

Exploring Teachers' and Students' Perspective Regarding Academic Performance and Instructional Quality at University Level

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Abstract

The research focused on three main areas of teachers' performance, teachers' and students' perspective and quality of teaching. The study aimed to explore the actions and perceptions of teachers demonstrated through their teaching perspectives at university level, and the prevailing teaching viewpoint of teachers teaching at higher education in the field teacher education. Purposive sampling technique was used to select participants for Focus group interviews and discussion. Keeping in view the demographic characteristics of participants, heterogeneous groups were selected to ensure objectivity and rich discussion. Group of 2 teachers and 4 students from each institution were the part of qualitative study so 6 teachers and 12 students were purposively selected. Focus group discussions was conducted by the researcher himself. Discussions were recorded electronically and later on transcribed and interpreted. Interviews and discussions were transcribed and themes were generated. Thematic analysis was done and data was interpreted qualitatively. It was found that the relationship between student and teacher plays an important role in the trajectory of a students' academic success and social development. Establishing a positive relationship with their teacher helps a student feel more comfortable and safer in their classroom environments.

Key Words: instruction, quality, teachers, students, perspective..

1. Introduction

In this time of modernization educational institutions are also considered as an industry and students are taken as clients so their satisfaction is the most important issue and teachers and students' interaction during teaching and learning process should be satisfying (Guolla, 1999). All the teaching and learning activities that a teacher practices in a class has certain limitations and constraints so the students who have better coping strategies and excelling power to deal with those huddles and obstacles can maintain

their level of satisfaction with this ongoing process of teaching and learning (Brookfield., 2006). Learning is a process of personality development and it is applicable for both teachers and students, a successful individual will grow and develop himself with the passage of time to adjust according to the situation.

Students' satisfaction is the main focus of research being conducted to find out quality teaching and learning and examining the relationship between students perceived quality of teaching and learning and their level of satisfaction (Ballou, 2011; Oldfield, & Baron, 2000; Farahmandian, et al., 2013).

Certain studies have been conducted on different constructs related to teaching and learning or teacher and learner such as relationship between teachers' service quality and students' learning or teachers and students self-efficacy and their level of motivation or the factors affecting students learning and motivation or their level of satisfaction because all these types of titles were addressing important issues of educational institutions (Park, et al., 2016; Asaduzzaman, et al., 2013; Ravindran, & Kalpana, 2012). The most important and well cited topic from the topics mentioned above is students' satisfaction and teaching quality. (Sakthivel, et al., 2005; Farahmandian et al., 2013; Ravindran, & Kalpana, 2012).

To improve the academic activities, classroom practices, teachers' performance and students' satisfaction serious action should be taken. Rewards and incentives should be used to motivate teachers and students so both will work to achieve the targets.

Single curriculum should be used to improve instructional quality and address students' needs in totality rather than tackling them as an individual (Stanton, 2005). It is also said that this type of curriculum will resolve the issues and answer the questions related to differentiated instructions and in a broader perspective this uniformity can towards increased performance, enhanced quality, and satisfied learners. Professional development is a key to improve instructional quality, teachers' performance and students' readiness for learning and their level of satisfaction (Armstrong, 2014).

Quality teaching from instructional perspective and students' satisfaction can be improved by using behavioral management strategies. Environment and atmosphere of a classroom can be changed by using behavioral approaches in this way indifferent and inappropriate behaviors can be modified. Teachers' performance and students' readiness for learning can be increased (Knowles, 1984; Abiddin, & Ismail, 2011 & Borzooei, 2014). Education can be used to inculcate positive behaviors in students and this positive change will enhance instructional quality, teachers' performance, and satisfaction level of both stake holders in the classroom (Scheerens, (2007; (Ingvarson et al. 2013). In this time of modernization educational institutions are also considered as an industry and students are taken as clients so their satisfaction is the most important issue and teachers and students' interaction during teaching and learning process should be satisfying (Amirul, et al., 2013). All the teaching and learning activities that a teacher practices in a class has certain limitations and constraints so the students who have better coping strategies and excellent power to deal with those hurdles and obstacles can maintain their level of satisfaction with this ongoing process of teaching and learning (Ballou, (2011). Learning is a process of personality development and it is applicable for both teachers and students, a successful individual will grow and develop himself with the passage of time to adjust him/herself according to the situation (Bustos-Orosa, M. A. (2008; Jabbar, et al., 2014; Lo, 2010).

2. Problem Statement

Quantity and quality both are important. Quantity deals with teachers and students mutual interaction or frequency of meetings whereas quality deals with learning or the features of learning. Social interaction between teachers and students is very important because this interaction expectedly results in learning. Teachers' empathetic attitude in class can help to create better learning environment and effective teaching and learning process can be accomplished. This environment will create a positive relationship between teachers and pupils and it will create facilitating and comfortable learning atmosphere for all stake holders and if the situation is contrary to this and negative relationship have been established teachers will not be able to perform good so the rejection by the students will be obvious in this case.

3. Research Objectives

The study aims to explore:

1. Teachers' actions and perceptions in the light of their teaching perspectives at university level.
2. The prevailing teaching viewpoint of teachers teaching at higher education in different fields and disciplines.

4. Research Question

1. How teaching perspective of teachers reflects in their actions and perception?
2. What is the prevailing teaching perspective of teachers teaching at higher education in different fields and disciplines?

5. Literature Review

Quality education is specifically associated with the standard of teaching within the classroom. A teacher is considered a foremost fundamental feature in actualizing all learning improvements at the ordinary stage. This may be reality that scholarly capabilities, subject matter information, competence and aptitudes of instructing and teacher commitment have a successful effect on the instructing learning method (Ahmed, et al.,2014; Murphy, 2012). Although various reasons lie behind such negligence, it is also a fact that the current system of education itself has failed to reform the teaching-learning process according to the needs of users (Neghina, 2017).

The demise of society and education is due to the negligence of the educational planners and managers. Moreover, the effect of learner's background factors, like gender, age, urban/rural background, family size and other life reservations, cannot be denied (Abdullah, Adebayo, & Talib, 2015; Demetrius & Ziehe, 2007; Fuster & Colantonio, 2004; Jabbar, et al., 2014; Khan, 2013). The students living in the village cannot get proper coaching and equal facilities to that of their urban fellows. Similarly, the age factor determines students' maturity, which in turn influence their academic achievements (O'Connor, 2010,' Jabbar et al., 2014). Innumerable factors influence the students' academic performance, which may affect their academic performance, directly or indirectly (Talib, & Sansgiry, 2012). Comedis (2014) said, "Recognizing such factors may help to sort out those factors which may enhance their performance from those which may hinder their academic performance."

There is no such précised and clear description of quality teaching. There are different terms which educational scholars and researchers use to describe quality teaching such as product or property, some think it is a process to overcome deficiencies and weaknesses which has its own pleasures. Connors, (2000) perceive it as an unachievable entity or task.

Quality teaching as defined by Vogt (1984) is a capacity to deliver instructions to diversified groups of learners with various abilities keeping in view the objective of effective teaching and learning styles of students. On the other hand a positive effect was observed on students learning and personality development with benefitting feature of content mastery as well. (Perna, 2006).

Customer satisfaction took shape from 1960s and was well established in 1970s. Although it is the notion of corporate sector but with the passage of time the concept is becoming popular in all the other fields including education and its implementation is producing effective results to improve quality and students' satisfaction (Musa, & Samuel, 2019; Soharwardi, et al., 2020). Satisfaction can be defined as the students' sense of fulfilment (Tuan, 2012).

In educational settings this concept can be defined as students' affirmation of services they enjoyed and are provided by the institutions to facilitate learning and enhance quality of education.

Students' satisfaction is not constant, it is continually changing specifically at university level due to its evolving nature and multiple interactions with environment. (Salikutluk, & Heyne, 2017). However, It is believed that classification of elements of satisfaction can be done in six categories such as:

- Teachers
- Universities and institution
- Individuality of the learner,
- Communication gap,
- Factors related to course content and
- Factors regarding classroom environment

Data related to students' satisfaction can be used to improve services, practices, responsive and representative curriculum which addresses the needs of the learners in the rapidly changing and demanding world.

Students' satisfaction is the main focus of research being conducted to find out quality teaching and learning and examining the relationship between students perceived quality of teaching and learning and their level of satisfaction (Torney, et al., 2015; Farahmandian et al., 2013).

Certain studies have been conducted on different constructs related to teaching and learning or teacher and learner such as relationship between teachers' service quality and students' learning or teachers and students self-efficacy and their level of motivation or the factors affecting students learning and motivation or their level of satisfaction because all these types of titles were addressing important issues of educational institutions (Pan, 2014; Asaduzzaman et al., 2013; Ko and Chung 2015. The most important and well cited topic from the topics mentioned above is students' satisfaction and teaching quality. (CarddoneRiportella et al., 2001; Farahmandian et al., 2013; Peng, et al., 2015).

Hunt, (2009), asserted, "One of the major responsibilities of the staff and lecturers is providing

effective service and teaching. The efforts to improve the quality of teaching and learning are the priority of every higher learning institution and it is also one of the Government's important agendas, which is improving the quality of teaching and learning particularly at the tertiary level of education." Provision of quality teaching and to address students' satisfaction in an effective is the major responsibility of educational institution at higher level."

Quality of teaching will be considered and appreciated if it is addressing and fulfilling the criteria of client satisfaction in the terms of corporate business because meeting the needs and expectations of the learner as a client in higher education institutions is very much needed. Learners' needs in terms of physical facilities, conducive learning environment, comfortable and friendly atmosphere and smart services provided by administrative and academic staff should be fulfilled (Fakeye, 2017). Teaching quality is all about effective delivery of knowledge, inculcation of desired skills and effective interaction between teachers and learners. Classroom environment in which teach and learner both can interact with each other with high motivation and satisfaction on both sides. Learners' perceptions and opinion means a lot while considering and deciding instructional quality from learners' perspective because in this situation they are the center point of all activities being run by higher education institutions. Quality teaching is strongly linked with quality materials or content being taught and studied in terms of courses at higher level.

6. Research Methodology and Sampling procedure of study

The study was Exploratory in nature and qualitative research design was selected to have in-depth understanding of the phenomenon.

Purposive sampling technique was used to select participants for Focus group interviews and discussion. Keeping in view the demographic characteristics of participants, heterogeneous groups were selected to ensure objectivity and rich discussion. Six institutions were selected and then group of 2 teachers and 4 students from each institution were the part of qualitative study so 6 teachers and 12 students were purposively selected.

7. Qualitative Data Collection

Focus group interviews were conducted by the researcher himself. Discussions was recorded electronically and later on transcribed and interpreted

8. Qualitative Analysis

Interviews were transcribed and themes were generated. Thematic analysis was done and data was interpreted qualitatively.

9. Results of the study

Respondents were interviewed and the data gathered from the participants was further split into various common themes. Thematic coding illustrates teachers' experience, teachers' performance, support to

academic career, teacher leadership, teacher and students' relationship, teachers' and students satisfaction regarding teaching and learning. Following questions were the base of interview protocol.

- Question 1: How will you describe your Teaching experience?
- Question 2: Do those experiences impact your performance as a teacher?
- Question 3: Do you think that those experiences are helpful for your academic career?
- Question 4: How do you think about teacher leadership in classroom?
- Question 5: How is your relationship with your students in classroom?
- Question 6: What are the positive practices that you think are very helpful to increase students' satisfaction regarding learning?
- Question 7: how you help and guide your students to complete their tasks?

10. Qualitative Data Analysis

Qualitative data analysis was done into two parts to provide the in depth analysis of the problem which was under study. In the first part, researcher done the thematic analysis of teachers' interviews to find their perspective. In the second part, thematic analysis of students' interviews to find the perceptions of students regarding instructional perspective. After the identification of preliminary analysis themes, were reviewed and final themes are presented. The purpose behind this step was the remove the repeated themes or the modification of preliminary themes. Table illustrates the precise and refined form of themes. After this tabulated representation of themes some excerpts from professors and students are also given to give a detailed and comprehensive understanding of the phenomenon understudy.

11. Thematic Analysis of Professors Interviews

Table No. 4.3.1

Final themes extracted from professors interviews

<ul style="list-style-type: none"> • Theme: Experience of teaching at university level • Codes • pleasant, • cooperative, • comfortable, • mentoring opportunities • Guiding opportunities for learners. 	<ul style="list-style-type: none"> • Theme: Relationship with students • Codes • Friendly and empathetic, • Liberty to express, • Their views, • Comfortable learning environment, 	<ul style="list-style-type: none"> • Theme: classroom practices • Codes • Very effective, • able to strengthen teaching skills and abilities, • Students take it very seriously, • Good for improvement.
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- Treat students friendly while teaching
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- **Theme: Previous experiences for academic improvement**
 - **Codes**
 - Effective and positive,
 - Healthy and learning,
 - Previous experiences are helpful to improve,

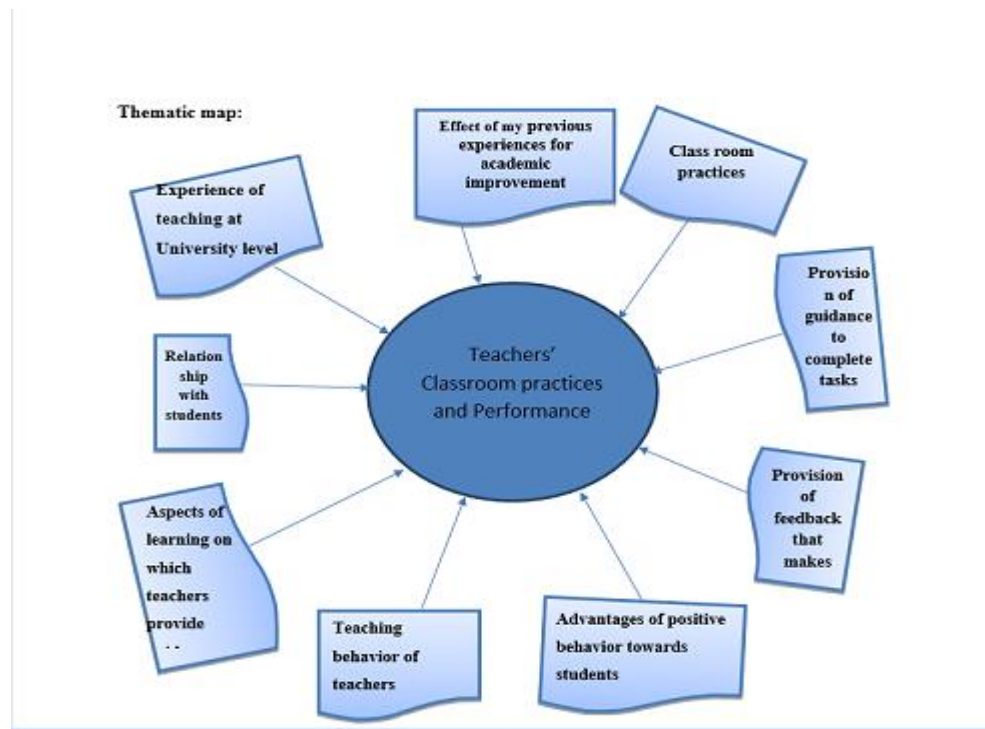
- **Theme: Provision of guidance to complete tasks**
 - **Codes**
 - Oral feedback during observation of lecture,
 - Point out their deficiencies in communication skills,
 - Written feedback while checking of lesson plans,

- **Theme: Provision of feedback that makes students motivated**
 - **Codes**
 - Obviously motivating
 - It is helpful to improve their mistakes,
 - Inspiration for learning.
-

- **Theme: Aspects of learning on which teachers provide guidance**
 - **Codes**
 - Communication skills,
 - Demonstration skills,
 - Command on content,
 - Proper participation in classroom activities.
 - Code of ethics
 - Positive behavior
 - Regularity and punctuality

- **Teachers' attitude towards students**
 - **Codes**
 - Encourage for learning.
 - Effective and supportive,
 - They become aware regarding their progress
 - Awareness regarding their mistakes,
 - Quality of teaching can be improved.

- **Theme: Advantages of positive behavior towards students**
 - **Codes**
 - Learning is Improved
 - Maintenance of good performance of students.
 - Self-evaluation by students,
 - Students' punctuality
 - enhancing students 'confidence level,
 - Development of critical thinking.
-



12. Some Extracts from professors' interviews

Question 1: How will you describe your Teaching experience?

R 1

It is amazing, it's my passion I enjoyed a lot when I am teaching.

R 2

No doubt teaching as a profession is challenging and it requires in depth knowledge of subject matter and great perseverance to succeed, so I always try to give my best.

Question 2: Do those experiences impact your performance as a teacher?

R 1

These experiences help me mainly in two ways. In general, these experiences help me to be aware of my teaching philosophy. These experiences help me to have a deeper look at the systems of education at each particular level

R 2

If we talk about teaching and learning process, these diverse experiences help me in managing the behavior of students, class room management skills, creation of positive learning environment in the class, use of motivation techniques effectively and reinforcement skills.

R 3

Yes it is a continuous learning experience for me. Experience is important because it allows you to grow and evolve. When you are presented with a new environment, you will learn how to adapt to the situation to succeed. You may also develop brand new ideas and strategies as a result of your experience with different things.

Question 3: Do you think that those experiences are helpful for your academic career?

R 1

“Yes of course. These experiences help me to become an effective teacher. My popularity as a good teacher has been increased and my colleagues and students often invite me to deliver/ present my lectures at national and international forums. These experiences help me to become a teacher trainer as well.”

Question 4: How do you think about teacher leadership in classroom?

R 1

“Teachers are leaders all day. They lead by example in the way they act, speak, and behave. They lead their students through challenging activities and rigorous learning. Then, they take on additional teacher leadership roles inside and outside the classroom.”

R 2

“Activities, events, and extracurricular programs are what build positive school culture and often require additional leadership support from teachers. Endless academic and social opportunities for students within schools are benefitted from teachers’ initiative and leadership capabilities.”

R 3

“Teacher is a guide, mentor and manager of class affairs. Teacher leadership is critical for really helping in students’ capacity building to increase student learning and student achievement”

Question 5: How is your relationship with your students in classroom?

R 1

“I always try to foster positive relationships with my students. I put all my efforts to create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. I do this by listening to and taking a personal interest in students' lives.”

R 2

“I show respect, value the individuality of each student, and remain to be kind and polite. I give them kind feedback, and always offer second chance for improvement and correction.”

R 3

I experience that this positive relationships always enhance student receptivity to instruction. I look forward to a working relationship and hope to promote a collaborative environment for

learning.

Question 6: What are the positive practices that you think are very helpful to increase students' satisfaction regarding learning?

R 1

Learners need to feel that it is a Merit based system, their hard work is appreciated and girls have a voice. One way to encourage students and teach them responsibility is to get them involved in the classroom.

R 2

“Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom.”

R 3

Providing a comfortable and nurturing environment to students is helpful to enhance their satisfaction. He enlisted some positive practices such as:

- Effective delivery of content
- Use skills that students can learn in enjoyable, and memorable way
- Effective and appropriate lesson planning,
- appropriate teaching strategies and tools used by teachers
- Positive relationship with the students
- Show respect to them and value their individuality
- Kind and practical feedback on their work

Question 7: how you help and guide your students to complete their tasks?

R 1

I give practical orientation before starting the task. Monitor their progress, remind them of deadlines, give support or guidance during the projects, and introduce them towards proper avenues to get the help. Give them practical feedback.

R 2

I ask them to remain sensitive to the details of the task. I foster a good relationship with them by resolving their personal issues about the tasks.

R 3

By using integrated technology for building student's interest. By creating a supportive and caring learning environment Teacher should be sensitive to students' needs and emotions. I also advise them that they should clear about the time in which they have to complete their task, also emphasize that they should focus on their purpose.

13. Review of themes generated from students' interviews

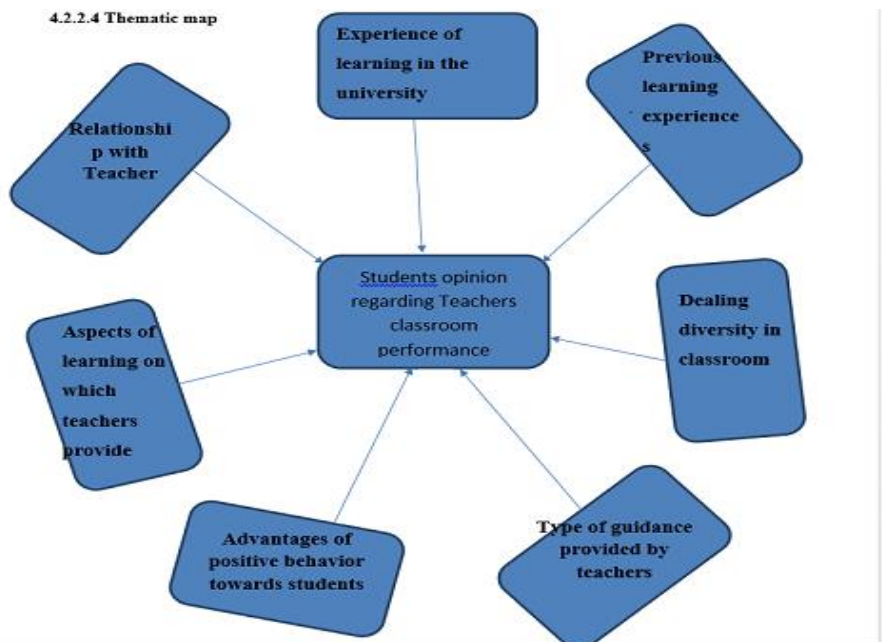
Table No. 4.3.2

Final themes extracted from students' interviews

<p>Theme: Experience of learning in the university</p> <ul style="list-style-type: none"> • Good experience, • Provides confidence, • Very diverse learning, • Learn how to think critically, • Learn how to lead, • Learn positive attributes, • Learn new skills. 	<p>Theme: Previous learning experiences</p> <p>Very effective,</p> <ul style="list-style-type: none"> • It polishes our skills, • Some students try to learn from it, • Became aware about strengths and weaknesses, • Some students take it friendly, • Some students don't accept it due to ego, • Important to raise confidence level. 	<p>Theme: Dealing diversity in classroom</p> <ul style="list-style-type: none"> • Diversity in a classroom leads to better discussions • It offers unique perspective • Difference in opinion is important • we get to learn and interact with people from different cultures • helps us understand them and their values 	<p>Theme: Type of guidance provided by teachers</p> <ul style="list-style-type: none"> • Moral and Ethical considerations • Attitudinal and behavioral issues
<p>Theme: Advantages of positive behavior towards students</p> <ul style="list-style-type: none"> • Motivate to convert weaknesses 	<p>Theme: Aspects of learning on which teachers provide guidance</p> <ul style="list-style-type: none"> • Overall performance, 		<p>Theme: Relationship with Teachers</p> <ul style="list-style-type: none"> • Positive • Motivating • Problem solving

- into strengths,
- Provide different scope.
 - Positive learning environment concepts,
 - Positive relationship improve mistakes,
- Communication skills,
 - Confidence building,
 - Understanding difficult Concept
- Encouraging
 - Friendly
 - Teachers lead by example

4.2.2.4 Thematic map



14. Some Extracts from students' interviews

Question 1: Why did you select this university?

Student 1

“I selected this university because the teaching environment of this university is very good. Teacher support student in every field of their life.”

R 2

“I wanted to **study with the best**. I know that a **degree from this university means something** in the

job interviews, and will open the doors for me.”

R 3

I chose this university because it lived up my expectations.

R 4

“I’ve chosen this prestigious institution for two main reasons. First one is the study program. I went through the curriculum for all four years, checked every subject, and found its curriculum superior to other competing universities in the country.”

Question 2: How will you describe your previous learning experience?

R 1

It was a good experience. We were given books of our chosen subjects. We just had to learn those books and give exam. We don't have to give conceptual answers.

R 2

I had a successful previous learning experience during my study at school and college. The teachers were very intelligent and cooperative. The conditions that made this experience successful for me are experienced teachers who is friendly and knowledgeable, nice and active class fellows.

R 3

My previous learning experience was pretty good because my teachers were very supportive. They used to explain their topic in such simple words that every student could easily understand

R 4

It has been good overall, there are always some positives and negatives as well. To me the environment I was in, was very much learning conducive and it helped me grow personally and professionally. It surely helped me develop habit of analyzing things critically.

Question 3: Do those experiences impact to your academic learning here?

R 1

We apply those experiences in our classroom learning. And it also helps in our academic learning.

R 2

Yes those experiences effect my academic learning here. Here also the teachers are cooperative and knowledgeable.

R 3

We apply those experiences in our classroom learning. And it also helps in our academic learning.

R 4

Yes, my previous learning experiences have very much impacted my academic growth here as well. Those helped me with basic skills to build on them.

Question 4 : How do you think about diversity issues in the classroom here?

R 1

“Diversity in a classroom leads to better discussions among students. When there is more diversity in the classroom, it leads itself to better, well-rounded discussions. Students of a different ethnicity, racial, or cultural background will have a unique perspective to offer.”

R 2

Difference in opinion is important. Which will lead to better discussions among students. Students of a different racial, or cultural background will have a unique perspective of every topic which is good but mostly everyone have same point.

R 3

I think diversity is such an important aspect in our life which we totally forget or don't even consider. If we consider diversity in a classroom, it plays such an important role because we get to learn and interact with people from different cultures and environment which helps us understand them and their values.

Question 5: How do you think about teacher leadership in classroom?

R 1

Some teachers use effective teaching methods and guide us in proper way. There are few teachers whose teaching method is not that effective.

R 2

“There are always selfless teachers who support students at all costs. Trusted by students and staff alike, these teachers are known to make decisions based on students' needs. Their dedication to improve students' academics and social experiences is proven by their willingness to dedicate lunches and after-school hours with students to grow their activities and programs.”

R 3

“I think Teachers are leaders all day. They lead by example in the way they act, speak, and behave. They lead their students through challenging activities and rigorous learning.”

R 4

“Teachers lead by example in the way they act, speak, and behave. They lead their students through challenging activities and rigorous learning. Then, they take on additional teacher leadership roles inside and outside the classroom. Some teachers use effective teaching methods and guide us in proper way. There are few teachers whose teaching method is not that effective.”

Question 7: Do you think that those experiences are helpful for your academic learning in classroom here?

R 1

In previous semesters we experience many things .We experience different teaching methods, we learn about technology and classroom learning and many other things. All these things are really useful for our academic learning and classroom.

R 2

In previous institutions we experience many things. We experience different teaching methods, we

learn about technology and classroom learning and many other things. Allah these things are really useful for our academic learning and classroom.

R 3

I learned to give presentation confidently I Learned how to coordinate with group members for presentations.

R 4

Experiences are what make us realize that what are the things we know already and what are the ones we need to excel at so to develop a skillset that aids us in solving life problems. So my experience has helped me manifolds for the academic learning in my class. It also covers my questioning abilities.

Question 8: Anyone would like to share any positive or negative experiences that you got from the classroom?

R 1

My experience about classroom is that a proper classroom environment is provided to us. There is a proper sitting arrangements for students. There is a large white board and rostrum for teacher to teach us easily. We maintain discipline in our classroom.

R 2

Question 9: How is your relationship with your professor in classroom?

R 1

We have friendly relation with our teachers, teacher have developed a comfortable environment so, and we can ask questions about topic without hesitation.

R 2

The relationship between student and teacher plays an important role in the trajectory of a student's academic success and social development. Establishing a positive relationship with their teacher helps a student feel more comfortable and safer in their classroom environments. My relationship with my professors is good. I have a lot of respect for them in my heart. They also show respect, value the individuality of each student, and are kind and polite. They give us honest, but kind feedback, and offers second chances. They help us with schoolwork, manage the classroom well, and, perhaps most importantly, they plan fun activities for us.

Question 10: What are the positive and negative practices from university professors that are very helpful to develop your academic learning?

R1

Positive experience I got is that some teachers very efficiently teach and guide us .They teach us not only for our academic goals but also teach us about Islam and ethics.

R 2

“Teachers’ beliefs, practices and attitudes are important for understanding and improving

educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. For instance, being open to student's feedback is one such positive attitude and being adamant on what you know despite that you are wrong is one such negative one."

Question 11: If you have the problem accomplish your homework and assignment, what will your professors do to help you?

R 1

If I am facing any problem during doing my homework I ask my teachers they briefly describe me the topic or send me the relevant material of the topic.

R 2

If we reach out to Professors regarding any issues, they observe and analyze it and then guide us accordingly. Sometimes, if we aren't able to do the assigned work, they extend deadlines just to help us out. All these things matter a lot in our daily routine because these are the things that make our day to day university life easier.

15. Discussion and Conclusion

In pedagogical innovations in delivering quality instruction, teachers' demographic characteristics have been one of the most important considerations for developing an educational system. To better manage instructional quality, it is essential to better understand the human factors of satisfaction. However, the performance review is one of the essential elements in the educational institution. Having such will create motivation among teachers and perform better in their work. This means to say that a very humane consideration could lead one to successful innovations. Studies that agree to the current research include the researches.

Aspects of learning environment in the psychosocial perspective show that it affects students' satisfaction regarding social, cultural and community. Students' feelings about a learning situation, the teacher and quality of teaching, interaction within the classroom, the presence of teacher feedback, and teacher clarity is influenced in the way. Present study examines the relationship between adult learning satisfaction and instructional perspective, one aspect of the psychosocial learning environment. It could be concluded that:

1. Students was satisfied or highly satisfied with their leaning experience in class.
2. It could be said that students were positively perceiving teachers' empathetic attitude towards them. And Participants were positively considering teacher trust on them. They were satisfied with teachers' planning and delivery of instructions.
3. Teachers were respecting their individuality and uniqueness and students positively responded in this regard. But students felt teachers' insensitivity towards them which was not a positive notion. Teachers were using experience based learning techniques in classes and students positively perceived their learning environment and processes as students centered.
4. The purpose of this study was to explore the factors and characteristics of teachers for teaching

effectiveness in the classroom evaluated from perspectives of both teachers and students which possibly impact teachers' satisfaction and students' satisfaction. It was studied to show some significant evidence between teacher performance effectiveness evaluated from perspectives of both teachers and students in class, but it still needs further studies.

16. Recommendations

On the basis of findings conclusions and discussion presented above following recommendations have been made.

1. For better understanding of the phenomenon in-depth study is required and to fulfill the purpose research should be conducted with larger sample including different disciplines and departments.
2. This type of research should be conducted not only at university level but at primary, elementary, secondary and higher secondary level to explore the situation and enhance the quality of education at all levels.
3. More studies should be designed and conducted on different factors, elements, and issues related to teachers' classroom performance, teaching quality and instructional perspective by including all stakeholders to get more clear and comprehensive understanding of teaching and learning environment.
4. The results of the present study indicate that strong relationship exists between teachers' effective classroom performance and students' satisfaction so teachers' effectiveness and teaching quality should be maintained and for this purpose updated knowledge and continuous professional development is an important element so universities should arrange such workshops, seminars and conferences.
5. Universities should facilitate teachers to create conducive learning environment by equipping classrooms with all the required facilities so that teachers can work effectively.
6. Research based teaching methodologies should be encouraged to make classroom effective, attractive with increased learning environment.
7. Social and Emotional elements of intelligence should be the part of professional development which help teachers to create friendly, relaxing and positive learning environment for students and teachers both.

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