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STUDENTS' PERCEPTIONS OF QUALITY TEACHING
IN HIGHER EDUCATION

A Case Study of second-year Master Didactics students at Moulay Tahar
University of Saida

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for the degree of *Master* in Didactics.

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Statement of originality:

This thesis is the result of my work and contains nothing which is the outcome of work done in collaboration except where specifically indicated in the text. This work has not been submitted for a higher degree to any other university or institution.

Kherbache Fadela (2020)

Dedication:

To dear Mother who has been waiting for this moment for quite a long time, to my sanity and my wellbeing, to every friend who has been encouraging me to start preparing this work, to all of those who wished me the best of luck, to my dear teacher and adviser who has put up with me for quite a while for the sake of the success of this work.

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Abstract:

Students' perceptions of quality teaching, above all in higher education, play a significant role in enhancing the teaching/learning process, specifically in an age of rapid technological changes. Unfortunately, this topic has not received consideration in Algerian universities. This paper aims, therefore, to investigate the students' perceptions of quality teaching in higher education amidst English language students at Saida University. For this sake, a sample of 15 master two didactics students has been selected randomly. A fourteen-item questionnaire has been administered to those students online. The findings reveal that students consider four elements to be paramount in quality teaching, notably focus on students' needs, classroom management, a good teacher-student relationship, and the availability of several other factors. The study provides suggestions for a satisfying and enjoyable learning journey.

Table of contents:

Dedication	I
Acknowledgment.....	II
Abstract.....	II
Table of contents.....	IV
List of figs	
List of acronyms.....	
List of appendixes.....	
General introduction.....	1
Chapter 1: The teaching/ learning process	
1.1.Introduction.....	5
1.2.The teaching-learning process.....	5
1.2.1. Teaching.....	5
1.2.2. Learning.....	7
1.2.2.1. Behaviourism.....	8
1.2.2.2. Social learning theory.....	8
1.2.2.3. Information processing theory.....	9
1.2.2.4. Socio-cultural theory.....	10
1.3.Conclusion.....	11
Chapter 2: A literature review	

2.1. Introduction.....	12
2.2. Quality teaching.....	12
2.2.1. Students' needs.....	14
2.2.1.1. Needs analysis.....	14
2.2.1.1.1. Target situation analysis.....	14
2.2.1.1.2. Present situation analysis.....	15
2.2.2. Classroom management.....	15
2.2.3. Views of previous scholars concerning the teacher-student relationship.....	16
2.3. Quality in higher education:.....	17
2.4. Previous ideas on students' perception of quality teaching in higher education.....	18
2.5. Conclusion.....	20

Chapter 3: A field investigation

3.1. Introduction.....	21
3.2. Students' questionnaire.....	21
3.2.1. The aim of the questionnaire.....	21
3.2.2. Description of students' questionnaire.....	22
3.2.3. Analysis of students' questionnaire.....	23

3.3. Teachers' questionnaire.....	37
3.3.1. The aim of teachers' questionnaire.....	38
3.3.2. Description of teachers' questionnaire.....	38
3.3.3. Analysis of teachers' questionnaire.....	39
3.4. Interpretation of the results and recommendations.....	42
3.5. Conclusion.....	44
General conclusion.....	45
References.....	47
Appendix A.....	48

List of figs:

Fig.1: Students' age.....	23
Fig.2: Students' experience in teaching.....	24
Figure.3: Categories of people taught by the respondents.....	25
Figure.4: Students' feeling during class.....	26
Figure.5: Students' Perceptions about the relationship with their teachers.....	27
Figure.6: Students' views as to the most important factors in quality teaching...	30
Figure.7: Factors which make good teachers.....	32
Figure.8: Students 'views as to efficient management of classes by teachers.....	33
Figure.9: Individuals/institutions responsible for delivering quality teaching according to students.....	34
Figure.10: Students' views as to the other factors affecting the teaching process?	35
Figure.11: How many teachers believe that assessing student's perceptions of quality teaching is important.....	39
Figure.12: Number of teachers who have assessed their students' perceptions of quality teaching.....	40
Figure.13: Number of teachers agreeing on what the students had to say about quality teaching.....	41

List of Acronyms:

- **Q:** Question.
- **ESP:** English for specific purposes.
- **i.e:** that is.
- **LMD:** License Master Doctorate.
- **PSA:** Present Situation Analysis.
- **TSA:** Target Situation Analysis.

List of appendices:

Students' questionnaire5

General introduction

General introduction:

Students' perceptions of quality teaching in higher education refer to the learners' personal views of how the good teaching-learning experience should be, what virtues a competent teacher should have, and what a comfortable learning atmosphere is.

Delimiting exactly what quality teaching in higher education is might be extremely complicated. However, generally speaking, it requires talent, skills, energy, and ability from the teacher to deliver because it directly deals with the behaviors, capacities, and the perception of learners. It consumes much effort and time which are considered sensitive, important, and critical factors for the teacher's success.

It is of high importance to assess students' perceptions regularly, for it keeps changing from one generation to another. Hence, teachers cannot apply the same ideas on different generations for this would simply create a bad learning atmosphere. Taking cognizance of students' perceptions of quality teaching ensures advancement to a better future, better teaching-learning services, and satisfied learners. To realize that, several aspects should be considered such as learners' preferences, their attitude vis-à-vis their teachers, and their rate of acquisition.

Close inspection of research done in Algerian universities reveals a glaring marginalization of this issue. Likewise, an exploration of the perceptions of students concerning quality teaching in higher education proves quite necessary for the sake of providing better teaching services.

The purpose of this study is to determine how students perceive quality teaching in higher education. The study intends to look, particularly, into:

- 1- the students' definition of quality teaching.

General introduction

- 2- the points which should be changed in the system for a better teaching-learning experience.
- 3- further suggestions for a better experience.

This study addresses the following question:

- 1- What does quality teaching look like through the eyes of second-year Master Didactics students?

As an attempt to answer the preceding question, it is hypothesized that:

- quality teaching is always based on students' needs.
- students see the quality teacher in those who focus on the good teacher-student communication.
- good classroom management skills are the ultimate key to quality teaching.

This work is a descriptive work of research that focuses on the qualitative approach. The population of study concerns second-year master didactics students of the Moulay Taher University of Saida. Respondents have been chosen among students enrolled in the same class and teachers. The sample is made up of 15 students and 4 teachers. A questionnaire for students and another one for teachers have been used in collecting data.

This thesis is divided into three chapters. Chapter one deals with the teaching/learning process as a conceptual framework. It specifically explores the concepts of teaching and learning and sets the criteria that ensure the success of each. The second chapter is devoted to the literature review concerning students' perception of quality teaching where different elements have been highlighted, namely the main definitions, importance, theories, strategies, and goals. The third chapter is concerned with the practical study where a questionnaire destined for students has been used for testing the hypotheses.

The major problem hindering this research work has been the lack of resources

General introduction

exploring the topic. Besides, work under confinement measures related to the coronavirus.

Chapter one

1.1. Introduction :

Any canvassing of students' views as to quality teaching requires a highlighting of the mechanisms of the teaching/ learning process. This chapter develops, therefore, an insight into the teaching-learning process by exploring separately the two operations and elucidating their different virtues.

1.2. The Teaching-learning process:

The teaching-learning process is an operation whereby knowledge is transferred from teachers to students. In this scope, José Manuel, C (2020) stated :

the teaching-learning process is a method in which the knowledge of teachers is transferred to their students. It can be developed through different systems (i.e., one way, in which the teacher is the only speaker; circular, in which teachers and students contribute to the development of the class, etc.).

In other words, teaching can be unidirectional when the lesson is teacher-centered, or reciprocal when both teachers and students are involved actively in the construction of knowledge. To get an ample image of what this means, it is important to examine each concept separately.

1.2.1. Teaching:

According to Smith, M. K (2018), the term teaching is often related to school, and that is what this research paper is concerned with. One way of approaching the question 'What is teaching?' is to see what 'teachers' do. After that, we take out the most important qualities and activities that make them different from others. (p.3)

Chapter one

Smith, M. K (2018) continues to define teaching as “ the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.” (p.11). Here, it is notable that the teaching process focuses , not only on rigidly transmitting information, but also on the psychological needs to achieve the target situation of the lesson.

Smith, M. K (2018) also explains how interventions usually take the form of giving questions, listening, giving information, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note-taking, discussion, assignment writing, simulations and practice) (p.12).

The American Association for the advancement of science (1990) provides a list of a few principles that are deemed necessary for teaching :

- 1- Engaging students actively. Students would never learn if they are not well engaged.
- 2- Insisting on clear expression. Students need clear explanations. It is not easy to clarify everything for everyone, since each is unique and have their level of understanding
- 3- Using a team approach. It is well known for the majority of people that teamwork always works for learning experiences. The students get to know each other and break the ice while obtaining new knowledge.
- 4- Never separating knowing from finding out. It is always more fun to find out that one could find a piece of information on one’s own, considering it an achievement. Hence, it is important to let the students discover information from time to time instead of serving it on a silver plate. This raises the competition level as well.

Chapter one

- 5- Welcoming curiosity as the latter incites students to be more motivated to learn, so the teachers should welcome any level of it.
- 6- Rewarding creativity. Every human being is naturally more motivated and happier when rewarded for their success; that is the same case for students : Teachers reward them for their achievements and they end up wanting to do more.
- 7- Building on success. Never make students feel like they cannot do any better. Always provide an image of them having more potentials than the ones they show.
- 8- Providing experience in using tools as this would make students' learning experience easier. Therefore, the use of technology must be taken advantage of.
- 9- Teaching should take its time. As simple as it looks, the teaching process does not happen in one second. It depends on several factors in which the student's will to learn plays a huge part. Each teaching experience is then going to take a specific period, and that's why teachers should allow it to take its time instead of forcing information.

1.2.2. Learning :

In his book *Essentials of educational psychology*, Ormrod, J. (2009) mentioned five main theories of learning, namely behaviorism, social learning theory, information processing theory, constructivism, and the socio-cultural theory. More details are provided below.

1.2.2.1. Behaviourism :

Behaviorists argue that because thought processes cannot be directly observed and measured, it is difficult to study thinking objectively and scientifically. Instead, they

Chapter one

focus on two things that researchers can observe and measure: people's behaviors (responses) and the environmental events (stimuli, reinforcement) that precede and follow those responses. Learning is viewed as a process of acquiring and modifying associations among stimuli and responses, largely through a learner's direct interactions with the environment.

1.2.2.2. Social learning theory :

Social learning theorists focus on how people learn from observing one another. Environmental stimuli affect behavior, but cognitive processes (e.g., awareness of stimulus-response relationships, expectations about future events) also play a significant role. Oftentimes people learn through modeling: they watch and imitate what others do. Whether people learn and perform effectively is also a function of their self-efficacy, the extent to which they believe they can accomplish a particular task or activity. Although, the environment certainly influences people's behaviors, over time most people begin to engage in self-regulation; that is, they take charge of and direct their actions. In recent years, social learning theory has increasingly considered the role of thought processes in learning, and so it is sometimes called a social cognitive theory.

1.2.2.3. Information processing theory :

While not denying that the environment plays a critical role in learning, information processing theorists investigate what goes on inside learners, focusing on the cognitive processes involved in learning, memory, and performance. From observations of how people execute various tasks and behave in various situations, these theorists draw inferences about how people may perceive, interpret, and

Chapter one

mentally manipulate the information they encounter in the environment. They speculate about what internal mechanisms underlie human cognition (e.g., working memory and long-term memory) and about how people mentally process information (e.g., through elaboration and visual imagery). Initially, some information processing theorists believed that human thinking is similar to how a computer works (hence, they borrowed terms such as encoding, storage, and retrieval from computer lingo), but in recent years most theorists have largely abandoned the computer analogy.

1.2.2.4. Constructivism :

Constructivists, like information processing theorists, concern themselves with internal aspects of learning. They propose that people create (rather than absorb) knowledge from their observations and experiences. They suggest that people combine much of what they learn into integrated bodies of knowledge and beliefs (e.g., these might take the form of schemas and theories) that may or may not be accurate and useful understandings of the world. Some constructivists focus on how individual learners create knowledge through their interactions with the environment; this approach is known as individual constructivism. Others emphasize that by working together, two or more people can often gain better understandings than anyone could gain alone; this approach is called social constructivism.

1.2.2.5. Socio-cultural theory :

Socio-cultural theorists emphasize that the social, cultural, and historical contexts in which children grow up have profound influences on thinking, learning, and effective instructional practice. In social interactions within their communities, young

Chapter one

learners encounter culturally appropriate ways of thinking about and interpreting objects and events. With time and practice, these ways of thinking—which are first used in a social context—are gradually internalized into non-spoken, mental processes that learners use on their own. Because of their varying environments, historical circumstances, and needs, different cultures have developed somewhat different ways of thinking, learning, and teaching.

Side by side with those theories, the American Association for the advancement of science (1990) provides some of the main principles of the learning process :

- 1- Learning is not necessarily an outcome of teaching. They say the best way type of learning is the self-generated one, the one where the student waits for no teacher to show them information. Instead, they work on obtaining knowledge completely on their own.
- 2- What students learn is influenced by their existing ideas. It is known in psychology that the existing ideas in the human mind can highly affect the new information it receives. This is the same thing happening in the students' minds, considering they, themselves, are humans after all.
- 3- People learn to do well only what they practice doing. Practice makes perfect after all. The practice is also one of the main principles of grasping any new information. If you do not use the information you have, you simply will not understand it as perfectly as you should.
- 4- Effective learning by students requires feedback. The latter is an important part of this process. Learning a new concept necessitates a way to assess how far knowledge has been grasped. That is how students can know their progress, and that is why assessments exist.

Chapter one

5- Expectations affect performance. Of course, if students expect to understand a certain lesson, they would subconsciously be motivating themselves on grasping information. If teachers show the fact they expect a good performance from their students, the latter would also be much more motivated on meeting those expectations. On the other hand, if the teachers show that they expect too little, hence belittling the students' potentials, those students would consciously and subconsciously dread the whole learning process, unless they have an intrinsic motivation that keeps them going no matter what.

Although it has been stated that learning is not necessarily a result of teaching, the two processes are often correlated with one another, creating what is called a teaching-learning process. The success of this process depends highly on the teacher's skills and cognizance of the learners' needs and psyche, as well as the learners' engagement and motivation.

1.3. Conclusion :

In conclusion, the teaching-learning process is not only one where knowledge is transferred, but also where the ultimate goal is meeting the learning needs of all students and knowing how to encourage the students on learning independently rather than providing all information on a silver plate, which is quite complicated. Both, the teaching and learning processes have several principles which entail success. Yet, knowing how far students can achieve requires proper assessment. The next chapter provides more ingredients for the teaching-learning process, by probing the literature review on students' perceptions of quality teaching.

Chapter two

2.1.Introduction:

Quality in higher education is defined by several strict standards in which students' perceptions take a huge part. However, before diving into that part of the work, one must first attempt to find definitions for several concepts, including quality teaching as a general concept, quality in higher education itself as defined by previous scholars, and finally students' perceptions of quality teaching in higher education. Hence, the concern of this chapter is to examine the relevant existing literature and further explain key aspects tackled in this research paper.

2.2.Quality teaching:

Teacher quality is the most significant aspect of education which leads to enhancing the student's achievements and guarantees promising learning. Students who have competent teachers learn in ways better than those who have underperforming teachers. The in and out of classroom performance reveals the quality of teaching. Everyone is, indeed, in need of quality teaching. Therefore, it is worth determining exactly what makes one teacher better than another, as well as what specific characteristics help instructors stimulate their learners' acquisition process.

It is extremely complicated to determine and enhance the teaching process if one has not a clear meaning of the concept(Kennedy, 2008: p.59). In several parts of the world, the understanding of quality teaching is still at the beginning of its progress. It no longer has a specific definition, since it has so much knottiness to be dealt with (Fenstermacher and Richardson, 2000: p.1). Finding, thereby, a true definition for quality teaching is quite a challenge (Fenstermacher and Richardson, 2000: p.1; Berliner, 2005: p.206; Blanton, Sindelar, and Correa, 2006). In that vein, one can say that many advanced abilities are needed for teachers to deliver quality teaching to students with diversified needs (Darling-

Chapter two

Hammond, 2010: p.1). For that reason, it is essential to consider some universal points of view to define this concept. Competent teaching is the one in which the content meets the rational standards of the teaching process(Darling-Hammond, 2010). Effectiveness is the most important standard in defining quality teaching. The latter can be observed in the terrain where the process of teaching is taking place or after some time.

Fenstermacher and Richardson (2000) provide a definition for quality teaching by stating the following: ‘‘quality teaching is what you are most likely to obtain when there are willingness and effort on the part of the learner, a supportive social surround, ample opportunity to learn, and good practices employed by the teacher (p.9). Competent effective teaching is the one that provides the target outcomes. Different skills, knowledge, as well as an acceptable level of understanding, are all acquired by students engaged in the classroom. The initial assessments and the marks the students end up getting are the first steps to determine whether or not the teaching is effective. After that, the teachers go on to fix what went wrong and provide better teaching experience for a better learning one.

Berliner (2005) states that quality teaching has two concepts, i.e. good teaching and effective teaching. Good teaching occurs when teaching meets subject standards. On the other hand, effective teaching is about achieving goals in students’ learning. This has to do with what learners are supposed to have acquired in the classroom on a particular subject, focusing on several aspects as students' needs, classroom management, and the teacher-student relationship. These points require ample exploration.

2.2.1.Students’ needs:

The students’ interests refer to the points which they are interested to learn, points which might or might not be lacking in them, yet they love learning more about them anyway. Whereas students’ needs allude to what they need to learn in order to enhance

Chapter two

their academic abilities, that is what they are in need of. They might not want to learn them, yet they need to. They are almost obliged to learn them in order to move to a better level. This is where the true competent teacher's role is revealed. To be cognizant of the students' needs, instructors are required to undergo a needs analysis.

2.2.1.1.Needs analysis:

In order to reach quality teaching, quality courses must be planned. For that to be successfully done, the students' needs must be assessed. This next process is called the Needs Analysis Process (aka needs assessment). Its importance has been acknowledged by many scholars and authors (Allison et al. 1994; Berwick, 1989; Brindley, 1989; Dudley-Evans and St. John, 1998; d Waters, 1987; Finney, 2002; HampLyons, 2001; Iwai et al. 1999; Johns, 1991; Jordan, 1997; Munby, 1978; Richterich and Chancerel, 1987; Robinson, 1991; Seedhouse, 1995; Tarone and Yule, 1989 and West, 1994)

Iwai et al. (1999) defined the term needs analysis as the activities that are involved in collecting data that will serve as the basis for developing a curriculum that will meet the needs of a specific group of students. Needs analysis is pretty essential in any ESP course. According to Johns (1991), needs analysis is the first step in course design and it gives validity and relevancy for all course design activities. Yet its success posits on two elements: target situation analysis, and present situation analysis.

2.2.1.1.1.Target situation analysis:

Target Situation Analysis (TSA) was first established in the mid-1970s (West, 1998). It was first used by Chambers in his 1980 article in which he tried to clarify the confusion of terminology. In an earlier age, needs analysis focused mainly on linguistic analysis. According to Dudley-Evans and St. John (1998), needs were seen as discrete language items of grammar and vocabulary. With the publication of Munby's *Communicative*

Chapter two

Syllabus Design (1978), needs analysis moved to place the learners' purposes in the center position within the framework of needs analysis. As a result, the notion of target needs became paramount and research proved that function and situation were also fundamental.

2.2.1.1.2. Present Situation Analysis:

According to Dudley-Evans and St. John (1998: 125), a present situation analysis (PSA) pinpoints the strengths and weaknesses in language, skills, and learning experiences. If the destination point to which the students need to get is to be established, then the starting point must be determined, and this is made possible with the use of PSA. Present situation analysis can be considered as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If the target situation analysis attempts to determine what the learners are expected to have learned by the end of the course, present situation analysis attempts to determine what they like at the very beginning.

2.2.2. Classroom management:

Classroom management is a term that describes the process of teaching in a disciplined manner which helps students to learn and obtain knowledge concerning certain topics in a proper environment. Most specifically, it refers to the methods, skills, and procedures which are used by teachers to keep a classroom environment that leads to student's learning success. It involves also the organization of students, space, time, and materials. According to Scriver (2012. P. 3), teachers have to learn new techniques, or perhaps relearn familiar ones in order to help create the most engaging and useful learning atmosphere.

2.2.3. Teacher-student relationship:

Improving students' relationships with teachers helps to provide essential support for learning. A positive relationship can also help a student develop socially. For that reason, it

Chapter two

is essential to have a look at what has previously been stated concerning this concept , and how it should be. A clear illustration of that is provided by Rimm-Kaufman, S. (2010):

A student choosing to share the news that he got a part in a community plays with his teacher because he knows that his teacher will show genuine interest in his success, a fourth-grade boy struggling in math shows comfort in admitting to his teacher that he needs help with multiplying and dividing fractions even if most of the students in the class have moved beyond this work, a middle school girl experiencing bullying from other students and approaching her social studies teacher to discuss it because she trusts that the teacher will listen and help without making her feel socially inept. These are some concrete examples of closeness between a teacher and a student (p.10).

Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school as they contribute to their social skills, promote academic performance and foster their resiliency in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Curby, Rimm-Kaufman, & Ponitz, 2009; Ewing & Taylor, 2009; Hamre & Pianta, 2001; Rudasill, Reio, Stipanovic, & Taylor, 2010).

2.3. Quality in higher education:

Quality in higher education encompasses four types: purposeful, exceptional, transformative, and accountable. The first type is defined as institutional products and services which conform to a stated mission/vision or a set of specifications, requirements, or standards, including those defined by accrediting and/or regulatory bodies (Cheng &

Chapter two

Tam, 1997; Commonwealth of Learning, 2009; Green, 1994; Harvey & Green, 1993; Harvey & Knight, 1996; Peterson, 1999). The second type is defined as institutional products and services which achieve distinction and exclusivity through the fulfillment of high standards (Bogue, 1998; Cheng & Tam, 1997; Green, 1994; Harvey & Green, 1993; Harvey & Knight, 1996; Peterson, 1999). The third type is defined as institutional products and services which affect positive change in students' learning (affective, cognitive, and psychomotor domains), as well as personal and professional potential (Biggs, 2001; Bobby, 2014; Bogue, 1998; Green, 1994; Harvey & Green, 1993; Harvey & Knight, 1996; Haworth & Conrad, 1997; Pond, 2002; Quality Assurance Agency for Higher Education, 2012; Srikanthan & Dalrymple, 2002, 2004, 2005, 2007). The fourth type is defined as institutions that are accountable to stakeholders for the optimal use of resources and the delivery of accurate educational products and services with zero defects (American Society for Quality, n.d.; Cheng & Tam, 1997; Green, 1994; Harvey, 2005; Harvey & Green, 1993; Harvey & Knight, 1996; Nicholson, 2011)

Now that quality in higher education has been clarified, it is interesting to veer to the quality of teaching in higher education. According to Fabrice Henard and Soleine Leprince-Ringuet (2008), the literature insists on two concepts: good teachers and excellent teachers. "Good teachers" have empathy for students, they are generally experienced teachers, and most importantly, they are organized and expressive. "Excellent teachers" are those who have passions: the passion for learning, for their field, for teaching and their students. But research also demonstrates that "good teaching" depends on what is being taught and on other situational factors. Chalmers (2007) reports here: "Perhaps the most important assessment indicator as an institutional level outcome measure is the value of graduates". One of the main purposes of a higher education institution is preparing students for the workforce, so measuring the value of graduates is only logical in order to

Chapter two

assess the quality of the teaching received. Graduates who are efficient in the working place are often those who have benefited from teachers for whom quality teaching was a priority. However, Knight and Yorke (2004) warn against the use of some employment statistics. They argue that agencies are wrong to believe that they can measure employability by looking at employment rates six months after graduation. Indeed, employment rates do not distinguish between the different types of jobs that the recent graduates hold.

2.4. Students' perceptions of quality teaching in higher education:

Various studies conducted throughout the world have examined students' satisfaction. Some studies (Allam & Siraj, 2013; Allam, 2017; Butt & Rehman, 2010; Allam & Harish, 2010; Al Kahtani & Allam, 2013; Allam, 2013; Al Kahtani & Allam, 2014) stated that satisfaction enhanced the quality of their work performance.

Athiyaman (1997) built a link between consumer satisfaction and perceived service quality based on a scenario specific to higher education. Joseph and Joseph (1997) examined the New Zealand business students' perceptions of service quality in education, Hill (1995) discussed different methods for managing service quality in higher education and explored the role of the students as primary consumers. Oldfield and Baron (2000) investigated university students' perceptions of service quality in a UK school of business and management faculty. They reported that perceptions of service quality elements could change significantly over time, with "acceptable elements" having increasing importance, which increases the importance of assessing students' perception in every generation.

Butt and Rehman (2010) conducted a study to shed light on the satisfaction level of students in higher education in Pakistan. They found that teachers' expertise was the largest factor influencing the students' satisfaction, and they suggested that high-ranking

Chapter two

officials within the government must pay attention to this issue in order to satisfy the students and maintain the quality of its higher education system.

Rahman (2013) performed an investigation on some students at a private school in Bangladesh to investigate the relationship between students' perceptions and the quality of their education. The study considered 10 items for measuring the quality including responsiveness, reliability, competence, courtesy, tangibility, empathy, costs, security, goodwill, and image. He found that students' perceptions of quality created a positive image of the university. The results of his study showed exactly how students' perceptions can help take a university to a better level if assessed properly and taken into consideration. Once their opinions were taken, it was easier for the university to provide better services for them; it was that simple: know what students want and need so as to know what and how to give.

Allam and Ahmad (2013) investigated various stakeholders' perspectives to get an insight into their perceptions of quality in higher education. Their findings disclosed that stakeholders' responses on quality in higher education were different, and the researchers found institutional factors and teaching and learning experiences as the most important factors contributing to quality in higher education.

According to Akareem and Hossain (2016), parents' age, scholarship status, students' age, the university where they studied and their extracurricular activities all could substantially influence the quality of their higher education. Finally, Sulphery and Allam (2017) presented a model designed to learn more about the efficacy of mentoring students in a business program in the Kingdom of Saudi Arabia and found that the mentoring model could contribute significantly to academic outcomes.

2.5. Conclusion:

Chapter two

To conclude this chapter, it is safe to say that students' perception has received quite a convenient amount of attention, yet that amount will never be enough to be considered as a non-changing value. Each generation has different views on what quality of teaching in higher education actually is.

As the times change, so do the mindsets and the interests of students. What may have applied to the last generation might not apply to the next one. Therefore, it is of high importance to keep tracking that change for a constantly enhanced teaching-learning experience. In addition to that, teachers who put the quality of their teaching at the top of their priorities tend to provide society with the best students; students' satisfaction equals teaching success. The following chapter secures a specific illustration of students' stands as to quality teaching, notably master 2 didactics students within the English department at Saida university.

Chapter three

3.1. Introduction:

The purpose of this research is to investigate the perception of students concerning quality teaching in higher education. A questionnaire destined to students has been used as a chief instrument to gather and analyze data given the significance of their views for the testing of the hypothesis. This chapter includes the aim of the questionnaire, the description of the questionnaire, data analysis, and the discussion of the results.

3.2. Students' questionnaire:

For this research paper, a questionnaire was chosen as a data collection method. It consisted of 14 open and closed questions. The questionnaire was chosen for several reasons: the simplicity of the data collection process, the lack of real-life interaction with the sample of the research, the fact it provides enough time for the respondents to think about the questions and the answers, and, most importantly, the advantage of securing more accurate responses. It was easier to send the questionnaire to the respondents online due to the current situation (COVID 19).

3.2.1. The Aim of the questionnaire:

This questionnaire was sent to 15 second-year master didactics students from the Moulay Tahar university of Saida. The sample was chosen on the ground that each of the respondents was well educated and involved in the topic, and hence able to provide a useful insight into it. It was designed purely in English in order to obtain quality results considering the target population is studying the didactics of the language. The students answered open-ended questions. Whereas the rest of the questions, students were supposed to tick up the appropriate answer.

Chapter three

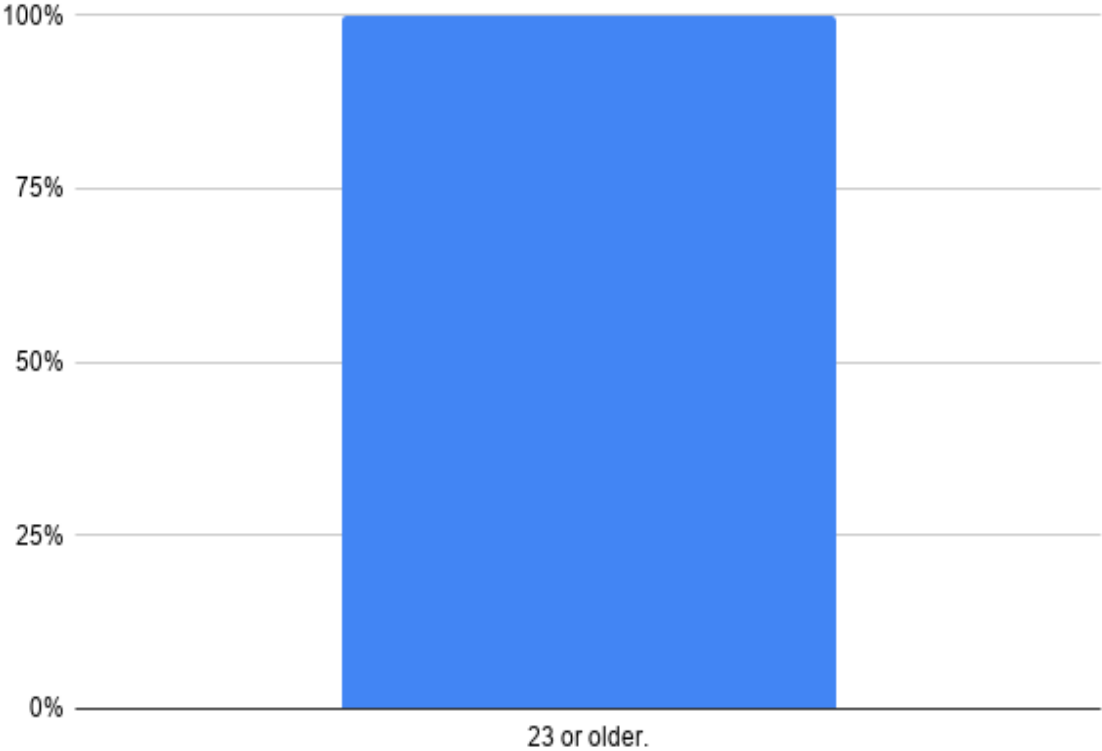
3.2.2. Description of students' questionnaire:

This students' questionnaire consists of 14 questions; it is divided into two sections. Section one is dedicated to collecting information concerning the background of the respondents, including personal information and experience in teaching, as well as their relationship with the teachers. It contains 5 questions. Section two comprises 9 multiple and open questions about students' perceptions towards quality teaching: questions about what they consider to be quality teaching, the factors that impact that according to them, on whom falls the responsibility of delivering quality teaching, the difference between quality teaching in higher education and quality teaching in high school, and so on... As well as what the students have to say as students and what they suggest as future teachers.

3.2.3. Analysis of students' questionnaire:

Section one: Background information

Q1. What is your age?



Chapter three

□ **Fig .1: Students’ age**

As Fig.1 shows, none of the respondents were under the age of 23.

Q2. Do you have any experience in teaching?

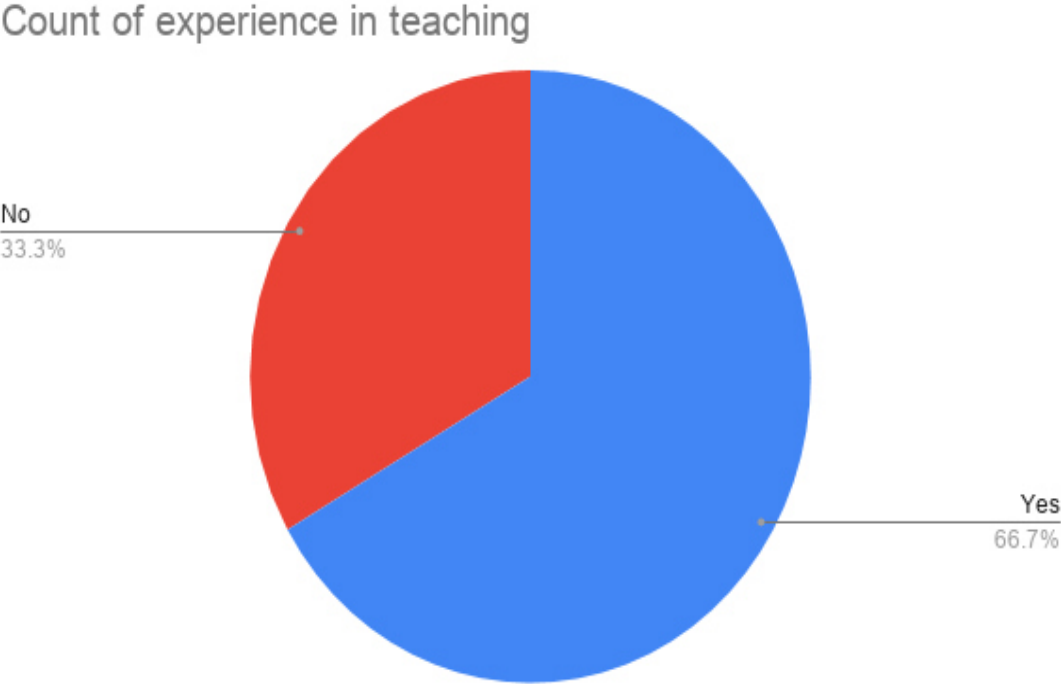


Fig .2: Students’ experience in teaching

From Fig.2, we notice that 66.7% of the sample population has some experience in teaching; hence the majority is able to see the matter from both sides; as a student and a teacher. Meanwhile,33.3% have no clear experience in teaching which means they could speak purely as students.

Chapter three

Q3. If yes, what category of age have you taught?

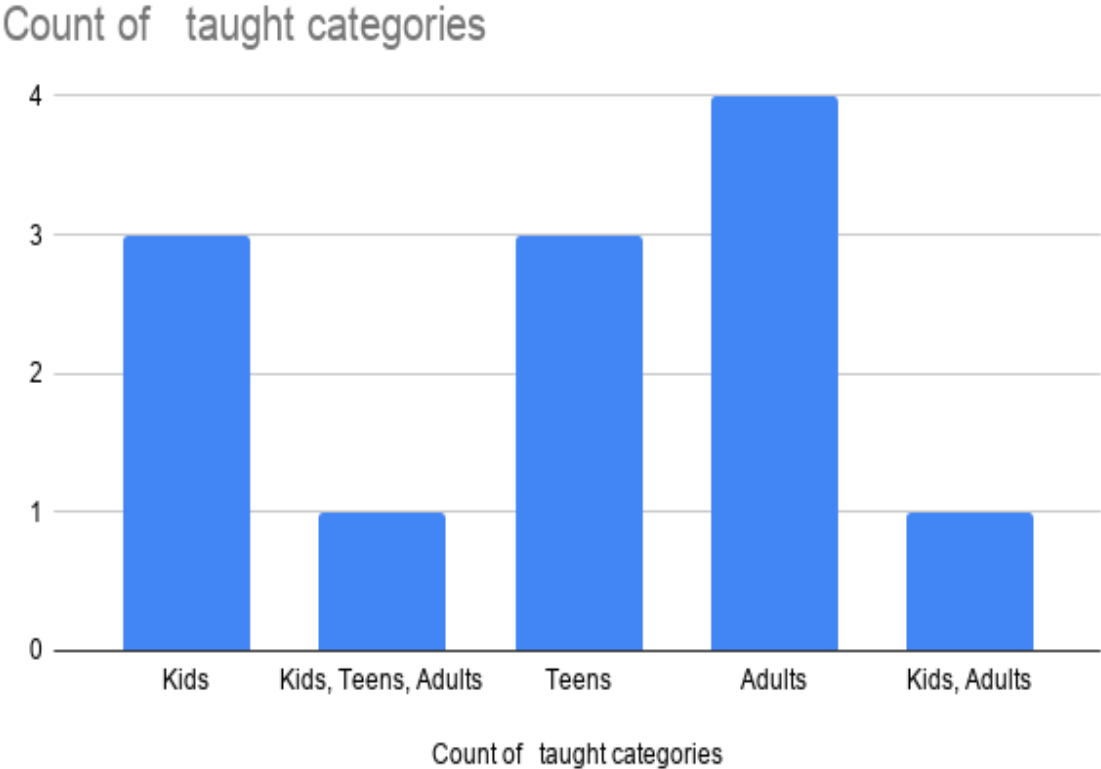


Fig .3: The Categories of people taught by the students of the sample

According to Fig.3, 4 individuals stated they had experience in teaching adults, while 3 of them taught kids, and 3 others taught teens. The last 2 people answered by saying they had experience in teaching either 2 or three categories, meaning they could see what teaching is like in every category.

Chapter three

Q4. How do you usually feel during class?

Count of feeling during class?

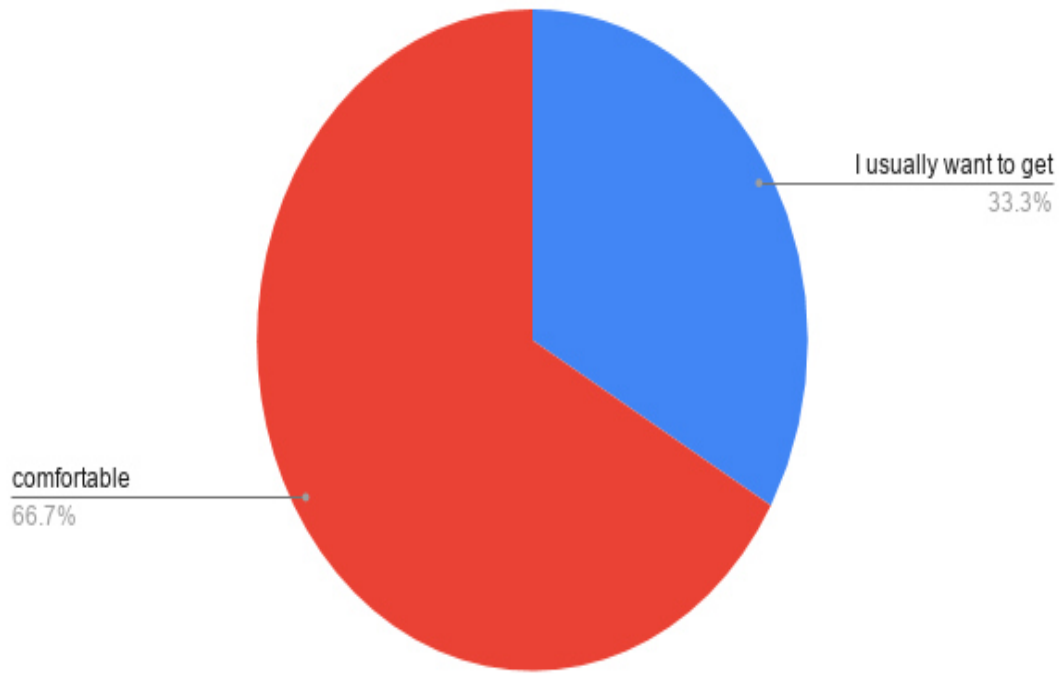


Fig .4: Students' feeling during class

As Fig.4 shows, it is evident that the majority, represented by 66.7% of the respondents are usually comfortable during classes which allows them to have a clear image on the quality of the teaching provided, while the remaining 33.3% would rather not like be in class in the first place, and that provides a variety of opinions about the level of satisfaction for the students.

Chapter three

Q5. How is your relationship with your teachers?

Count of relationship with teachers

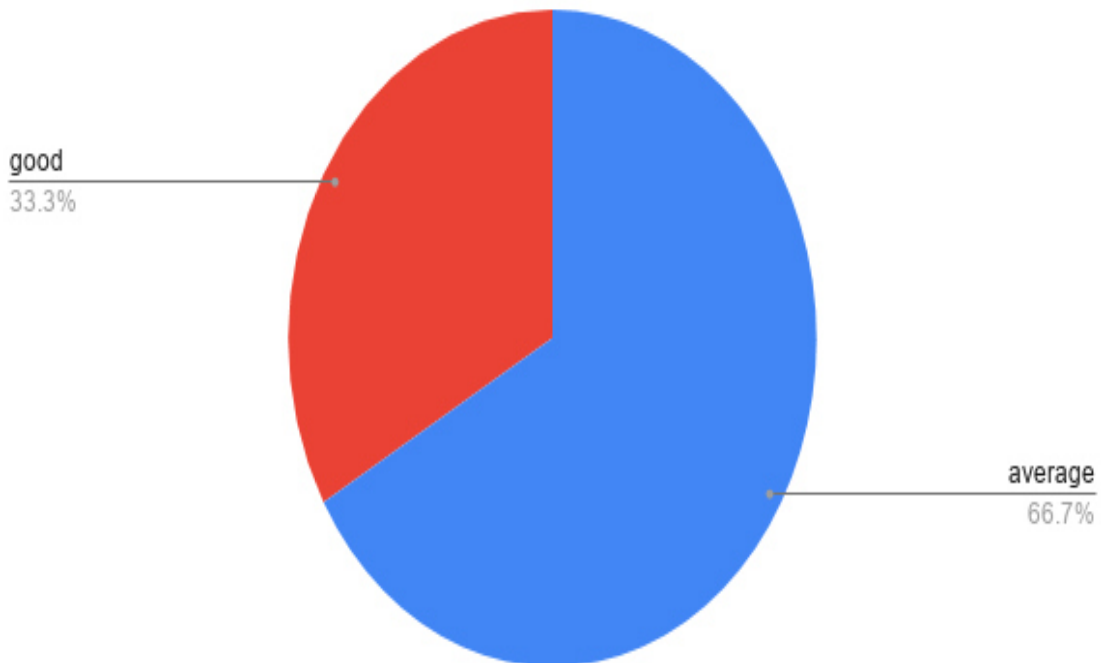


Fig .5: Students' Perception of the relationship with their teachers

Fig.5 shows that the majority of the respondents have an average relationship with their teachers, while the remaining 33.3% have a pretty good one. This certainly would have its impact on their views, particularly with regard to a good teacher-student entente.

Section Two: Students' perceptions of quality teaching

Q6. How would you personally define quality teaching?

When defining the concept of quality teaching, one of the respondents simply stated that there were no proper standards in Algeria which would help define quality teaching.

Another individual asserted that quality teaching was not entirely about transmitting academic knowledge, but more about values of ethics, insisting on the fact it was an

Chapter three

extremely challenging process that required a full sense of serious responsibility.

A different respondent stated that quality teaching referred to the one that didn't depend on a regular educational system, that it complied with the curriculum, and yet made it more creative. He added that in this way each instructor could transmit certain content differently, that there was no need for being so cliché and using the same boring way each time, specifically as the actual generation is more expressive than any other previous one. He concluded that by being more creative and unique in one's teaching, one would inspire students to learn better.

The next respondent insisted that quality teaching was more related to chemistry and charisma, emphasizing the fact that teachers had to cater for a good balance in their attitude with their learners by dealing with every student individually given their differences.

Another respondent provided a remarkable addition in which he stated that it was important to distinguish teacher quality from teaching quality. He argued that states and local districts played an important role in promoting teaching quality and that if schools were not well organized and supportive, it was possible that even good teachers could not be successful. He further precised that teaching depended on many factors, including the level of instructional resources available, staffing levels, continuing professional development, and support from administrators and parents, also the morals of the teacher. He also reckoned that teaching was a pedagogical system of teaching that consisted of diversified strategies and activities that promoted students' learning, and created a more convenient and effective studying atmosphere in general, requiring honesty, respect, and love.

The next respondent stated that quality teaching depended on the way teachers controlled their classes and how they motivated their students to interact during the class.

Chapter three

The next one stated the following: It is a question that has no clear answer since there are so many "moving parts" to education. Of course, a motivated learner is crucial and there's nothing better than seeing happy faces eager to learn at the beginning of every class. However, the happy faces sometimes fade away way too fast if the "teacher" takes out their class notes and keeps dictating, or uses technology as a mere luxury rather than a means of teaching. In my opinion, the quality of higher education is determined by the teacher's willingness to engage and interact with his or her students, capturing their attention and not only learning new knowledge but on accepting new knowledge.

Another response said that the entire ranking system is some type of game. A few programs are invested in teaching while others are stuck between teaching and research. All of the factors mentioned before were stated to be important in the quality of education. When it comes to good teachers, well-known ones may not be good ones, they are probably known for their research rather than their in-class competence.

A different student went on to say that what you put into it is what makes a good education. The next student stated that education is a symbiotic process, mentioning a quote said by an unknown source which stated: "When the student is ready, the teacher appears". This means that for education to work, the student has to be receptive.

A different response showed that quality education worked on freeing the student from the need of a teacher. The last respondents who answered this question defined quality education as that which was useful, comparing two types of individuals: those who succeeded at learning a language in just a few months on their own, and those who spent a lot of money on learning it, with absolutely no good results. They ended their response by stating that most of

Chapter three

the learning process is self-functioning, while the task of the teacher remains that of guidance and making the process more effective.

Q7. Which of the following do you consider to be the most important for a good teaching process?

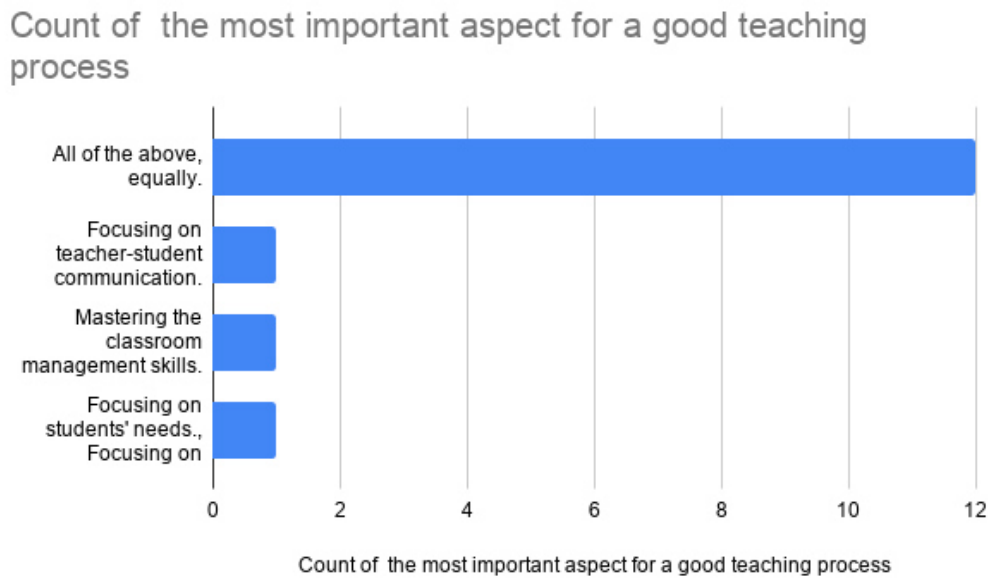


Fig.6: Students' views as to the most important factors in quality teaching

According to Fig.6, 12 individuals believe that all of the factors mentioned above are equally important for a good teaching process, including the focus on students' needs, good classroom management skills, and enhancing the teacher-student relationship. As for the 3 remaining individuals, each of them believes that one of the factors is the most prominent.

Q.8 Please elaborate on your previous answer, why do you believe it is the best choice?

One of the respondents stated that each of the previously mentioned factors was very significant for teaching. The students needed to show the teacher what they desired to learn in order to improve certain points while acquiring at the same time the teaching

Chapter three

items scheduled by the teacher. This evidently required good teacher-student communication. Other students dwelt on the same point: if one isn't focusing on his students' learning hindrances, then there is no need for his/her being in the first place. Besides, disregarding good communication between the teacher and the students would simply instill a great gap which would forbid learners from expressing themselves entirely, losing, thus, the sight of their needs. Other arguments pointed to the fact that if a teacher could not manage the class properly, he/she won't be able to capture the attention of his learners, rendering the transmission of ideas an extremely difficult task. Hence, all of the three factors must be there to achieve a good learning environment and quality teaching. They went on to add that listening is more important than transmitting information at times.

Another view pointed to the fact that students had to be productive and responsive to all that was done in the classroom so that the teacher could be able to assess them properly, and all of these necessitated classroom management skills for a well-balanced course. The argument runs that a teacher had different roles in the classroom at the same time and that those roles were interdependent. Good teaching couldn't, consequently, occur in the absence of one of these.

All in all, the respondents seem to agree on the significance of the three elements together in the provision of an efficient teaching/learning experience as each element completes the other. The teacher has to master the classroom management skills, just to make sure the lectures do go as smoothly as possible. That would, of course, add to the classroom's harmony for learning among the teacher and students all together. But also, for teaching to be performed adequately, the teacher has to skillfully manage the type of

Chapter three

communication with his learners.

Q9. Which factors make good teachers?

H Which factors make good teachers?

12 responses

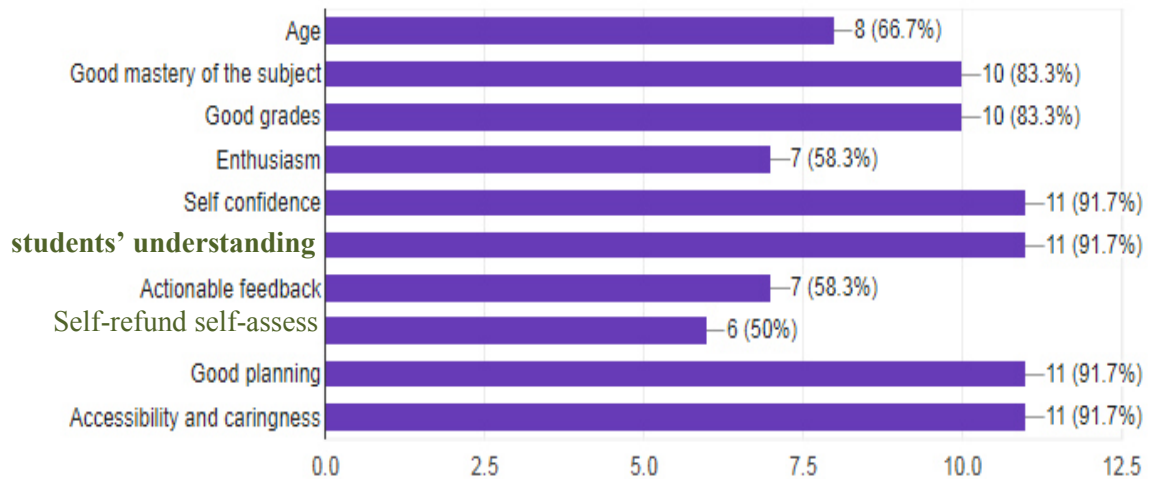


Fig.7: Factors that make good teachers.

According to fig.9, the majority of the respondents (11 individuals) believe that the most important factors that make a good teacher include self-confidence, checking students' understanding, good planning, accessibility, and caringness. Good mastery of the subject and good grades were chosen by 10 respondents. Age was chosen by 8 individuals. Enthusiasm and actionable feedback were chosen by 7. Last but not least, self-reflection and self-assessment were chosen by 6 people.

At this point, the factors can be organized from the most to the least important according to the students as follows:

- Self-confidence, checking students' understanding , good planning and accessibility,

Chapter three

and caringness.

- Good mastery of the subject and good grades.
- Age.
- Enthusiasm and actionable feedback.
- Self-reflection and self-assessment.

Q10. How should good teachers manage their classes efficiently?

How should good teachers manage their classes efficiently?

12 responses

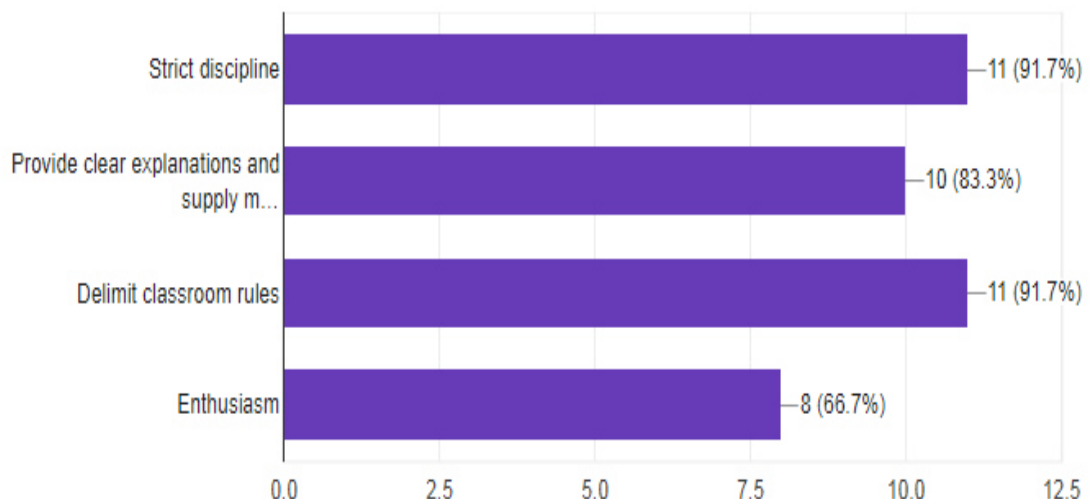


Fig.8: Students' views as to efficient management of classes by teachers

Based on fig.10, 91% of those who responded to this question chose strict discipline and delimiting class rules as the most prominent ways for managing classes efficiently. 83.3% chose providing clear explanations and supplying models, while 66.7% selected enthusiasm.

Q11. Do you believe that the teacher is the only one responsible for delivering quality teaching?

Chapter three

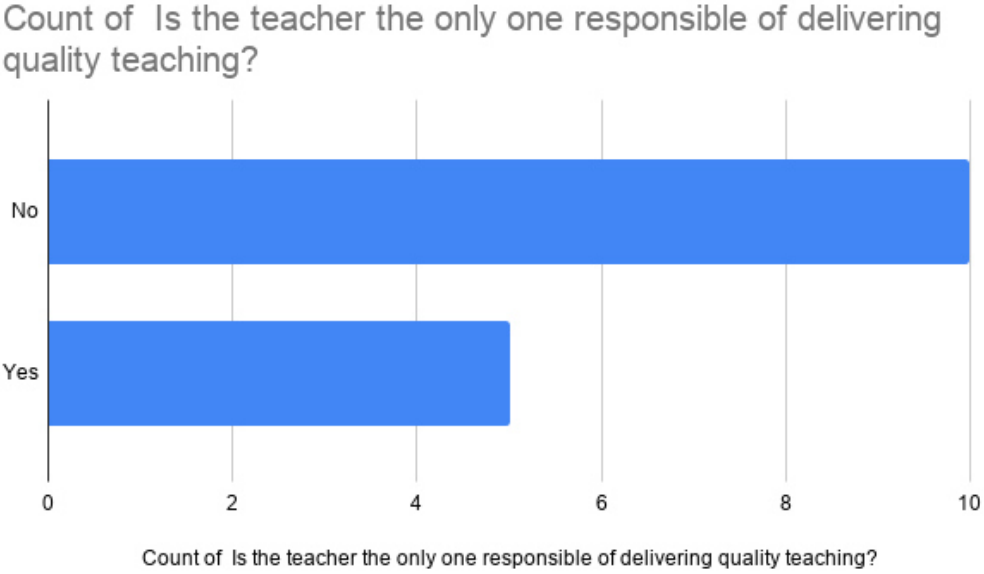


Fig.9: Individuals/institutions responsible for delivering quality teaching according to students.

Fig.7 makes it clear that 10 of the respondents believe that the teacher is far from being the only one responsible for delivering quality teaching, while the remaining 5 students do believe it is entirely the teacher’s responsibility to deliver information properly to the students.

Q12. Do you believe that there are other factors that might affect the teaching process? If yes, please mention them and provide a few lines explaining their impact on it.

Chapter three

Do you believe that there are other factors which might affect the teaching process?

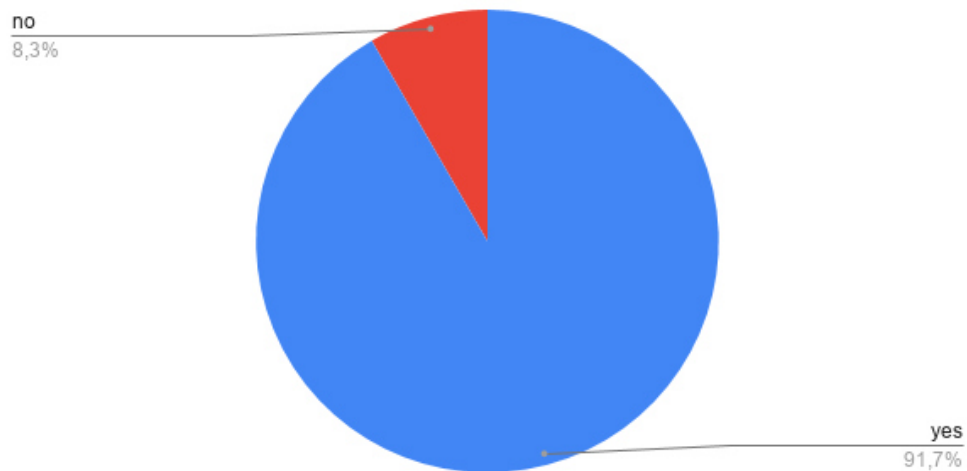


Fig.10: Students' views as to the other factors affecting the teaching process?

According to fig 8, 91.7% of the respondents agreed to the notion stating there are indeed other factors affecting the teaching process. On the other hand, only 8,3 of the sample believed otherwise.

With regard to that question, the answers of the respondents put to the fore the following points: some students believe that the environment at home is one factor that might help the learning process either positively or negatively. Others point to the importance of the availability of materials at school; the teacher needs materials when teaching such as books, projectors, computers, and even internet connection as they help the teacher design very interesting courses, and evade boredom represented by the dry monotonous classes. Other students highlighted another factor. They believed that though the teacher was technically the one who was doing the teaching, it was also just as true that many of the administrative and behavioral standards could define how badly or appropriately the teaching process went on. The teachers had to do their best to help their learners acquire the lessons easily, but the students were equally obliged to play their part in keeping the

Chapter three

classroom's general order and the practicality of their communication with the teacher. The administration, on the other hand, had to make sure that all was in order by attending to the students' daily inquiries and most importantly, providing the teacher with a smooth working environment so that all could enjoy the teaching/learning process in the best of circumstances.

One student insisted on the mental health of teachers which would enable the instructors to cope with their students smoothly. In this case, a psychological test was required to prove that teachers were mentally stable.

Q13. As a student, do you have any message for the current teaching system? If yes, then please go ahead and write it down.

The following are what the respondents had to say :

-“Don't try to make everyone in the same box of education; each has his way and skills to do things.”

-“Don't restrict teachers with textbooks as they can be creative in providing content and using materials. Help with providing appropriate conditions in schools”.

-“Focus on practice rather than theory, and design a curriculum that is consistent during the 5 years to avoid repetition or total absence of some knowledge”.

-“What we are seeing today of low-level is a mutual mistake. Both of the teaching system and the students are to blame. Yet what falls on the system is more important; it is the starting point. If they just work on creating a bit of individualism with its right meaning, we'll get there...Partly...slowly but we will”.

-“We have an intermediate level of teaching without forgetting how lazy the student has become. So I suggest a radical change in the teaching system but step by step”.

Chapter three

-“I see that 10% of all teachers actually love what they are doing. They are trying to do their best in order to get students to achieve things; while the other 90% give up as soon as they get the job and I think that they care about their payment and not about the students”

-“Leave out 'quantity' and actually focus more on 'quality' which is primarily the objective of this entire whole thing”.

-“The only thing that must be taken into consideration is the students' mental health, teachers need to start addressing more effort and care toward learners, especially those with mental disabilities”.

-“As a student at a university level. I am looking forward to changing the LMD system radically.”

To summarize the previously mentioned answers, one can say that focusing on each student individually, providing more freedom to teachers when it comes to the way they would teach the content, focusing on practice rather than theory, and paying heed to responsibility from both parts: the teacher and the student constitute the basic points students value for a successful teaching process. The respondents collectively believe that all of these points should be reconsidered by the system. In addition to that, students insist that teachers should love their job, focus on quality rather than quantity, as well as students' mental health; hopefully, changing the whole LMD system step by step.

Q14. As a possible teacher, what are the changes you would want to have concerning the teaching environment for you to deliver quality teaching?

The students' answers were as follows:

-“Provide content through ICTs availability, specifically media devices”.

-“Link the content provided at the classroom with real-life activities”.

Chapter three

-“Give students the chance to choose their topics of interest”.

-“Engage students in classroom activities more often. Keep the classroom environment competitive to discover students’ potentials”.

-“provide decent classrooms”.

“Make a connection between theory and practice which is actually something we never had”.

-“A teacher must study or know psychology in order to know how to act with his students.

-“The overcrowded classrooms are the main issue that both teachers and students suffer from, and this should be taken into consideration as soon as possible, as well as the lack of teaching materials which goes without saying”.

So, in order to summarize these points, it could be said that the respondents emphasized the importance of ICT, the relevance of the class activities in real life, involving students more often, connecting theory to practice, and studying psychology, as well as providing larger/more classrooms.

3.3. Teachers’ questionnaire:

For this research paper, a teachers’ questionnaire was chosen as a data collection method. It consisted of 4 open and closed questions. The questionnaire was chosen for several reasons: the simplicity of the data collection process, the lack of real-life interaction with the sample of the research, the fact it provides enough time for the respondents to think about the questions and the answers, and, most importantly, the advantage of securing more accurate responses. It was easier to send the questionnaire to the respondents online due to the current situation (COVID 19).

Chapter three

3.3.1. The aim of teachers' questionnaire:

This questionnaire was sent to 4 second-year master didactics teachers from the Moulay Tahar university of Saida. The sample was chosen on the ground that each of the respondents was well experienced and involved in the topic, and hence able to provide a useful insight into it. It was designed purely in English in order to obtain quality results considering the target population is teaching the didactics of the language. The teachers answered one open-ended question. Whereas the rest of the questions, teachers were supposed to tick up the appropriate answer.

3.3.2. Description of teachers' questionnaire:

This teachers' questionnaire consists of one section including a set of 4 questions. The first two questions were concerned with the teachers' views as to whether or not they support assessing students' perceptions of quality teaching in higher education. The third question showed results of the students' questionnaire and asked whether or not the teachers agreed on them. The last question gave the teachers a space to add their own notes to the data the students have provided.

Chapter three

3.3.3. Analysis of teachers' questionnaire:

Q1. Do you believe that assessing students' perceptions is an important process for a better teaching-learning experience ?

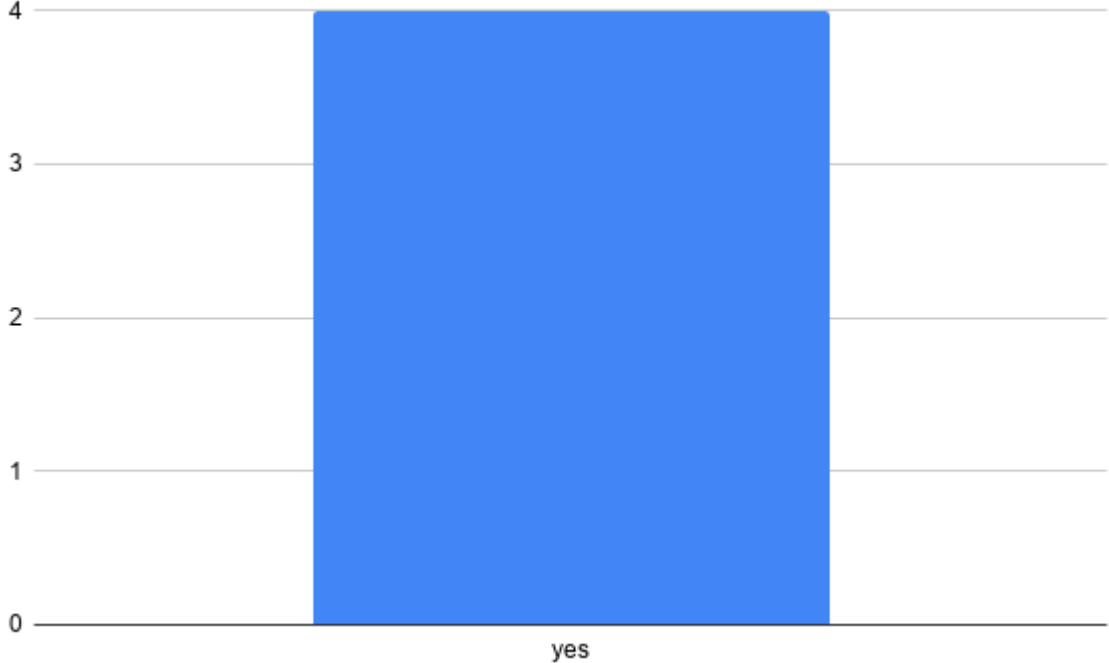


Fig.11: How many teachers believe that assessing student's perceptions of quality teaching is important.

Figure 11 shows that all of the teachers responding to the questionnaire agreed on the importance of assessing students' perceptions of quality teaching.

Chapter three

Q2. Have you tried assessing your student’s perceptions of quality teaching before ?

Count of how many teachers have assessed their student’s perceptions of quality teaching.

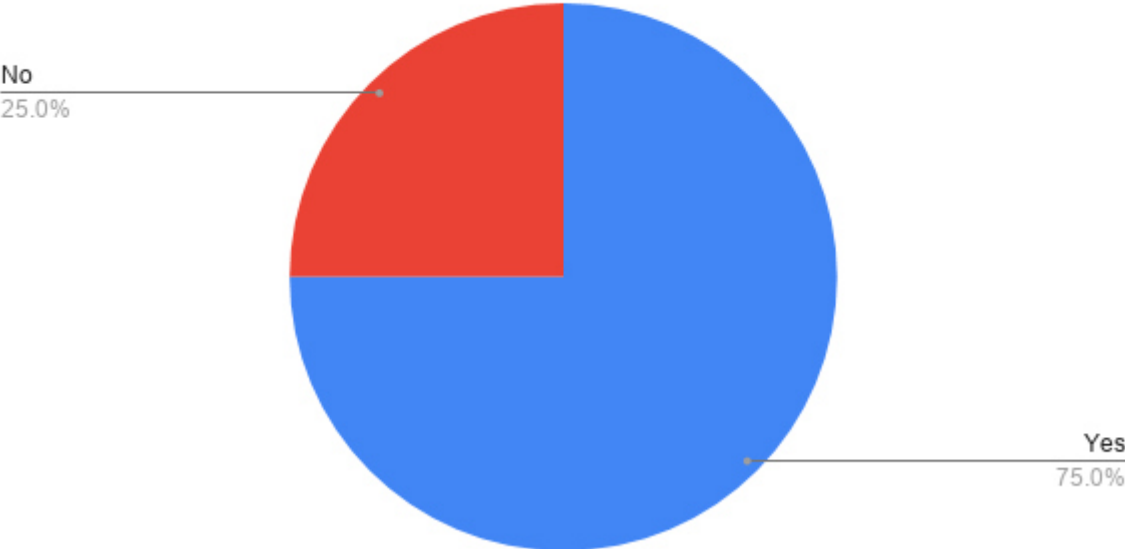


Fig.12: Number of teachers who have assessed their students’ perceptions of quality teaching.

Figure 12 illustrates how only 1 out of 4 teachers has not tried assessing their students’ perception of quality teaching.

Chapter three

Q3. After assessing 15 students' perceptions of quality teaching in higher education, the next few points were agreed on by the majority of the respondents. Do you agree on these results?

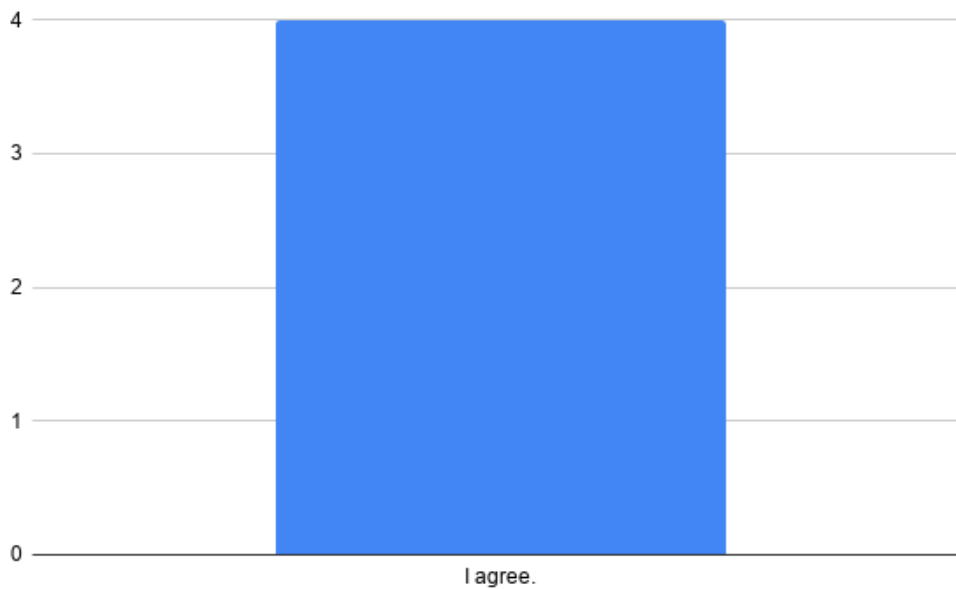


Fig.13: Number of teachers agreeing on what the students had to say about quality teaching.

According to figure 13, the 4 responding teachers all agree on everything that had been concluded from the student's questionnaire assessing their perceptions of quality teaching.

Q4. If you have any more notes to add to what has been previously concluded, please go ahead and tell us about them.

Two Teachers have emphasized the importance of keeping the focus on what students have to say when assessing students' perceptions of quality teaching, explaining how it is not about what the teachers believe at that point but the

Chapter three

students. One teacher added that the system normally focuses on what teaching should be through the eyes of those who are teaching, not those who are receiving the education. The last teacher chose not to add anything more to what had already been concluded.

3.4. Interpretation of the results and recommendations:

The analysis of students' questionnaire provides clear data about the exact perceptions of second-year master didactics students at the University of Moulay Taher, Saida. The nature of their specialty enables them to be more cognizant of the requirements of a good teaching/learning process.

The background information questions revealed that all the respondents were over the age of 23, an age which entitles them to be responsible. This virtue is reinforced by their experience in teaching which enriches their views as to quality teaching since they have to combine their outlooks both as students and teachers. The fact that the majority of them had an average relationship with teachers qualifies them to comment on the point of the teacher-student relationship on a sound basis. Besides, the feelings of comfort in class of the majority, and uneasiness of the others affect the students' views as to the importance of a smooth class environment and a caring teacher.

Section two tried to elucidate students' perceptions of quality teaching. The answers provided were, indeed, rich denoting the students' deep awareness about the pre-requisites of a good teaching/learning process. Most of the respondents spoke about teaching as being a pedagogical process that highly depended on creativity. They emphasized the need for the

Chapter three

competence of teachers concerning the way they handle information and deal with students. In this vein, the majority agreed that students' needs, class management skills, and teacher-student relationship were highly significant for a good teaching process. They argued that a teacher had to enquire about the needs of learners because ignoring this point would simply hamper the acquisition process. Learners exhibit different learning styles; therefore knowing the impediments of the learning process would glaringly stimulate students' comprehension. As to class management, it is a condition for the success of a class. Teachers ought, thereby, to design good learning environments where adequate behaviors are built, where time is leveraged properly, and where the instructions alongside the objectives are conspicuously explained. Concerning the third element, that is the good entente between teachers and students, it impresses deeply learners as they start developing interest in the course and develop their self-confidence. Yet, despite emphasizing those three skills, the majority of the students found that the teacher was not the sole person responsible for delivering quality teaching, emphasizing the fact that other factors were equally prominent such as the administration which helps largely in the success of teaching and learning. Administrators had a great role to play by providing adequate material, convenient small-size classes, and rigid rules for both students and teachers. Some students also proposed the home environment as a momentous factor in affecting teachers' job.

This section also explored the respondents' recommendations along two angles: students and future teachers. As students, the informants focused on the necessity of practice rather than theory, the importance of not abiding with textbooks to leave room for creativity. This would, then, enable teachers to design complete curricula for all the five years study; while others insisted on taking care of the student's mental health. This implied necessarily a

Chapter three

training of teachers in psychology as it would enormously assist them in dealing with the different categories of students, and would, consequently, instill a good teacher-student relationship. When it comes to the weaknesses of the teaching-learning process, respondents tended to agree that both the system and the students were at fault for not handling things properly. Another view held that the educational policymakers had to cater more for quality than quantity, and reform the LMD system gradually.

Analysing the teachers' questionnaire showed a clear agreement from the part of the teachers concerning what the students had to say about quality teaching. It also showed that the teachers would like to shed more light on what the students want, rather than deciding it on their behalf.

Exploring the students' and the teachers' recommendations as future teachers revealed the following points:

- Keeping the education process focused on the learner.
- Students' satisfaction should be taken more into consideration.
- Linking the content provided at the classroom with real-life activities
- Stop restricting teachers and limiting their creativity by making them follow strict rules
- The implementation of ICT in teaching for the sake of keeping up with the modern ways of teaching
- Linking the content provided at the classroom with real-life activities
- Provision of decent small-size classes equipped with adequate material
- Inciting learners to choose their topics
- Engagement of learners in a competitive environment through an intensification of practice over theory.
- Accepting criticism

Chapter three

3.5.Conclusion:

This chapter was concerned with the collection of data pending to the perception of students as to quality teaching in higher education, with questions ranging from background information to experience in the field of education, to what the students perceive as quality teaching, as well as providing them with a chance to reflect on the best ways that would take the education system to a better level. To conclude, it could be said that the results of the questionnaire showed positive insightful results from the respondents which confirm that in order to have quality teaching; all possible factors must be taken into consideration equally, since every student is different and deserves a unique attention, Paying more attention to psychology, providing larger and sufficient numbers of classrooms, as well as focusing on practice are all crucial for a better teaching-learning experience.

General conclusion:

This research hopes to provide answers concerning students' perception of quality teaching in higher education which was and still is one of the main concerns in the field of education. It also provides suggestions on what can be done to make the teaching/learning process a better experience. The research started with a brief overview concerning the topic, providing definitions of key concepts, and taking a look at what the previous scholars had to say about the matter.

Effective quality teaching requires expert teachers. The latter need to acquire classroom management skills, strategies, and techniques to establish a good classroom atmosphere. Students need to be heard and taken into consideration more often. All of these are points which have been made clear by the sample of students chosen for this work. The third chapter went on to analyze and discuss the results of the questionnaire which was sent to a sample of 15 second-year master didactics students at Moulay Tahar university-Saida.

The research showed that assessing students' perception of quality teaching remains of high importance at all times. The students insist that classroom management, focusing on students' needs, and the good teacher-student relationship are all equally important for the teaching process. They also see that quality teaching cannot be achieved by merely having competent teachers, but also by providing convenient classrooms, convenient materials, and more practical activities.

Through the findings, one could conclude that there will always be room for innovation in this field. The psychological aspect plays a huge role in quality teaching according to students, and the teacher is not the only one responsible for quality teaching.

Several factors were limiting the process of this research even though it could still obtain fruitful results. Some of them include the lack of real-life interaction with the respondents, the long time they took to respond, and stressful work under confinement measures due to COVID 19.

For any further research, it is recommended to keep on reaching out for students at every level of their education to keep an eye on what is best for their learning process.

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Appendix A: Students' questionnaire

Dear students,

The present questionnaire aims to canvass your views as to quality teaching in higher education. Your answers to the questions below will serve as an inspiration and a possible guide for a better teaching process, hence a better learning experience for the next generations in higher education. For that reason, you are kindly asked to complete it, keeping in mind that no private information will be collected and that your identity will be kept completely confidential.

Thank you in advance.

Background information:

1. **Age: ***

- Younger than 23.

- 23 and older.

2. **Do you have any experience in teaching?***

- *Yes.*

- *No.*

3. **If you do, which of the following categories have you taught? ***

- Kids.

- Teens.

- Adults.

4. How do you usually feel during class? *

- Awful.

- Comfortable.

- Irritated.

- I usually want to get out.

5. How is your relationship with your teachers? *

-Good.

- Bad.

- Average.

Your perception of quality teaching:

6. How would you personally define quality teaching?*

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7. Which of the following do you consider to be the most important

for a good teaching process?*

- Mastering the classroom management skills.
- Focusing on the teacher-student relationship.
- Focusing on students' needs.
- All of the above, equally.

8. Please elaborate on your previous answer, why do you believe it is the best choice?*

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9. Which of the following factors make good teachers? *

- Age.
- Good mastery of the subject.
- Good grades.
- Enthusiasm.
- Self-confidence.
- Checking students' understanding.
- Actionable feedback.
- Self-reflection and self-assessment.
- Good planning.

- Accessibility and caringness.

10. How should good teachers manage their classes efficiently? *

- Strict discipline .
- Provide clear explanations and supply models.
- Delimit classroom rules.
- Enthusiasm.

11. Do you believe that the teacher is the only one responsible for delivering quality teaching?*

- Yes.
- No.

12. Do you believe that other factors might affect the teaching process? If yes, please mention them and provide a few lines explaining their impact on it.*

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13. As a student, do you have any message for the current teaching system?

If yes, then please go ahead and write it down.*

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14. As a possible teacher, what are the changes you would want to have concerning the teaching environment for you to deliver quality teaching?*

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Appendix B: Teachers' questionnaire

Dear teachers,

The present questionnaire aims to canvass your views concerning quality teaching in higher education and how it is perceived by students. Your answers to the questions below will serve as an inspiration and a possible guide for a better teaching process, hence a better learning experience for the next generations in higher education. For that reason, you are kindly asked to complete it, keeping in mind that no private information will be collected, and that your identity will be kept completely confidential.

Thank you in advance.

1- Do you believe that assessing students' perceptions is an important process for a better teaching-learning experience ? **yes** **no**

2- Have you tried assessing your student's perceptions of quality teaching before ? **yes** **no**

3- After assessing 15 students' perceptions of quality teaching in higher education, the next few points were agreed on by the majority of the respondents. Do you agree on these results?

- The good teacher-student relationship is crucial for quality teaching.
 - Students' needs are a main focus concerning the quality of information delivering.
 - The weakness of learning is the fault of teachers, students, and the whole system altogether.
 - Practice is necessary alongside theory.
 - Classroom management skills are of high importance for quality teaching.
 - Quality must be valued more than quantity for a successful teaching-learning experience.
- I agree. I don't agree.

4- If you have any more notes to add to what has been previously concluded, please go ahead and tell us about them.

ENGLISH :

This research paper aims to investigate students' perceptions of quality teaching in higher education. To reach that, one questionnaire was sent to a sample of 15 second-year students from the department of the didactics of the English language at the University of Moulay Taher, Saida, Algeria. The results showed a variety of points and opinions concerning the factors which turn quality teaching into a reality, those which affect the teaching process and the solutions which would take the teaching quality in higher education to a new, better level.

ARABIC :

يهدف هذا البحث إلى التحقيق في تصور الطلاب لجودة التدريس في التعليم العالي. لتحقيق ذلك تم إرسال استبيان واحد إلى عينة مكونة من 15 طالبا في السنة الثانية من قسم تعليمية اللغة الانجليزية في جامعة مولاي الطاهرة سعيدة الجزائر. وقد أوضحت النتائج مجموعة متنوعة من النقاط و الآراء المتعلقة بالعوامل التي تجعل جودة التعليم واقعا تلك التي تؤثر على عملية التدريس و الحلول التي ستأخذ جودة التدريس في التعليم العالي إلى مستوى جديد أفضل.

FRENCH :

Ce document de recherche vise à étudier la perception qu'ont les étudiants d'un enseignement de qualité dans l'enseignement supérieur. Pour y parvenir, un questionnaire a été envoyé à un échantillon de 15 étudiants de deuxième année du département de didactique de la langue Anglaise de l'université de Moulay Taher, Saida, Algérie. Les résultats ont montré une variété de points et d'opinions concernant les facteurs qui transforment l'enseignement de qualité en réalité, ceux qui affectent le processus d'enseignement et les solutions qui porteraient la qualité de l'enseignement dans l'enseignement supérieur à un nouveau niveau supérieur.

Keywords : perception, students, quality teaching, higher education, classroom management.