Perceptions of Students regarding the Quality of Teachers' Lecture Delivery at Face-to-Face Workshops

Sheraz Khan [1] , Sara Ali [2]

Abstract: Perceptions of Students regarding the Quality of Teachers' Lecture Delivery at Face-to-Face Workshops was the researcher area of interest. Objectives of the study were to explore students' opinions on the engagement level of teachers during lecture delivery at university level and to explore students feedback on the responsiveness of teachers to questions and concerns during lectures. The descriptive research design was adopted for the current study to explore the perceptions of students regarding the quality of teachers' lecture delivery at Allama Iqbal Open University face to face workshop center Swabi. All the students of B.Ed 1.5 and B.Ed 2.5 constituted the population of the study. Out of total population 50 students were randomly selected as sample of the study. The researcher used random sampling technique A closed ended questionnaire was developed for data collection. The researcher personally visited the sample university and distributed the questionnaire among the students. After the collection of the data, it was tabulated, analyses and interpreted in the form of frequencies and percentages. Findings of the study concluded that majority of the participants viewed that their teacher presents the lecture content in a clear and organized manner. Maximum participants viewed that their teacher engages students throughout the lecture. Most of the participants viewed that their lecture includes interactive elements (e.g., discussions, activities, questions). Majority of the participants viewed that their teacher effectively incorporates technology to enhance the lecture.

Key Words: Quality, Lecture Delivery, Engagement Level, Responsiveness

Introduction

Background of the Study

In the dynamic world of higher education, the role of lectures remains paramount as a fundamental medium for knowledge dissemination and intellectual growth. At the heart of every successful academic institution lies the quality of lecture delivery, which directly impacts the overall learning experience of students and shapes their academic journey. University-level lectures stand as the cornerstone of effective education, providing a platform for educators to inspire, challenge, and equip the next generation of professionals and thinkers with the skills and knowledge needed to thrive in an ever-evolving global landscape (Chickering & Gamson, 1987).

[1] Ex-PhD Scholar, Abdul Wali Khan University, Mardan, Khyber Pakhtunkhwa Pakistan.
[2] B.Ed 2.5, Allama Iqbal Open University Islamabad, Pakistan.
  Corresponding Author's Email: sherazk0003@gmail.com

The quality of lecture delivery at the university level encompasses a multifaceted blend of instructional expertise, engaging communication, technological innovation, and adaptability to diverse student needs. An exceptional lecture is not merely the transmission of information but a transformative experience that fosters critical thinking, stimulates curiosity, and encourages active participation among students. It bridges the gap between theoretical concepts and real-world applications, fostering a deeper understanding of subject matter and cultivating a passion for lifelong learning (Pascarella & Terenzini, 1991).

In this modern era of education, where students are exposed to an abundance of digital resources and interactive learning tools, the conventional lecture format faces new challenges. Educational institutions must embrace innovative methods of delivery to cater to the diverse learning styles and preferences of their students. Integrating multimedia presentations, interactive discussions, virtual simulations, and real-time feedback mechanisms can enrich the lecture experience and make it more relevant, captivating, and impactful (Bligh, 2000).

Moreover, the importance of effective lecture delivery extends beyond the classroom, influencing students' attitudes towards academia, their motivation to excel, and their overall satisfaction with the learning process. Engaging lectures can enhance retention rates, reduce academic dropout, and create a positive academic environment conducive to intellectual growth and personal development (Cashin, 1990).

To achieve excellence in lecture delivery, universities must prioritize faculty development programs and provide continuous support and resources to their educators. Through workshops, seminars, and peer collaborations, instructors can refine their pedagogical techniques, embrace emerging technologies, and adapt their teaching approaches to accommodate the diverse student body. Furthermore, encouraging faculty to receive constructive feedback from students and incorporating student evaluations as a part of the improvement process can foster a culture of accountability and continuous improvement (McKeachie et al., 1985).

In conclusion, the quality of lecture delivery at the university level holds immense significance in shaping the future of education and molding the minds of tomorrow's leaders. As educational institutions endeavor to meet the ever-evolving needs of their students and remain at the forefront of academic excellence, investing in the enhancement of lecture delivery is not only prudent but also an indispensable step towards a more enlightened and empowered society. By embracing innovation, empowering educators, and prioritizing student engagement, universities can truly revolutionize their lecture delivery and redefine the educational experience for generations to come.

Problem Statement

The present study was designed to explore the perceptions of students regarding the quality of teachers lecture delivery at university level.

Objectives of the Study

- To explore students' opinions on the engagement levels of teachers during lecture delivery at university level.
- To explore students feedback on the responsiveness of teachers to questions and concerns during lectures.

Research Questions

- To what extent do students believe that teachers provide timely and constructive feedback on their academic progress during and after lectures?
- What is the student perspective on the effectiveness of teachers in engaging students during lectures at university level?

Significance of the study

The significance of studying this research lies in improving educational outcomes. Understanding how students perceive lectures can lead to enhancement in teaching methods, curriculum design and faculty development, ultimately fostering a more effective and engaging learning environment. This research can provide valuable insights for educators and institutions to adapt and refine their teaching practices based on student feedback, contributing to overall academic excellence.

Literature Review

Introduction

In the realm of higher education, the quality of lecture delivery plays a pivotal role in shaping students' learning experiences and academic achievements. Effective lecture delivery not only enhances students' comprehension and engagement but also fosters a positive learning environment. This literature review aims to explore and synthesize existing research on the factors influencing the quality of lecture delivery at the university level.

Pedagogical Strategies for Effective Lecture Delivery

Numerous studies have focused on identifying pedagogical strategies that contribute to effective lecture delivery. Active learning techniques, such as group discussions, peer instruction, and problem-solving exercises, have been found to increase students' participation and promote critical thinking during lectures (Prince, 2004). Additionally, the use of multimedia and technology integration in lectures can enhance student understanding and engagement (Owston, 2013). The adoption of flipped classrooms, where students engage with pre-recorded content before attending the lecture, has also shown promising results in improving the overall learning experience (Mason et.al., 2013).

Traditional Lecture Styles

The traditional lecture format has been a longstanding method in higher education. Scholars such as Biggs (2003) argue that traditional lectures, when delivered effectively, can engage students and facilitate knowledge transfer. However, concerns have been raised about the passive nature of such lectures and their potential impact on student engagement (Bligh, 2000).

Active Learning Strategies

Active learning approaches, as advocated by Prince (2004) emphasize student participation and engagement during lectures. These methods include group discussions, problem-solving activities, and interactive technologies. Studies suggest that incorporating active learning elements positively influences students' perceptions of the quality of lecture delivery (Deslauriers et al., 2019).

Instructor Characteristics and Communication Skills

The competence and communication skills of instructors significantly impact the quality of lecture delivery. Studies have highlighted the importance of clarity in communication, enthusiasm, and approachability as key factors influencing student engagement and learning outcomes. Moreover, instructors who exhibit a student-centered teaching approach and tailor their lectures to the diverse learning needs of their students tend to foster a positive learning environment (Bransford et.al., 2000).

Communication Skills

Effective communication is fundamental to successful teaching. Research by Fassinger (2000) underscores the importance of clear and articulate communication in maintaining student interest and comprehension. Students often highlight the significance of teachers' communication skills when evaluating the quality of lecture delivery.

Student Perception and Satisfaction

Several studies have explored students' perceptions and satisfaction regarding lecture delivery. Student feedback is an essential tool for evaluating the effectiveness of lecture delivery and can provide valuable insights for instructors to make improvements Research indicates that when students perceive lectures as engaging, interactive, and well-structured, they are more likely to be motivated and committed to their studies (Ding et al., 2014)

Assessment and Feedback Practices

The manner in which assessments are integrated into lecture delivery can influence students' learning experiences. Regular formative assessments, such as quizzes or short exercises, can help students gauge their progress and identify areas for improvement Moreover, timely and constructive feedback on assessments can enhance student learning and encourage further engagement (Nicol & Macfarlane-Dick, 2006)

Classroom Environment and Technology

The physical classroom environment and technological resources available can impact lecture delivery. Research has shown that well-designed classrooms, equipped with appropriate seating arrangements and audio-visual facilities, can contribute to improved student attention and participation. Additionally, the integration of educational technology, such as interactive whiteboards and lecture capture systems, has the potential to enhance lecture delivery and students' learning experiences (Mehaffy, 2019).

The Importance of Effective Lecture Delivery

Effective lecture delivery is crucial in fostering a positive learning environment and promoting student engagement. Research indicates that well-delivered lectures contribute significantly to students' comprehension, retention of information, and overall academic success (Bligh et.al., 2000). As such, understanding students' perceptions of lecture delivery is vital for educators and institutions seeking to improve teaching methodologies.

Factors Influencing Students' Perceptions
Communication Skills

Students often emphasize the importance of teachers' communication skills in delivering lectures. Clear

articulation, effective use of multimedia, and the ability to explain complex concepts in a comprehensible manner contribute to positive perceptions

Interactivity and Engagement
The level of student-teacher interaction and the incorporation of interactive elements during lectures impact student perceptions. Engaging lectures that encourage participation, discussions, and questions tend to be more positively evaluated by students (Prince et.al., 2004).

Student Engagement
The level of student engagement during lectures is a critical factor in determining the perceived quality of teaching. Literature highlights the importance of interactive elements, group discussions, and real-world applications in maintaining student interest. Studies also delve into the role of technology, such as online platforms and interactive tools, in enhancing student engagement and satisfaction.

Organization and Structure
The organization and structure of lectures influence students' ability to follow the content. Well-structured presentations, with clear outlines and logical sequencing of information, contribute to positive perceptions of lecture quality (McKeachie et al., 2006).

Relevance and Real-world Application
Students appreciate lectures that demonstrate the practical relevance of academic concepts to real-world scenarios. Teachers who connect theoretical knowledge to practical applications receive favorable evaluations from students.

Challenges in Lecture Delivery
Despite the importance of effective lecture delivery, various challenges exist. Large class sizes, limited resources, and diverse student backgrounds can impact the ability of teachers to cater to individual learning preferences. Understanding these challenges is essential for institutions to implement strategies that address students' concerns and enhance the overall lecture experience.

Technology and Lecture Delivery
Advancements in technology have transformed the landscape of lecture delivery. Blended learning, online platforms, and multimedia resources have become integral components of modern teaching methods. Exploring how students perceive these technological interventions in lecture delivery provides insights into the evolving dynamics of contemporary education. Advancements in technology have transformed traditional lecture delivery. The integration of multimedia elements, online platforms, and interactive tools has gained attention in recent years. While technology can enhance engagement, studies highlight the importance of a balanced approach, as excessive reliance on technology may hinder effective communication (Haynie et al., 2009).

The Impact of Lecture Delivery on Student Learning:
Numerous studies have explored the relationship between lecture delivery and student learning outcomes. The concept of the "interactive engagement" model, emphasizing the importance of active learning strategies

during lectures. Research by Freeman et al. (2014) supports this, suggesting that student engagement during lectures positively correlates with improved academic performance.

Factors Influencing Perceptions of Lecture Quality

Several factors contribute to students' perceptions of lecture quality. Clear communication, enthusiasm, and the use of multimedia resources have consistently emerged as significant determinants (Bligh, 2000; Cashin, 2011). Additionally, instructors' subject expertise and ability to connect with students play crucial roles in shaping positive perceptions

Cultural and Contextual Variations

Perceptions of lecture quality may vary across cultures and academic disciplines. Study findings suggests that disciplinary differences influence students' expectations and evaluations of lectures. Similarly, cultural factors can impact students' preferences for specific teaching styles and communication patterns (Zhang ,2011).

Student Feedback Mechanisms

Institutions have increasingly recognized the importance of gathering student feedback on teaching quality. A study by (Carrell & West, 2010) emphasize the significance of timely and constructive feedback in enhancing lecture delivery. However, research also cautions against relying solely on student evaluations, highlighting the need for a holistic assessment approach.

Subject Knowledge and Expertise

The expertise of teachers in their respective fields is crucial. Martin (2015) suggest that students value instructors who demonstrate a deep understanding of the subject matter. Perceptions of teacher competence significantly impact students' satisfaction with lecture delivery.

Conclusion

This literature review underscores the critical role of lecture delivery quality in the higher education context. Effective pedagogical strategies, instructor characteristics, student perception, assessment practices, and classroom technology all contribute to the overall effectiveness of lecture delivery. By understanding and implementing the insights gained from existing research, universities can strive to enhance the quality of lecture delivery and subsequently promote a more engaging and enriching learning experience for students.

Research Methodology

The descriptive research design was adopted for the current study to explore the perceptions of students regarding the quality of teachers' lecture delivery at Allama Iqbal Open University face to face workshop center Swabi. All the students of B.Ed 1.5 and B.Ed 2.5 constituted the population of the study. Out of total population 50 students were randomly selected as sample of the study. The researcher used random sampling technique A closed ended questionnaire was developed for data collection. The researcher personally visited the sample university and distributed the questionnaire among the students. After the collection of the data, it was tabulated, analyses and interpreted in the form of frequencies and percentages.

Analysis of Data

Table 1

The teacher presents the lecture content in a clear and organized manner

	Yes	Neutral	No
Frequency	45	3	2
Percentage	90%	6%	4%

Table 1 described 90% of the participants viewed that their teacher presents the lecture content in a clear and organized manner.

Table 2

The teacher engages students throughout the lecture

	Yes	Neutral	No
Frequency	33	14	3
Percentage	66%	28%	6%

Table 2 described 66% of the participants viewed that their teacher engages students throughout the lecture.

Table 3

The lecture includes interactive elements (e.g., discussions, activities, questions)

	Yes	Neutral	No
Frequency	35	9	6
Percentage	70%	18%	12%

Table 3 described 70% of the participants viewed that their lecture includes interactive elements (e.g., discussions, activities, questions).

Table 4

The teacher effectively incorporates technology to enhance the lecture

	Yes	Neutral	No
Frequency	22	20	8
Percentage	44%	40%	16%

Table 4 described 44% of the participants viewed that their teacher effectively incorporates technology to enhance the lecture.

Table 5

The content presented in the lecture is relevant to the course and facilitates understanding

	Yes	Neutral	No
Frequency	38	11	1
Percentage	76%	22%	2%

Table 5 described 76% of the participants viewed that the content presented in the lecture is relevant to the course and facilitates understanding.

Table 6

The teacher encourages student participation and responds to questions

	Yes	Neutral	No
Frequency	37	8	5
Percentage	74%	16%	10%

Table 6 described 74% of the participants viewed that their teacher encourages student participation and responds to questions.

Table 7

The teacher creates a supportive environment for students to express concerns

	Yes	Neutral	No
Frequency	41	7	2
Percentage	82%	17%	4%

Table 7 described 82% of the participants viewed that their teacher creates a supportive environment for students to express concerns.

Table 8

The teacher encourages students to ask questions during lectures

	Yes	Neutral	No
Frequency	36	7	7
Percentage	72%	14%	14%

Table 8 described 72% of the participants viewed that their teacher encourages students to ask questions during lectures.

Table 9

The teacher provides clear and concise answers to student questions

	Yes	Neutral	No
Frequency	30	15	5
Percentage	60%	30%	10%

Table 9 described 60% of the participants viewed that their teacher provides clear and concise answers to student questions.

Table 10

The teacher actively seeks feedback on the clarity of their explanations

	Yes	Neutral	No
Frequency	34	12	4
Percentage	68%	24%	8%

Table 10 described 68% of the participants viewed that their teacher actively seeks feedback on the clarity of their explanations.

Findings

1. Table 1 described 90% of the participants viewed that their teacher presents the lecture content in a clear and organized manner.
2. Table 2 described 66% of the participants viewed that their teacher engages students throughout the lecture.
3. Table 3 described 70% of the participants viewed that their lecture includes interactive elements (e.g., discussions, activities, questions).
4. Table 4 described 44% of the participants viewed that their teacher effectively incorporates technology to enhance the lecture.
5. Table 5 described 76% of the participants viewed that the content presented in the lecture is relevant to the course and facilitates understanding.
6. Table 6 described 74% of the participants viewed that their teacher encourages student participation and responds to questions.
7. Table 7 described 82% of the participants viewed that their teacher creates a supportive environment for students to express concerns.
8. Table 8 described 72% of the participants viewed that their teacher encourages students to ask questions during lectures.
9. Table 9 described 60% of the participants viewed that their teacher provides clear and concise answers to student questions.
10. Table 10 described 68% of the participants viewed that their teacher actively seeks feedback on the clarity of their explanations.

Conclusion

Majority of the participants viewed that their teacher presents the lecture content in a clear and organized manner. Maximum participants viewed that their teacher engages students throughout the lecture. Most of the participants viewed that their lecture includes interactive elements (e.g., discussions, activities, questions). Majority of the participants viewed that their teacher effectively incorporates technology to enhance the lecture. Maximum participants viewed that the content presented in the lecture is relevant to the course and facilitates understanding. Most of the participants viewed that their teacher encourages student participation and responds to questions. Greater part of the participants viewed that their teacher creates a supportive environment for students to express concerns. Majority of the participants viewed that their teacher encourages students to ask questions during lectures. Greater number of the participants viewed that their teacher provides clear and concise answers to student questions. Maximum participants viewed that their teacher actively seeks feedback on the clarity of their explanations.

Recommendations

- The teacher should present the lecture content in a clear and organized manner.
- The teacher should engage students throughout the lecture.
- The lecture should include interactive elements (e.g., discussions, activities, questions).
- The teacher should effectively incorporate technology to enhance the lecture.
- The content should be presented in the lecture is relevant to the course and facilitates understanding.

- The teacher should encourage student participation and responds to questions.
- The teacher should create a supportive environment for students to express concerns.
- The teacher should encourage students to ask questions during lectures
- The teacher should provide clear and concise answers to student questions.
- The teacher should actively seek feedback on the clarity of their explanations.

References

Biggs, J. (2003). Aligning teaching and assessing to course objectives. *Teaching and learning in higher education: New trends and innovations, 2*(4), 13-17.

Bligh, D. A. (2000). *What's the use of lectures?: First U.S. Edition of the Classic Work on Lecturing.* John Wiley & Sons.

Bransford, J. D., Brophy, S., & Williams, S. M. (2000). When computer technologies meet the learning sciences. *Journal of Applied Developmental Psychology, 21*(1), 59–84. https://doi.org/10.1016/s0193-3973(99)00051-9

Cashin, W. E. (1990). Students do rate different academic fields differently. *New Directions for Teaching and Learning, 1990*(43), 113-121. https://doi.org/10.1002/tl.37219904310

Chickering, A. W., & Gamson, Z. F. (1991). Appendix A: Seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning, 1991*(47), 63–69. https://doi.org/10.1002/tl.37219914708

Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences, 116*(39), 19251-19257. https://doi.org/10.1073/pnas.1821936116

Ding, X., Zhao, L., Chu, H., Tong, N., Ni, C., Hu, Z., Zhang, Z., & Wang, M. (2014). Assessing the effectiveness of problem-based learning of preventive medicine education in China. *Scientific Reports, 4*(1). https://doi.org/10.1038/srep05126

Fassinger, P. A. (2000). How Classes Influence Students' Participation in College Classrooms. *The Journal of Classroom Interaction, 35*(2), 38–47. http://www.jstor.org/stable/23870446

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences, 111*(23), 8410-8415. https://doi.org/10.1073/pnas.1319030111

Haynie, J. M., Shepherd, D. A., & McMullen, J. S. (2009). An opportunity for me? The role of resources in opportunity evaluation decisions. *Journal of Management Studies, 46*(3), 337-361. https://doi.org/10.1111/j.1467-6486.2009.00824.x

Martin, A. J. (2015). Teaching academically at-risk students in middle school: The roles of explicit instruction and guided discovery learning. *Big fish, little fish: Teaching and learning in the middle years*, 29-39.

Mason, G. S., Shuman, T. R., & Cook, K. E. (2013). Comparing the effectiveness of an inverted classroom to a traditional classroom in an upper-division engineering course. *IEEE Transactions on Education, 56*(4), 430-435. https://doi.org/10.1109/te.2013.2249066

McKeachie, W. J., Pintrich, P. R., & Lin, Y. (1985). Teaching learning strategies. *Educational Psychologist, 20*(3), 153-160. https://doi.org/10.1207/s15326985ep2003_5

Mehaffy, G. L. What to Reimagine: The Future of Higher Education. In *Radical Reimagining for Student Success in Higher Education* (pp. 107-121). Routledge.

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199-218. https://doi.org/10.1080/03075070600572090

Owston, R., York, D., & Murtha, S. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *The Internet and Higher Education, 18*, 38-46. https://doi.org/10.1016/j.iheduc.2012.12.003

Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and Insights from Twenty Years of Research*. Jossey-Bass.

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231. https://doi.org/10.1002/j.2168-9830.2004.tb00809.x

Venkatesh, B., Lee, A. P., Ravi, V., Maurya, A. K., Lian, M. M., Swann, J. B., ... & Warren, W. C. (2014). Elephant shark genome provides unique insights into gnathostome evolution. *Nature*, 505(7482), 174-179. https://doi.org/10.1038/nature12826

Zhang, L. (2011). Teaching styles and conceptions of effective teachers: Tibetan and Han Chinese academics compared. *Learning and Individual Differences*, 21(5), 619-623. https://doi.org/10.1016/j.lindif.2011.06.005