

# Students Perception about the Teachers using Feedback Analysis – A Case Study of an Indian University

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## Abstract

It is important to have students' feedback on the quality of education and perception about the teaching faculty as with increasing technology; scenario is changing in the academic institutes. So, the institute may incorporate the advanced learning objectives with the changing technologies. Students' feedback taken considering various attributes so that they can provide the necessary information to be healthy enough in analyzing the behavior and perception of the students towards the faculty of the institute. Data was collected from a sample of the population within the university. In this paper, students' feedback analyzed using traditional assessment and code analysis. Further it is analyzed that it helps in achieving improvement in learning process and involving the students in their own development to enhance the power of knowledge. Results obtained from the collected data reveals that knowledge base and sincerity of the teacher rated highest by undergraduate and postgraduate students respectively, whereas interest generation is rated lowest by both undergraduate and postgraduate students.

## 1. Introduction

From the last few decades' students feedback became an important aspect for the concern of improvement of quality of education as well as the rating given to the faculty members help the institutes as well as universities to improve the quality of teachers by inculcating the perceptions made by the students. It is worth noting that a student should provide the correct feedback so that his feedback helps in uplifting the existing status of the faculty/teachers. Obtaining several good feedbacks from different levels of the students is highly demanded. As it can only give us the correct path to be followed with respect to the improvement of the faculty/teachers.

Peter A. Cohen (1980) observed that student's ratings serve mainly three purposes i.e. helps administration to evaluate the teaching effectiveness, improving instructions by providing feedback to the teachers, and helps students in course and instructor selection. Ion et al. (2016) studied how Spanish universities engaged in implementation of the European Higher Education Area (EHEA). They used the peer feedback system to analyze the effective implementation of EHEA. Several students as well as teachers were involved in gathering the information on peer feedback and their experience was administrated. Finally, both students and teachers accepted that the peer feedback system improves the learning process. The higher education approach accentuated the need to reframe the assessment activities as well as the learning outcomes, based on these requirements a continuous system of learning changed to evaluation process. However, staff members conduct assessment activities in higher education and students rarely have experience of evaluation process (Giles et al., 2004). A continuous assessment carried out to facilitate student learning, helps in becoming active, responsible and reflective students. Assessment also helps in improving the learning quality, formal accountability, and endorsement of knowledge (Wen et al. 2006; Orsmond et al. 2000). To meet these requirements, peer-assessment became a routine process in higher education where change is very important in the assessment procedure (Wenet al. 2006; Patri 2002). Here feedback is given by the students to assess the quality of teacher's performance (Dochy et al., 1999; Sluijsmans et al., 2002). As a constructive approach, feedback plays a key role in learning and assessment activity for the reflective knowledge and depends directly upon the role of the students in feedback

(Hounsell, 2007). Various procedures are available for feedback, it includes some qualitative information from a group of students and has strengths for students learning, encourages the reflexive approach of learning and responsibility of the students.

It does not mean that all the feedback improves performance. Nicol and Macfarlane-Dick (2006) engrossed on self-regulation in learning, a good feedback practice with a set of principles is drawn. Recently research at universities demonstrate that proactive feedback called feedforward (Carless et al. 2006; Boud & Molloy 2013) may be more useful in improving student's self-regulation and their learning process.

From the above perspective, it is authentic and significant that feedback is very important in students learning. There can be various aspects with respect to format, clarity, and precision. Now with this knowledge base our aim is to analyze the feedback of the students of a university and to investigate the student's perspective towards the learning process.

## 2. Methodology

### 2.1 Context

Present study is carried out in a government university in India. It is of utmost important to have feedback from the undergraduate and postgraduate students so that their perception towards the faculty can be easily worked out. Since the feedback system is adopted by university is as per the requirement of the accreditation councils. They must give the feedback based on various attributes provided to them. Following are the attributes which are provided to the students to give their feedback:

A1: Knowledge base of the teacher

A2: Communication skill of the teacher

A3: Sincerity and Commitment of the teacher

A4: Interest generated by the teacher

A5: Ability to integrate course material with environment/other issue

A6: Ability to integrate with other courses

A7: Accessibility of the teacher in and out of the class

A8: Ability to design quizzes, assignment, and projects

A9: Provision of sufficient time for feedback

A10: Overall Rating

### 2.2 Participants

In this study students of university from the engineering field were taken as the source of population from where the feedback forms

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were filled by undergraduate and postgraduate students. Sample population includes both male and female between the age group of 18-22 for undergraduate and 22-25 for postgraduate students.

**2.3 Data Collection**

This task was completed using the feedback form and collecting the feedback from the sample population by providing them ample time to fill the form. Language used was English. They had to fill either grade or marks based on the table given below for various attributes.

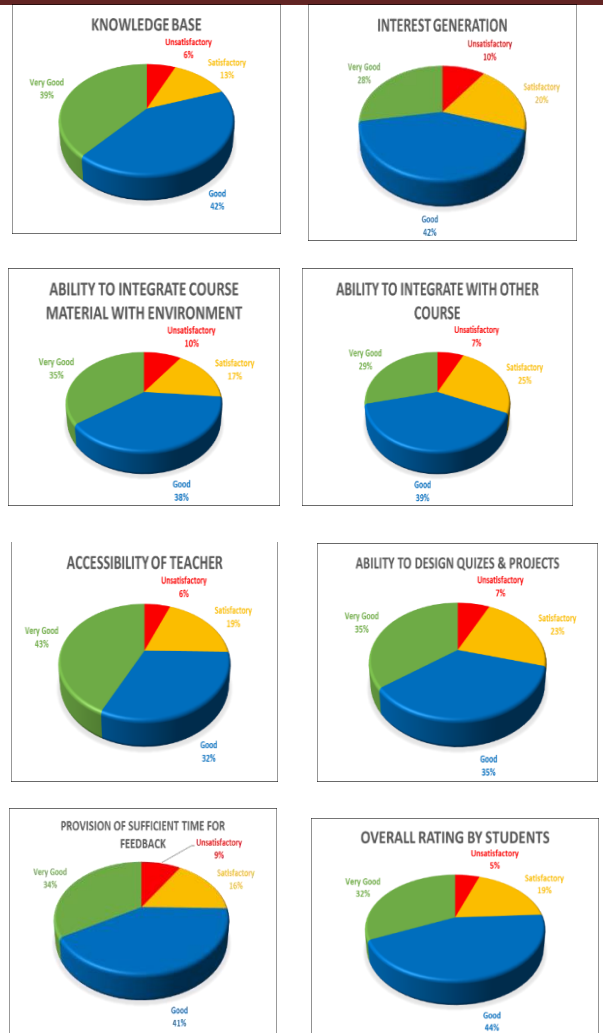
**Table 1:** Showing grade/marks for various attributes

Very Good	Good	Satisfactory	Unsatisfactory
4	3	2	1.5

**3.Results and Discussions**



**Fig.1:** Perception of Undergraduate students towards various attributes



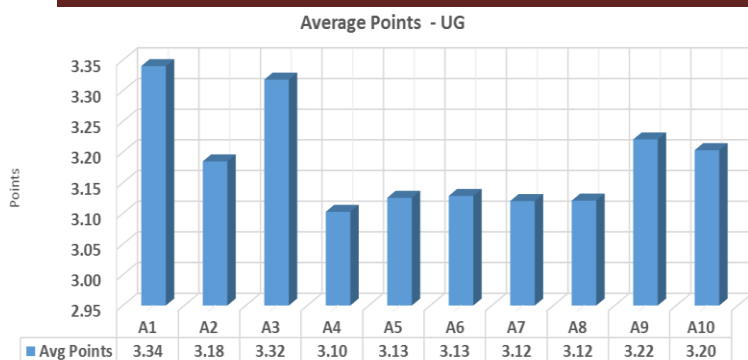
**Fig.2:** Perceptions of Postgraduate students towards various attributes.

Students’ perceptions about various attributes like knowledge base, communication skill; interest generated by the teacher etc. analyzed using the feedback mechanism of the university students.

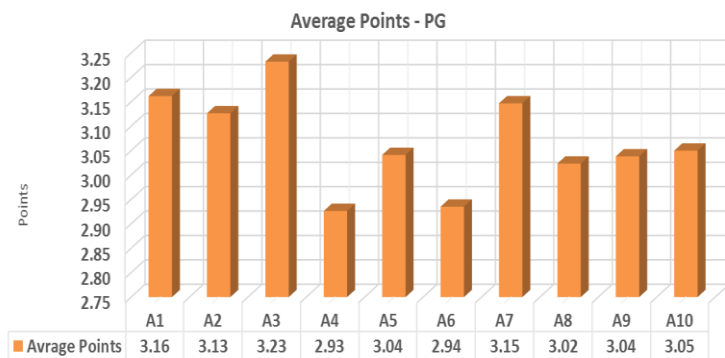
From figure 1 -2, it was found that attributes such as knowledge base, communication skill, sincerity and commitment etc. of the teacher as perceived by the students of the undergraduate and postgraduate were approximately 80- 81% above the satisfactory level. Whereas only 6-7 % of the students were found to be unsatisfactory with the teacher’s performance. Negative feedback is also very important if it is from the reliable source i.e. if the student whosoever is providing feedback had attendance above 80% in the class then only we can say the feedback provided by that student was reliable.

It is also noted that interest generated by the teacher, and accessibility of the teacher are found to be 70-75 % above satisfactory level. And most of the undergraduate and postgraduate students perceived these two attributes less as compared to the other attributes.

Similarly, it can be observed that remaining attributes also rated accordingly by the students of undergraduate and postgraduate. Overall rating as perceived by the students of undergraduate and postgraduate was found to be 78% and 76% respectively above the satisfactory level. They found 13% and 19% satisfactory performance of the teachers at Undergraduate and postgraduate level. Whereas, only 9% Undergraduate and 5% Postgraduate students were found unsatisfactory performance of the teachers.



**Fig 3:** Undergraduate Students perception and average rating to the various attributes



**Fig. 4:** Postgraduate Students perception and average rating to the various attributes

From figure 3, it is observed that undergraduate students provided highest rating to the knowledge base of the teachers that is 3.34 and lowest rating to the interest generated by the teachers that is 3.10. Whereas figure 4 shows that postgraduate students rated the sincerity and commitment of the teachers as highest i.e. 3.23 and lowest to the interest generated by the teacher i.e. 2.93, it can be easily identified that both undergraduate and postgraduate level students rated interest generation as the lowest.

#### 4. Conclusions

From the above analysis, it is concluded that the university students at different levels have different perception about the performance of the teachers. Also, it is found that feedback mechanism helps the students as well as teachers in improving their performance so that the learning process can enrich with the latest technological scenario and interest of the students can be generated in and out of the class towards the studies. Further, inadequacies of the teachers by the various attributes can be easily identified through feedback process and easily be rectified within timeframe. Level of satisfaction and self-improvement in the behaviors of teachers in university is observed because of positive feedback obtained from the students and their views to improve.

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