improvement and progress. He possesses sufficient qualifications but his minimum engagement with learning resources and nominal use of feedback and reflection. Though access to organizational support is accessible. There is a need for better utilization of available resources for improved teaching efficacy.

Role of qualifications, active interaction with learning resources, feedback and reflection practices to improve teaching efficiency. Teachers capitalize on existing resources and integrate feedback and reflection to advance teaching practices and student learning outcomes.

### Recommendations

1. University prefer to implement professional development programs for faculty members. These programs should pay attention on increasing teaching effectiveness, incorporating new teaching procedures, and promoting reflective practices.

2. The institution should encourage a culture of feedback and reflection among faculty members. Promising open communication channels for students to provide constructive feedback and encouraging faculty members to involve in consistent reflection on their teaching practices can meaningfully improve teaching effectiveness. Creating structured feedback mechanisms and integrating reflective practices into faculty evaluation practices can further support this initiative.

3. The institution should increase support for teaching brilliance by providing sufficient resources, funds and support systems. It includes access to instructional resources, technology infrastructure, and organizational support. The institution should prioritize producing a favorable environment for quality teaching by nurturing collaboration among faculty members, recognizing teaching achievements, and encouraging a culture of endless improvement.

Generally, these recommendations aim to develop teaching efficiency, foster a culture of constant development, and encourage learner engagement and accomplishment at the organization. By applying these concrete suggestions, the institute can reinforce its pledge to scholastic quality and guarantee the provision of high-quality teaching and learning experiences.

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