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Teaching effectiveness in Islamic higher education context: the case of students' perceptions

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Abstract: This study, which employs a cluster random selection method, investigates the intricate levels and varied dimensions of teaching effectiveness among higher education instructors, with a specific focus on discerning statistical variations based on gender. Questionnaires were administered to 300 students using this method, aiming to capture diverse perspectives on teacher effectiveness within tertiary institutions. Objectives include examining teaching effectiveness levels, exploring gender-based statistical variations, identifying influential sub-indicators, and contributing novel insights to existing knowledge. The research assesses teaching effectiveness across constructs such as subject matter expertise, teaching planning, learning environment, overview, and effective communication. The justification for this study lies in the evolving dynamics of higher education, and its gender-responsive analysis adds a unique dimension. By emphasising subject matter expertise, the research provides practical insights for educators and institutions aiming to enhance teaching effectiveness. This study contributes to current knowledge by offering a detailed examination of multifaceted aspects of teaching effectiveness, thereby enriching our understanding of effective teaching practices in higher education.

Keywords: teaching effectiveness; higher education; gender-responsive analysis; subject matter expertise; pedagogical strategies.

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1 Introduction

Learning and instructing form a symbiotic relationship, with student learning serving as the benchmark for evaluating a teacher's performance (Devlin and Samarawickrema, 2010; Richardson, 2017). Studies indicate strong positive correlations between students' assessments of their learning experience and their evaluations of both the educational system and the university teacher (Theall and Franklin, 2001). Moreover, how students perceive the classroom environment significantly influences their study habits and the content they engage with (Karagiannopoulou and Milienos, 2015). The impact of students' perceptions on the learning environment extends to their learning strategies, subsequently influencing academic performance (Karagiannopoulou and Christodoulides, 2005). However, the relationship is recognised as reciprocal (Richardson and Watt, 2006). The literature extensively documents well-researched methods for teachers to impart knowledge and assess student progress (Entwistle and Karagiannopoulou, 2014). In addition, various recommendations caution against certain practices in the classroom. However, a gap exists in guiding the optimal instructional strategies for imparting specific competencies or bodies of knowledge. Students often find it challenging to discern the effectiveness of a teacher's preferred instructional technique (Entwistle and Karagiannopoulou, 2014). Becoming an effective teacher transcends merely breaking down complex subjects. It requires subject-matter expertise, refined techniques, and a professional demeanour. Preservice teachers must grasp subjects encompassing child development, curriculum, national and state standards, and effective teaching and evaluation practices to excel in their careers. Furthermore, they need self-awareness, recognising that their knowledge, skills, and attitudes directly impact students through good character (Masturin, 2022).

Teacher educators must acknowledge the intricate and multifaceted nature of the information, skills, and dispositions necessary for success in the classroom. Darling-Hammond (2006) identifies three crucial elements for effective teacher preparation programs: integration of coursework and clinical fieldwork, closely supervised constructive field experiences, and collaborative school partnerships that model best-differentiated teaching practices. Accreditation standards endorse these elements, emphasising the need for teaching evaluation to align with these requirements. By incorporating these essentials into teacher licensure programs, teacher evaluation can guide future educators on both 'what to teach' and 'how to teach it' (Darling-Hammond, 2006).

Teacher education program evaluation increasingly relies on indicators of teachers' effectiveness, considering certification standards, policy mandates, and state teacher performance requirements. Policies mandating consistent assessment measures and standards should be implemented to support effective teacher education. The goal is to enhance student success through better teacher preparation based on performance evaluations and state-mandated teacher evaluation systems. However, other factors such as school resources, teacher influence, and school culture also impact student learning (Grant and Secada, 1990). Further studies are needed to comprehensively capture the link between preservice teacher preparation and the success of in-service teachers. Studies emphasise the significant impact of college and university teachers on students' academic performance (Gibbs and Jenkins, 2014). Yet, defining quality teaching and measuring effective teaching remains challenging (Partee, 2012). Despite the variety of evaluation theories, a consensus on a reliable and rapid method for assessing teachers' performance

has not been reached, urging stakeholders to collaborate on defining effective instruction (Leiber, 2018). Numerous studies have explored teaching effectiveness, covering proficiency, evaluation, context, and specific teaching goals (Muijs, 2006; Rudaz et al., 2017; Rusanti et al., 2021; Sadeghi and Razavi, 2020; Stronge et al., 2011). This research focuses on university students' perceptions of teaching effectiveness in higher education contexts, distinguishing itself by not involving university teachers. The study aims to address two questions:

- 1 What are the types and levels of teaching effectiveness perceived by university students?
- 2 Is there a significant difference in teaching effectiveness perceptions across genders?

In addition, the two mentioned objectives of this study are examined in an Islamic context. This is based on several reasons: First, Islam emphasises the importance of knowledge. This then becomes the reason for the importance of elaborating Islamic education from an Islamic perspective so that knowledge in line with revelation can be produced (Ozgen and El Shishtawy Hassan, 2021). Second, in the Islamic education tradition, the effectiveness of a teacher is not only measured by their success in transferring knowledge and information but also by their success in instilling Islamic values, ethics and moral principles to students (Yeni, 2018). Third, in the Islamic tradition, a distinctive concept of education has been introduced, and this is termed 'tarbiyah'. Tarbiyah as a concept refers to the development and efforts to build individuals comprehensively – mentally, morally and spiritually (Rahman et al., 2020). This concept then distinguishes between Islamic education and the concept of education in general. In addition, these three reasons also become arguments for why this study should be elaborated in an Islamic context or perspective.

2 Literature review

2.1 *Teaching effectiveness: concepts and its practice*

The teachers' effectiveness is defined more broadly by academics. In this regard, Campbell et al. (2004) noted that "teacher effectiveness is the impact that classroom factors, such as instructional practices, teacher expectations, classroom organisation, and use of classroom resources, have on student achievement." This description captures what takes place in the classroom, but ultimately, student outcomes are what matter. Student success on standardised examinations is just one indicator of a competent educator; however, many experts disagree (Atkins and Brown, 2002). Multiple studies have found that students' perceptions of the classroom environment are a more significant predictor of academic achievement than students' innate intelligence (Entwistle, 2009). Teacher effectiveness is a topic of interest to many researchers and policymakers. Various studies have shown that teacher effectiveness has significantly impacted school improvement and educational outcomes (Chen et al., 2021). This is understandable because the teacher's teaching effectiveness is essential for him to determine the level of success in transforming knowledge and the purpose of teaching to students. In other words, effective teachers can only be achieved when they can teach effectively. More concretely, Vieluf and Klieme (2023) explain that understanding

‘teaching effectiveness’ means trying to identify ‘teaching success’, which includes several issues such as ‘ontology and characteristics of teaching’ and ‘theory of teaching practice’. This can only be accomplished by recreating classroom practice to comprehend the classroom’s social order without making assumptions about their desires beforehand (Vieluf and Klieme, 2023). This interpretation confirms the essential position of a teacher in achieving teaching success in the sense that effective teachers can apply teaching methods that are relevant, contextual, and in line with teaching objectives. At the same time, this view asserts that ‘teaching effectiveness’ has a broad dimension and is undoubtedly essential to elaborate further.

Generally, ‘teaching effectiveness’ refers to the extent to which a teacher or educator is successful in facilitating learning and helping students achieve their learning goals (Andrews, 2004; Bartz, 2018). This undermines an understanding that the indicators and elements that need to be considered when assessing ‘teaching effectiveness’ are contextual and dynamic – of course, very dependent on the level of education and the teaching methods used (Muijs, 2006). However, it is common for scholars to hold the standard view that teaching is effective when it meets at least eight elements: First, mastery of the material – a teacher must have the ability to understand and have good skill in the learning material. It is necessary to convey clear and precise information to learners (Praetorius and Charalambous, 2023). Second, effective communication – a teacher should ideally be able to communicate clearly and effectively to learners. In addition, a teacher must be able to engage in a two-way discourse with pupils to improve student knowledge (Partee, 2012). Third is adaptability – a teacher should ideally have flexibility in delivering material and be dynamic in choosing learning methods (Fan, 2022). This is necessary so that the delivery style is per the typology of the learners, and passion in the choice of techniques and delivery styles will improve a teacher’s response to change and various feedback from learners.

Fourth is student motivation: a teacher is not only a transmitter of knowledge and values to students but also a motivator who fosters students’ enthusiasm for learning and increases their intrinsic motivation to face challenges (Dwyer, 1973). Fifth, evaluation and feedback: teachers must provide constructive assessment and feedback on students’ work, as these elements are indispensable for improving teaching (Mooi, 2010). Sixth is classroom management: creating a positive and organised environment is necessary for effective teaching (Koutrouba, 2016). Seventh is learner engagement: teachers must create opportunities for student participation and active involvement in learning by fostering curiosity and interest (Campbell et al., 2003). Eighth, innovation in teaching: using innovative methods and relevant educational technologies encourages increased student creativity. Ninth, development of critical abilities: teachers ideally should develop learners’ essential abilities and skills to enhance analytical skills at the individual level. The tenth is punctuality: teachers must set a positive example, maintain constant attendance, and stick to the instructional timetable (Akram, 2018; Kini and Podolsky, 2016). These ten proposed indicators form a comprehensive portrait of ‘teaching effectiveness’, these indicators are generally found in various existing studies, establishing them as generally agreed-upon concepts within the scholarly community of education.

2.2 *Teaching effectiveness in higher education: approach and its standard*

Over the past decade, there has been a growing interest in enhancing pedagogical practices in higher education (Cardoso et al., 2015; Henard and Roseveare, 2012; Milienos et al., 2021). The evolving educational paradigm for higher education centres on ensuring the effectiveness of university professors and their ability to measure their performance. University teaching, as an academic activity, demands a high level of disciplinary expertise, contextual understanding, and a diverse range of professional skills and practices. Educators who endeavour to implement proven instructional methods play a pivotal role in establishing a conducive classroom environment (Tadesse and Khalid, 2023). Such endeavours are essential for the global landscape of professors, researchers, universities, and the overarching higher education system.

Altbach et al. (2010) note a radical transformation in the purposes of higher education over the last half-century, driven by the challenges of the global marketplace and intense competition. The societal demand for active engagement in creating, adapting, and applying knowledge is critical for national expansion in service and manufacturing industries (Gil de Zúñiga et al., 2010). Within this new educational framework, higher education significantly contributes to cultivating human capital, entrepreneurial perspectives, and innovative practices vital for a sustainable knowledge economy (Dill and van Vught, 2010). Consequently, the evaluation of teachers and the definition of effective instruction have evolved. Assessments of teachers' effectiveness have paralleled the changing conceptions of what constitutes effective instruction (Campbell et al., 2004; Gil de Zúñiga et al., 2010; Hoidn and Reusser, 2021; Muijs, 2006). High-quality teaching is crucial for improving students' academic outcomes (Devlin and Samarawickrema, 2010). However, defining influential teaching and developing reliable measurement methods remain challenges. According to Cruickshank and Haefele (1990), the lack of consensus on what constitutes good teaching is a fundamental problem in evaluating teachers. Coffey and Gibbs (2002) suggest that educators prioritise student needs to employ a broader range of strategies, while Trigwell et al. (1999) demonstrate that a student-centred approach fosters deeper learning.

Sander et al. (2000) highlight a discrepancy between students' anticipation of frontal lectures and their preference for interactive and group-based activities, raising questions about the varied strategies employed by university teachers. While studies suggest inherent differences in teaching approaches linked to teachers' thinking and personality types (Zhang and Sternberg, 2002), the reasons for changes in teaching methods over time remain unclear (Gibbs and Coffey, 2004). Entwistle and Walker (2002) emphasise the diverse ways of teaching, rooted in fundamentally varied perceptions of what it means to be a teacher. Faculty performance is assessed through various means to inform decisions about advancement and compensation. While the quantity and quality of published academic papers serve as a standard indicator of research productivity, comparable tools for assessing educators' effectiveness are lacking (Khandan and Shannon, 2021). The absence of a universally accepted definition of an effective educator complicates the measurement of effectiveness. Common evaluation techniques include classroom observations, assessing adherence to effective instruction standards, and value-added models, measuring teachers' impact on students' academic development.

Devlin and Samarawickrema (2010) propose three ways to examine teachers' effectiveness: inputs, processes, and outcomes. Inputs encompass a teacher's training, certification, experience, expertise, and personal expectations. Processes involve the

interactions between university teachers and students, including participation in professional organisations. Outcomes encompass various measures such as student success, graduation rates, behaviour, engagement, attitudes, and contributions to the university or community. Efforts to categorise successful teaching have been diverse, incorporating theoretical approaches from various disciplines and student viewpoints (McMillan, 2007). Despite multiple definitions of effective teaching (Paulsen, 2002), providing student-centred education is often associated with adequacy (Devlin and Samarawickrema, 2010; Qureshi and Ullah, 2014). Considering the significance of these differences, the term ‘teacher effectiveness’ is proposed to be used in a broader sense than is commonly done in present policy discussions and studied frameworks. A more sophisticated definition of teacher effectiveness is presented below, considering the wide range of activities teachers engage in and the diverse outcomes relevant to anyone interested in education.

3 Method

3.1 Participants

In this study, 179 university students with various majors were selected as respondents through simple random sampling, following the guidelines proposed by Frey (2018). Prior to their participation, informed consent was obtained from the students via e-mail, with 179 out of 186 consents signed and returned, signifying their willingness to be part of the survey study.

3.2 Instrument

The primary tool for this descriptive study is the School Teacher Effectiveness Questionnaire (STEQ), a 26-statement instrument developed by Akram (2018). Each statement is rated on a five-point Likert scale, encompassing indicators such as knowledge of the subject matter, planning and strategies for teaching, assessment system, environment for learning, and communication (Akram, 2018). The reliability of the STEQ, established through Cronbach’s alpha with a coefficient of 0.84, supports its suitability for use in the current investigation.

3.3 Data collection

Securing respondents’ voluntary participation through informed consent, which emphasises their readiness for research involvement, initiated the data collection process. These consents, aligning with ethical considerations outlined by Burles and Bally (2018), address anonymity, voluntariness, and the absence of conflicts of interest or financial commitments. Following consent collection, the STEQ was distributed to participants within each department, allowing for private and valid survey results (Burles and Bally, 2018). Respondents were allotted 75 minutes to complete the scale, excluding instructional time.

3.4 Data analysis

The data analysis process commenced with the validation and recording of scale data into an Excel spreadsheet, incorporating a count. Subsequently, the tallies were imported into SPSS 25, where meticulous organisation and verification ensured the completeness of the application data. Descriptive findings, including mean, percentage, and standard deviation, were calculated based on the study questions. Additionally, t-tests were employed to explore significant differences, considering the p-value from the p-table and the derived p-value from the studied data (Cain et al., 2017).

4 Result

4.1 Types and levels of teacher effectiveness in higher education context

The subsequent tables offer descriptive statistics illustrating various facets of teacher effectiveness within the higher education framework.

Table 1 makes it evident that subject matter knowledge is the most prominent sign of teacher effectiveness, surpassing other indicators with a mean of 21.26. Conversely, effective communication is the least frequently occurring indicator, with a mean of 7.87. This table serves as an initial gauge of teacher effectiveness, representing the percentage of subject matter knowledge possessed by the teacher.

Table 1 Descriptive statistics (N = 179)

<i>Indicators</i>	<i>Sum</i>	<i>Mean</i>	<i>SD</i>
Subject matter knowledge	3,805	21.26	0.720
Instructional planning and strategies	3,492	19.51	0.714
Assessment	3,398	18.98	0.707
Learning environment	3,001	16.77	0.520
Effective communication	1,408	7.87	0.416

Source: Author's

Table 2 captures students' perceptions of the accessibility of materials presented by their teachers during lessons. Notably, 89.4% of students find the materials accessible, and 92.2% observe teachers seamlessly integrating prior experiences with current teaching practices. Instructional competence is demonstrated through various strategies, acknowledged by 88.8% of students, while 91.1% indicate quick access to provided materials as the teacher's proficiency develops. However, a lack of balance between materials and students' intelligence levels is noted by 89.4%. The second measure of teacher effectiveness, represented in the following table, relates to the proportion of time dedicated to developing and implementing instructional tactics.

Table 3 reveals that approximately half of all teachers incorporate diverse instructional methods into their lessons to enhance student comprehension (89.9%). The adaptability of teachers to switch between teaching styles is valued by 91.1% of students for connecting theoretical concepts to real-world applications. Challenges arise when teachers neglect to consider each student's unique characteristics (89.9%), and the ineffective use of technology significantly impacts instruction and student knowledge

(96.1%). However, teachers effectively motivate students to learn (92.2%) and utilise various instructional resources to enhance comprehension (88.3%). The third measure of teacher effectiveness concerns the percentage of students' work assessed.

Table 2 The percentage of subject matter knowledge

No.	Sub-indicators	Responses (%)				
		N	R	S	O	A
1	My teacher demonstrates accurate knowledge according to the subject matter while teaching.				89.4	10.6
2	My teacher links present content with past and future learning experiences.				92.2	7.8
3	My teacher teaches content through a variety of teaching skills.				88.8	11.2
4	My teacher makes the subject matter accessible to me.				91.1	8.9
5	My teacher links the content with practical life.		6.7	88.8	4.5	
6	My teacher explains the content according to my intellectual, physical and emotional needs.	10.6	89.4			

Source: Author's

Table 3 Percentages of instructional planning and strategies

No.	Sub-indicators	Responses (%)				
		N	R	S	O	A
7	My teacher uses different teaching strategies to enhance students' understanding.		10.1	89.9		
8	My teacher changes his/her teaching methodology to make topics relevant to students' lives.		8.9	91.1		
9	My teacher teaches the students according to their individual differences.	8.4	89.9	1.7		
10	My teacher uses the appropriate material, technology and resources while teaching.	3.9	96.1			
11	My teacher engages, motivates, and maintains students' attention to their lesson.			7.8	92.2	
12	My teacher uses available resources for students' learning needs.			11.7	88.3	

Source: Author's

Table 4 illustrates that university teachers regularly administer tests to evaluate students' comprehension and performance (91.6%). The majority of students (91.1%) advocate for some form of evaluation, considering it an essential component of the learning process. The teacher's consideration of each student's performance on tests is acknowledged by 93.3% of students. However, there is a noted lack of diverse assessment methods for understanding students' comprehension and performance (88.8%). The fourth indicator of teacher effectiveness, related to the quality of the learning environment, is presented in the following table.

Table 4 Percentages of assessment sub-indicator

No.	Sub-indicators	Responses (%)				
		N	R	S	O	A
13	My teacher conducts class tests to monitor students' performance regularly.				8.4	91.6
14	My teacher evaluates students' performance and provides timely feedback on their errors.				91.1	8.9
15	My teacher maintains a record of students' results.				93.3	6.7
16	My teacher uses multiple assessment strategies.	11.2	88.8			
17	My teacher encourages the students to do better next time.			3.9	89.9	6.1

Source: Author's**Table 5** Percentages of learning environment sub-indicator

No.	Sub-indicators	Responses (%)				
		N	R	S	O	A
18	My teacher creates a climate of mutual trust and respect in the classroom.		9.5	88.8	1.7	
19	My teacher emphasises continuous improvement toward students' achievement.		6.1	93.3	.6	
20	My teacher maintains a classroom setting that minimises disruption.	10.1	89.9			
21	My teacher creates an attractive and friendly classroom environment.				100	
22	My teacher ensures students' participation in the learning process.			100		
23	My teacher ensures that lower-achievement students have opportunities to be successful.		100			

Source: Author's**Table 6** Percentages of effective communication sub-indicator

No.	Sub-indicators	Responses (%)				
		N	R	S	O	A
24	My teacher uses correct vocabulary and grammar in teaching		6.7	93.3		
25	My teacher explains lessons according to the age and ability of the students.	6 1	93.9			
26	My teacher responds to students' questions in appropriate language.		2.8	95	2.2	

Source: Author's

Table 5 findings demonstrate that the university teacher effectively establishes a classroom environment fostering mutual trust and respect among students (88.8%). Emphasis on developing academic improvement tactics is noted by 93.3% of students, contributing to their academic achievement. The success of the university teacher is

reflected in the creation of an appealing and welcoming environment, positively impacting comprehension and performance (100%). This includes maximising student participation during class (100%) and ensuring equal opportunities for success (100%). The fifth measure of instructional quality relates to successful interactions with students.

According to the data in the above table, it is deduced that the university teacher employs accurate vocabulary and grammar in teaching 93.3% of the time. Classroom involvement during teacher responses to student questions is demonstrated 95% of the time. However, 93.3% of students believe that the teacher does not adapt lessons to the varied abilities and ages within the class.

4.2 Gender differences in teacher effectiveness among university students

Table 7 presents group statistics illustrating measures of teacher effectiveness among male and female university-level students.

Table 7 Means of group statistics across gender

<i>Indicators</i>	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Subject matter knowledge	Male	68	21.24	0.672
	Female	111	21.27	0.750
Instructional planning and strategies	Male	68	19.62	0.574
	Female	111	19.44	0.783
Assessment	Male	68	19.00	0.646
	Female	111	18.97	0.744
Learning environment	Male	68	16.76	0.427
	Female	111	16.77	0.571
Effective communication	Male	68	7.84	0.371
	Female	111	7.88	0.442

Source: Author's

Upon analysing the data in the table, it is observed that female students outperform male students in terms of topic knowledge, while male students excel in instructional design and methodology. When comparing performance across genders, males demonstrate stronger results in standardised tests. Conversely, female students surpass males in both classroom performance and interpersonal competence. The subsequent table displays the results of an independent t-test, comparing male and female university students across each factor.

Two gender-based variances in indices of university teaching efficiency are identified in Table 8. Firstly, instructional planning exhibits a lower p-value (0.008) than the established threshold for significance (0.05). These results indicate that male and female students hold distinct perspectives on how their teachers should approach lesson planning and execution. For the second indicator, the p-value (0.041) is less than the alpha value (0.05), suggesting that male and female students have differing assessment perspectives. No evidence of a gender gap among university students is found in other measures, such as content mastery, classroom climate, or the ability to communicate effectively.

Table 8 Independent t-test results of overall indicators across gender of university students

<i>Indicators</i>		<i>Levene's test for equality of variances</i>		<i>t-test for equality of means</i>		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Subject matter knowledge	Equal variances assumed	1.708	0.193	−0.315	177	0.753
	Equal variances not assumed			−0.323	153.790	0.747
Instructional planning and strategies	Equal variances assumed	7.180	0.008	1.610	177	0.109
	Equal variances not assumed			1.731	171.253	0.085
Assessment	Equal variances assumed	3.848	0.041	0.248	177	0.805
	Equal variances not assumed			0.256	156.941	0.798
Learning environment	Equal variances assumed	2.005	0.159	−0.013	177	0.989
	Equal variances not assumed			−0.014	169.953	0.989
Effective communication	Equal variances assumed	0.063	0.802	−0.696	177	0.487
	Equal variances not assumed			−0.726	160.315	0.469

Source: Author's

5 Discussion

This section addresses various aspects crucial to the effectiveness of university teachers, encompassing subject matter expertise, lesson planning, evaluation, classroom atmosphere, and clear communication. A study on the effectiveness of university teachers is also presented. In terms of content expertise, educators are tasked with conveying a diverse range of information to students in a manner that enhances their understanding (Carrero, 2015). To achieve this, teachers must skilfully connect lessons and teaching processes, employing a range of teaching techniques to communicate class content effectively. Strategies such as pre-lesson planning and aligning objectives with pedagogical approaches play a pivotal role in creating a productive learning environment (Martineau et al., 2007). However, educators must also be mindful of incorporating students' physical, intellectual, and emotional needs into lesson planning to enhance the overall learning experience.

For university teachers to excel in lesson preparation and delivery, fulfilling numerous responsibilities is essential. Fostering a lifelong passion for learning is at the core of educators' responsibilities, requiring the application of diverse methods in the classroom (König et al., 2020). Integrating elements of students' everyday lives into the

curriculum is crucial for effective teaching, balancing both what is taught and how it is taught (Baltodano, 2012). Additionally, utilising technological resources, such as the internet, online applications, and projectors, enhances the educational experience and reflects a teacher's effectiveness (Railean et al., 2017).

The success of a teacher is also determined by their ability to assess students' learning. Effective teachers plan, monitor, and evaluate student progress, employing various methods like video podcasts to assess public speaking skills (Niam and Sholihah, 2022). Quality assessment involves considering students' real-life circumstances, offering constructive feedback and recording scores for comparison (Fitchett and Heafner, 2018). Trust and respect between educators and students are fundamental to a productive learning environment. Teachers' belief in their students boosts confidence, while students reciprocate by respecting teachers' efforts in content delivery and shaping their attitudes toward learning (Dube, 2015; Stronge et al., 2011). In this regard, a positive classroom environment, coupled with a wide range of instructional resources, contributes to students' academic success by fostering focus and minimising distractions.

6 Conclusions

To sum up, the strategies employed by university teachers to establish a stimulating learning environment play a pivotal role in determining the quality of instruction received by their students. Through careful monitoring of their preparation, materials, procedures, evaluation, and feedback, teachers set the foundation for effective teaching. Emphasising context-specific preparation is crucial, as it serves as a gateway to the subsequent stages of instruction. Recognising the interconnectedness of lesson plans, materials, and evaluation is imperative; treating any of these elements in isolation hinders the achievement of teaching objectives and feedback efficacy. Tailoring lesson plans to individual students while considering external factors enhances the learning experience. For assessments, linking course content with posed questions is essential, as students heavily rely on both direct and indirect feedback to enhance their academic performance.

Furthermore, teachers, in their commitment to continuous improvement, apply evaluation and feedback mechanisms to themselves, contributing to a dynamic and adaptive educational environment. However, it is important to acknowledge certain limitations in this study. The presented strategies may vary in applicability across different academic disciplines, teaching environments, and cultural contexts. Future research should explore the effectiveness of these strategies in diverse settings to provide a more comprehensive understanding of their impact. For future research, it is recommended to delve deeper into the specific challenges and opportunities associated with implementing these strategies. Investigating the long-term effects on student learning outcomes and engagement would contribute valuable insights. Additionally, examining the role of technology in supporting these strategies and addressing potential barriers would enhance the applicability of findings in the rapidly evolving landscape of education. By addressing these limitations and exploring new avenues, researchers can further enrich our understanding of effective teaching strategies in diverse educational settings.

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