A Report on Students' Feedback for Teachers 2082

Far Western University

Kailali Multiple Campus

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Background of the Study

Kailali Multiple Campus is one of the reputed campuses in the Far Western region of Nepal, established in 2037 B.S. as a community campus. From its beginning, this campus offered various programs under the affiliation to Tribhuvan University (TU). This campus was once the largest community-based campus in terms of student numbers, achievements, and infrastructure facilities. The campus had achieved several milestones in terms of student achievement. Alumni from this campus have secured elite positions in both the public and private sectors. From its inception, this campus has become the first choice for students.

In 2077 B.S., the campus became the constituent campus of Far Western University (FWU). Previously, when the campus offered courses of TU, the teaching and learning activities on campus used to be smooth. However, after becoming a constituent campus of Far Western University, the campus experienced several ups and downs in its teaching and learning practices, as well as in its administration. Faculty members were accustomed to the TU curriculum, examination system, and assessment and evaluation system. As the campus started to offer courses from FWU, teaching faculties began to face challenges, as various systems in FWU differ from those at TU. When offering courses of TU, the majority of the programs used to be yearly, but at FWU, all the courses are offered in the semester system. The course contents, assessment practices, and evaluation systems are different in FWU in comparison to TU.

Teaching faculties of Kailali Multiple Campus are renowned for having long experience as well as expertise in their subject matter. However, there has not been any study in the past done to evaluate the effectiveness of teachers on the basis of students' responses. Not only in this campus but throughout the Nepalese higher education system, there is a very rare practice of evaluating teaching by students. Student's Evaluation of Teaching (SET) is a way in which students evaluate the teaching performance of their teachers. In the Nepalese context, students are not allowed to provide their feedback, comments, and suggestions regarding the teaching performed by the teacher. In the international scenario of higher education, SET is a very common practice where teachers' teaching performance is evaluated by their students. The practice of teachers' evaluation by university-level students is widespread in the US and in other developed countries (Byrne, 1992). In foreign universities, students' rating of instruction is taken as one of

the major components in the faculty evaluation process. SET is becoming standard in many universities. In general, students rate the faculty on a numerical scale (Whitely & Doyle, 1976).

Like the evaluation of students, teachers' evaluation is also an integral component for meaningful teaching and learning. In international practice, the common source of input for teachers' evaluation is students' feedback. Rating or score given by students to the teacher can be a necessary source for evaluating the teacher's effectiveness (Husain & Khan, 2016). Teachers can identify their strengths and weaknesses from the feedback received from the students. Based on students' feedback, teachers can modify their teaching methods. Students' feedback represents the prime tool that is useful in the process of teacher evaluation. If the students are allowed to give their feedback under stress-free conditions with appropriate instruction, feedback can be very effective. Again, if the feedback were collected at regular intervals of time, teaching and learning would become more enhanced (Lata et al., 2008).

For effective teaching and learning practices, feedback from the students is a very important requirement. The feedback from the students allows teachers to refine their pedagogical practices. There are various methods to collect students' feedback regarding the teachers' teaching practices. Among various methods, questionnaires are the dominant methods (Huxham et al. 2018). Feedback from students helps the teacher plan various teaching activities. Feedback from the students is an important resource for assessing the quality as well as improving the quality of teaching and learning. Although student feedback is useful and informative, many teachers and institutions do not take it seriously (Richardson, 2005).

This study tries to evaluate the effectiveness of teaching faculties of Kailali Multiple Campus from the students' perspectives. This study shows the current status of teaching and learning in the classroom, along with some recommendations for further improvement.

Objectives of the Study

Considering the expectations and significance of the study, the following objectives are carried out:

1. To identify the student's satisfaction with multiple components of the Campus
2. To increase institutional responsibility towards its stakeholders
3. To recommend enhancing the quality performance of the Campus in research

Literature Review

In the context of a scholarly society, the concept of "student satisfaction" is central. The term is conceptualized by Oliver and DeSarbo as the favourability of a student's subjective judgement of the outcomes and experiences involved with education (Oliver & DeSarbo, 1989). To us, academic satisfaction can also be described as a short-term attitude that results from the evaluation of student experiences with the education service received. Satisfaction has further been considered as a perspective that has an impact on the motivation of students, the attraction of new students, and the continuation of enrolment among current students (Rahmatpour et al., 2019, in Ikram & Kenayathulla, 2022). Thus, student satisfaction (SS) is a significant factor contributing to students' increased self-confidence, valuable talent development, and knowledge acquisition (Letcher & Neves, 2010). It is the subjective perceptions, on students' part, of how well a learning environment supports academic success.

Husain and Khan (2016) conducted a study to improve the quality of teaching from students' feedback in one of the medical colleges. They found that students' feedback is an effective tool for teacher's evaluation. Aliasgharpour et al. (2010) conducted a study to compare teachers' and students' perspectives on teacher evaluation by students. They concluded that evaluation by students is important for teachers' performance.

Kreitzer and Sweet-Cushman (2021) recommended contextualizing students' evaluation of teachers as a student's perception rather than measuring teachers' actual teaching. They also suggested being cautious about the validity of SET and administration should try to enhance the response rate. For evaluation, teachers should not rely solely on students' ratings. Until a reliable, feasible, and authentic method for evaluating teachers is established, more caution should be taken in using the SET report for teachers' evaluation.

According to Stroebe (2020), SETs are insufficient indicators of teaching effectiveness and should not be utilized by university heads to evaluate teachers' efficiency. Instead of utilizing SET, administrators can ask the teachers to create teaching portfolios in which they describe the

courses, textbooks, and assessment procedures in depth. Aside from that, SET information should be given to teachers so that they are not under pressure to achieve a high SET score. SETs attempt to provide information to the institution regarding how students perceived the teaching, allowing them to make improvements. If teachers are evaluated based on SET, they will try to get a high SET score, which may result in dominance of students over teachers.

Miller and Seldin (2014) conducted a comparative study to assess modern evaluation methodologies in the United States. They compared 2000 and 2010 evaluations of instructional approaches. They discovered that the practice of students rating professors expanded significantly in 2010, and that SET is used in more than 90 percent of the colleges examined. SET serves as a primary source of classroom instructional information. According to their findings, nearly all deans believed that classroom instruction was an important component of evaluating university professors.

Sanchez et al. (2020) conducted a study to find a relationship between SET and academic achievement in higher education. They found a small to medium correlation between SET and students' achievement. They claimed that the use of SET to measure teachers' effectiveness in making administrative decisions remains controversial. Chen and Hoshower (2003) discussed that student ratings of instruction are a common practice to evaluate teachers' effectiveness in most universities and colleges. They mention that SETs are commonly used to provide feedback to teacher for improving their pedagogy. SET is also used for promotion and other administrative decisions.

Arubayi (1987) conducted a study to assess the reliability and validity of students' ratings. Several variables, like the gender of raters, class size, mood of students, and rank of the instructor, affect the students' rating. He mentioned that student ratings can be used for the purpose of improving instruction. LaFee (2014) mentioned that as students spend more time with a teacher, they are in a better position to judge the teacher. Students know what works well for them and what not also, students are the heart of the education system, so feedback has to be taken from the students for the betterment of learning.

Chan et al.'s (2014) study suggests that SET has considerable controversy and criticism from the lens of its use, fairness, and validity. Their survey found that many universities in Hong Kong mainly rely on SET to evaluate the teaching effectiveness of teachers, and teachers' pay rise and

tenure are decided on the basis of performance in SET. This study tries to collect teachers' perspectives regarding the SET. Their finding suggests students, teachers, and stakeholders all need to understand the purpose and use of SET.

Methodology

The present study is a survey and quantitative in its approach. In this survey, a questionnaire consisting of 19 questions with a closed-ended type was used to elicit information from the sample. Students were left free to express their free opinion/ level of satisfaction towards the respective areas.

- Two-month surveys were conducted.
- Responses were collected on 5-point Likert scale questions.

(5-Excellent/Strongly Agree; 4- Very Good/Agree; 3- Good/Neutral; 2-Average/Disagree; 1-Below Average/Strongly disagree)

- In the survey, there were 368 students as participants. Students assessed the teachers teaching them in the classroom. The total number of students on campus in the fiscal year 2081/82 was 5639; out of them random sampling method was determined by Cochran's formula. It minimizes the risk to the researcher.

Reliability Statistics

Cronbach's Alpha	N of Items
.907	19

For the reliability test, the value of Cronbach's Alpha is 0.907. It implies that there is consistency in the questions for research.

Data Analysis

In this first section, a question related to teaching and course management is presented. All the questions were asked for the course management sector. There is a summary of the first section:

Table 1.0

Teaching and Course Management Aspects

Descriptions		The teacher completes the course content within the planned schedule	The teacher is punctual, regular, and manages time effectively	The teacher is well prepared and follows a teaching plan or syllabus	Class rules and discipline are maintained effectively
N	Valid	366	364	365	364
	Missing	2	4	3	4
Median		5.0000	4.0000	4.0000	4.0000
Mode		5.00	5.00	5.00	5.00
Std. Deviation		1.01463	.98570	.91457	1.01237
Skewness		-1.569	-1.314	-1.293	-1.108
Std. Error of Skewness		.128	.128	.128	.128

Table 1.0 shows the descriptive analysis of the course activities. The median is 4 or 5, and the mode is consistently 5; it represents the highest rating of strongly agree. Standard deviations are relatively low (0.9- 1.01), showing responses clustered near the top of the scale. All the categories have a negative skewness and a skewed left side, which represents the highest frequency of higher values to strongly agree.

Table 1.1

The teacher completes the course content within the planned schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	11	3.0	3.0	3.0
	disagree	20	5.4	5.5	8.5
	neutral	26	7.1	7.1	15.6
	agree	112	30.4	30.6	46.2
	strongly agree	197	53.5	53.8	100.0
	Total	366	99.5	100.0	
Missing	System	2	.5		
Total		368	100.0		

Table 1.1 shows that 53.5 percent of students strongly agree and 30.4 percent agree for course can be completed within the planned schedule.

Table 1.2

The teacher is punctual, regular, and manages time effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	2.7	2.7	2.7
	disagree	18	4.9	4.9	7.7
	neutral	39	10.6	10.7	18.4
	agree	137	37.2	37.6	56.0
	strongly agree	160	43.5	44.0	100.0
	Total	364	98.9	100.0	
Missing	System	4	1.1		
Total		368	100.0		

Table 1.2 shows that 43.5 percent strongly agree and 37.2 percent agree that the teacher is punctual, regular, and manages time effectively. But also, almost 17 percent of students disagree with that option.

Table 1.3

The teacher is well prepared and follows a teaching plan or syllabus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	1.6	1.6	1.6
	disagree	15	4.1	4.1	5.8
	neutral	40	10.9	11.0	16.7
	agree	136	37.0	37.3	54.0
	strongly agree	168	45.7	46.0	100.0
	Total	365	99.2	100.0	
Missing	System	3	.8		
Total		368	100.0		

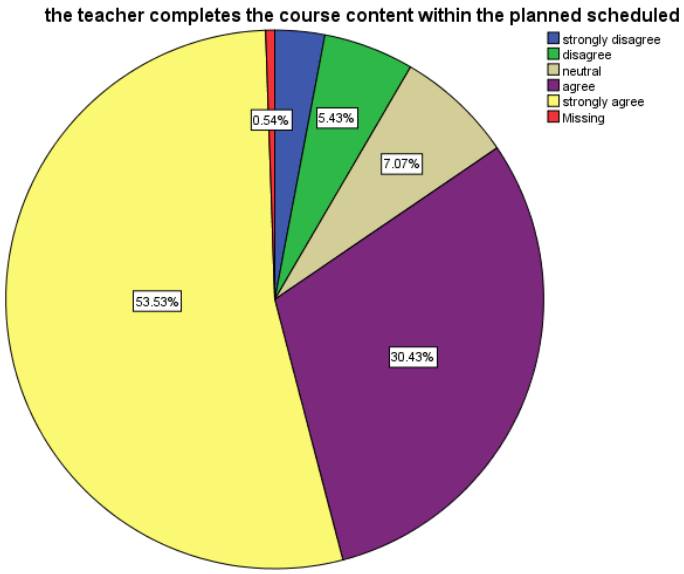
Table 1.3 explains that almost 83 percent of students have a positive attitude about being well prepared and following a teaching plan or syllabus. But also, there are 17 percent of students who have a negative view about teaching plan or syllabus.

Table 1.4

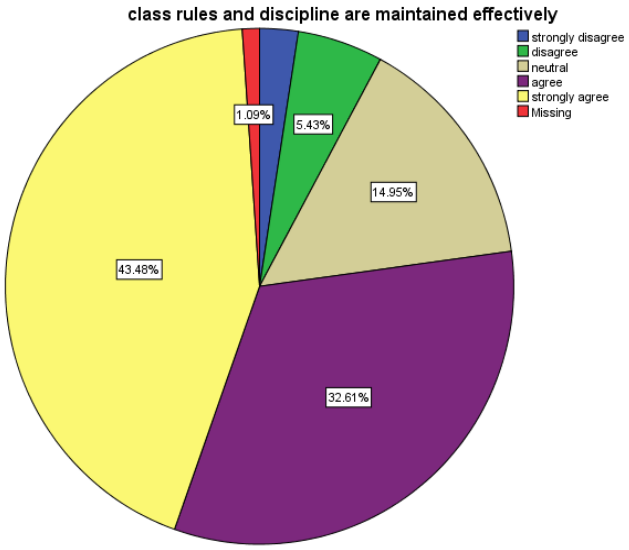
Class rules and discipline are maintained effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	2.4	2.5	2.5
	disagree	20	5.4	5.5	8.0
	neutral	55	14.9	15.1	23.1
	agree	120	32.6	33.0	56.0
	strongly agree	160	43.5	44.0	100.0
	Total	364	98.9	100.0	
Missing	System	4	1.1		
Total		368	100.0		

Table 1.4 shows that 43.5 percent strongly agree and 32.6 percent of students believe that class rules and discipline are maintained effectively. And 8 percent of students disagree that class rules and discipline are maintained effectively.



Around 84 percent of the students are agreed in the question the teacher completes the course content within the planned schedule. It means that the majority of students are satisfied with the course content and the planned schedule.



Around 76 percent of students are told there are class rules, and discipline is maintained effectively.

Table 2.1

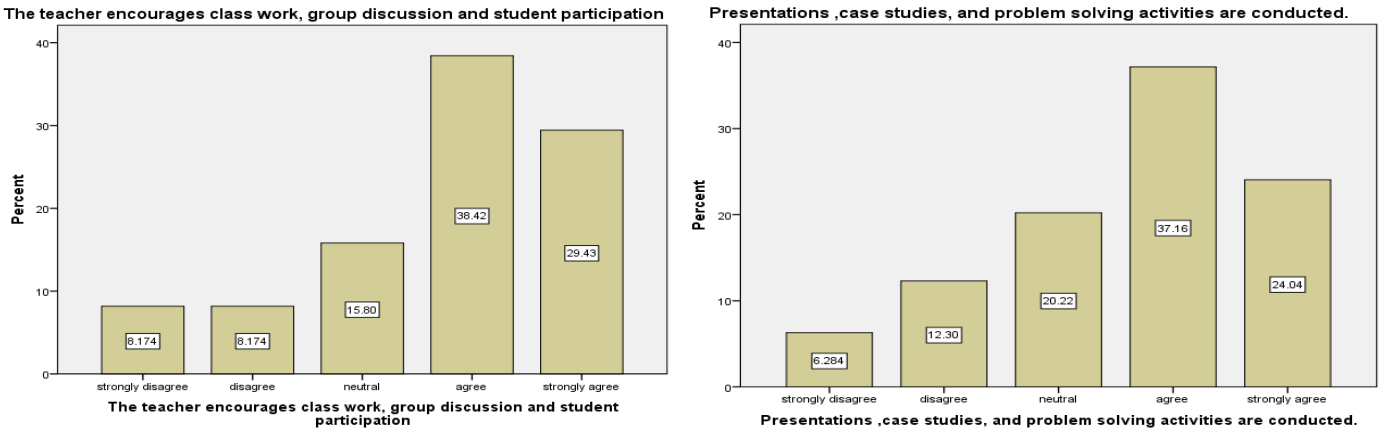
Practical and participatory learning

Descriptions		The teacher encourages class work, group discussion, and student participation	Presentations, case studies, and problem-solving activities are conducted.	Community visits, real-life examples, and field-based learning are included	Innovations, creativity, and critical thinking are promoted in class	The teacher supports students in developing self-employment ideas.
N	Valid	367	366	366	360	361
	Missing	1	2	2	8	7
Median		4.0000	4.0000	3.0000	4.0000	4.0000
Mode		4.00	4.00	3.00	4.00	5.00
Std. Deviation		1.20195	1.16048	1.25184	1.13920	1.18647
Skewness		-.887	-.635	-.209	-.561	-1.116
Std. Error of Skewness		.127	.128	.128	.129	.128

Table 2.1 shows the practical and participatory learning on campus. The teacher encourages class work, group discussion, and student participation, with a median and mode of 4, which represents most of the students' ratings towards agreement with that statement. Similar condition except

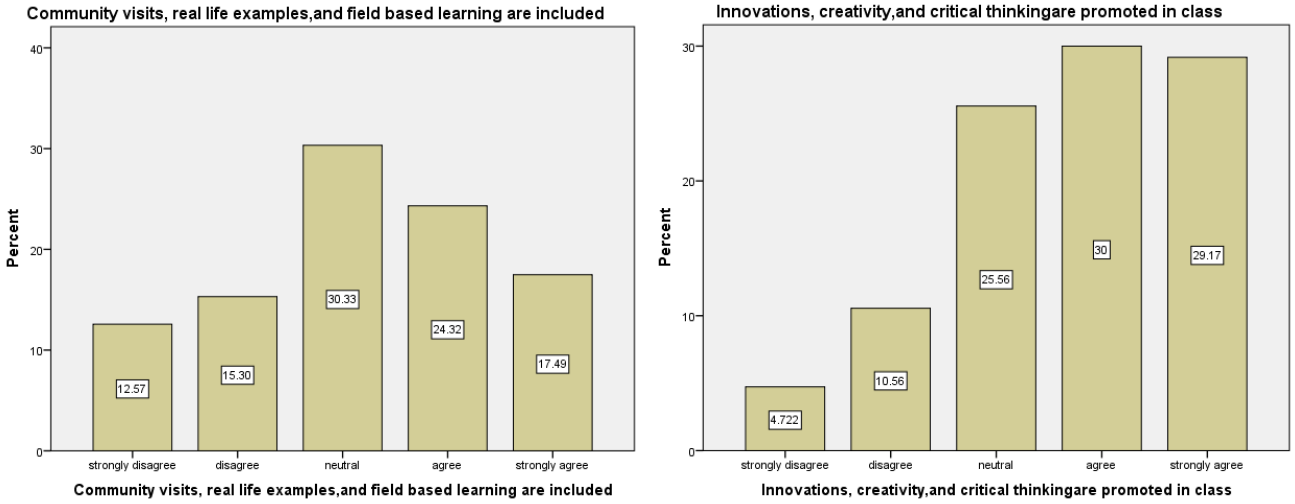
community visits, real-life examples, and field-based learning are included because the median and mode are 3, which represents neither good nor bad, and neutral about that statement. Skewness is negative in all statements, indicating left skew, and the majority of participants' ratings are on the right side, such as agree and strongly agree.

Figure 2.1



In the above figure 2.1 shows that 38.42 percent of students rating is related to agree to the statement, and 29.43 percent of students strongly agree that the teacher encourages class work, group discussion, and student participation. Similarly, 37.16 percent agree, and 24.04 percent strongly agree that the presentations, case studies, and problem solving activities are conducted on campuses. But around 6 percent of students rated towards negative or strongly disagree for that statements. It refers to a little bit improvement for both.

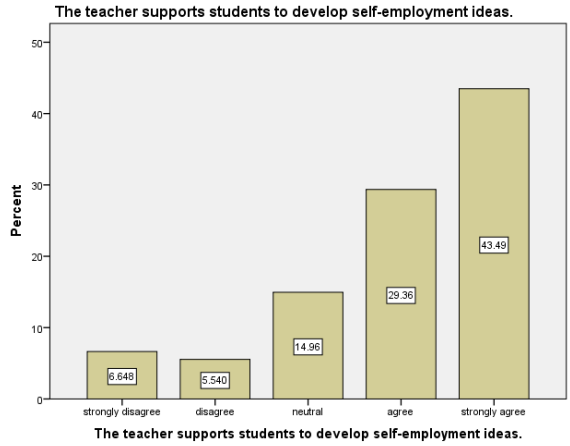
Figure 2.2

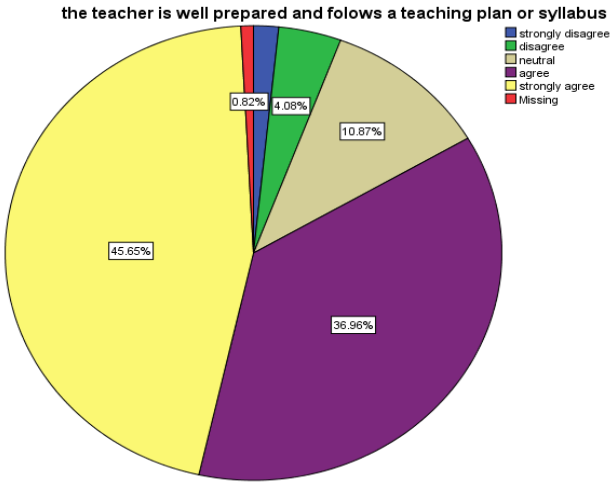


In the above figure, 24.32 and 17.49 percent of students rated agree and strongly agree, respectively, with the statement, like community visits, real-life examples, and field-based learning on campus. Similarly, on the statement that innovations, creativity, and critical thinking are promoted in class, 30 percent of students agree, and 29.17 percent of students strongly agree.

But also, among 28 percent of students rated negative with the statement, community visits, and field-based learning.

Figure 2.3



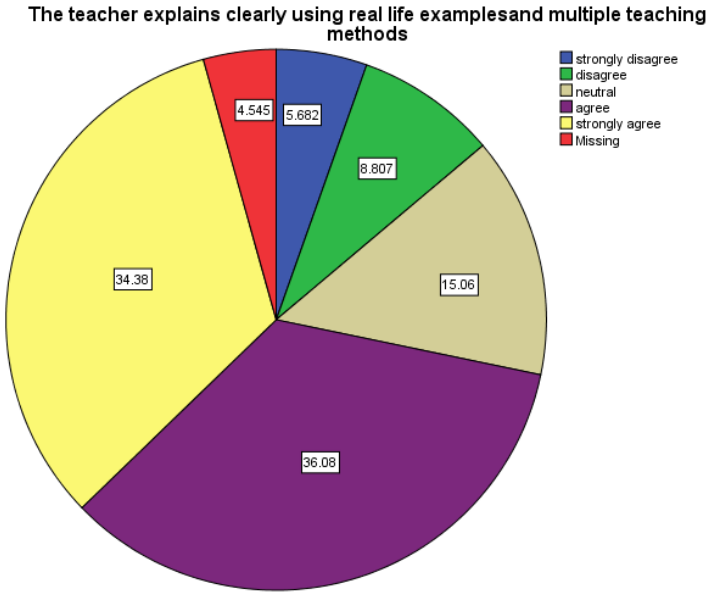


There are 81.71 percent of students satisfied with the teacher who is well prepared, and follows a teaching plan, manages time effectively.

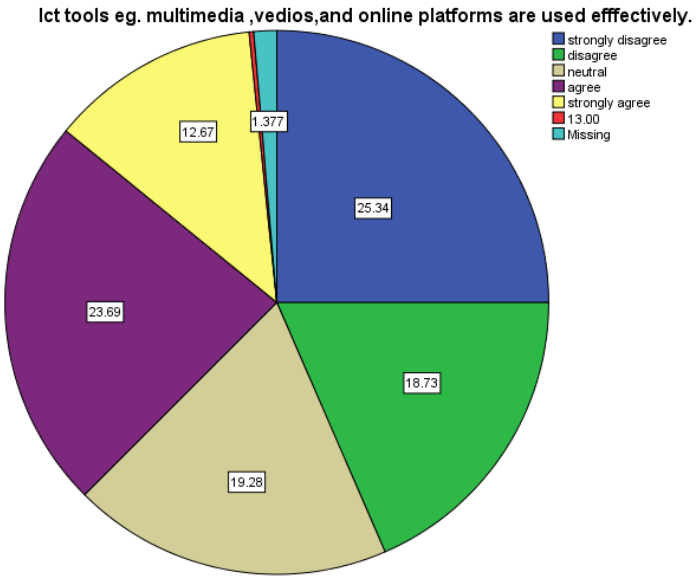
Table 3.1

Instructional methods and ICT use

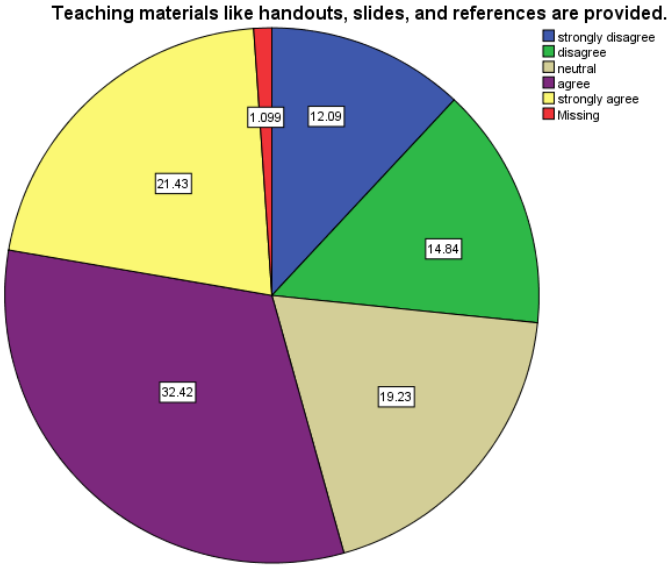
Descriptions		The teacher explains clearly, using real-life examples and multiple teaching methods	ICT tools, e.g., multimedia, videos, and online platforms, are used effectively.	Teaching materials like handouts, slides, and references are provided.	Homework, assignments, term papers, and quizzes are used meaningfully.	Evaluation is fair, timely, and supports student learning
N	Valid	352	363	364	366	356
	Missing	16	5	4	2	12
Median		4.0000	3.0000	4.0000	4.0000	4.0000
Mode		4.00	1.00	4.00	4.00	5.00
Std. Deviation		1.15682	1.48167	1.29858	1.18201	1.11664
Skewness		-.930	.916	-.439	-.705	-1.037
Std. Error of Skewness		.130	.128	.128	.128	.129



Around 70 percent of students agree that “the teacher explains clearly using real-life examples and multiple teaching methods.”



There is a very low rating of the use of ICT tools effectively, like 36 percent. It shows that there should be focused to improve technical manpower by providing training opportunities.



Around 54 percent of students said that teaching materials like handouts, slides and references are provided by teachers.

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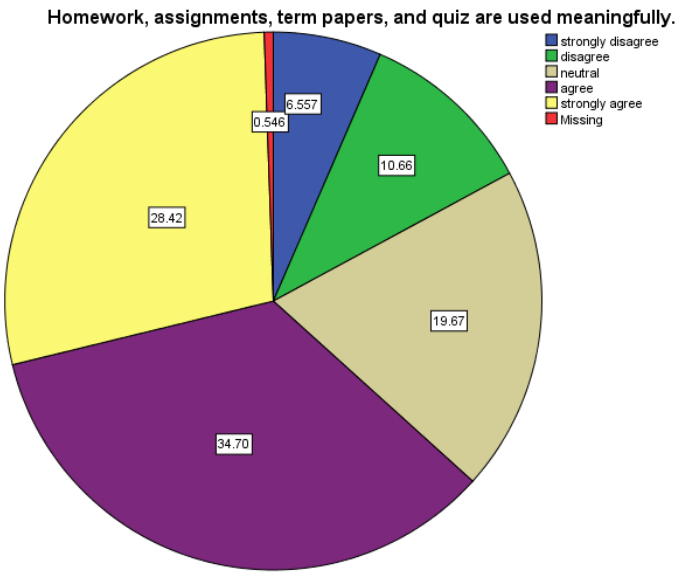
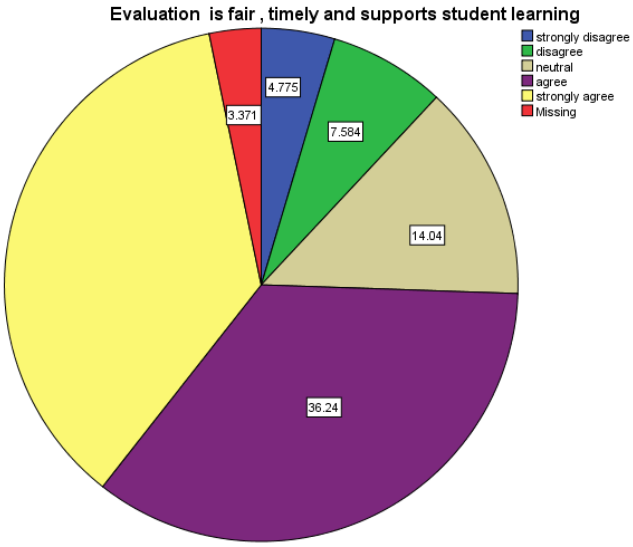


The majority of the students, 63 percent, said that homework, assignments, term papers, and quizzes are used meaningfully.



Around 71 percent of the students are satisfied about evaluation system. They agree and are convinced that evaluation is fair, timely, and supports student learning.

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Table 4.1

Motivation and student support

Descriptions		The teacher encourages questions and active participation	Extra help is provided to weak or struggling students	The teacher motivates students to learn, grow, and be creative.	The teacher is accessible outside class hours for academic support.	The teacher behaves respectfully and promotes a positive learning environment.
N	Valid	366	365	366	363	356
	Missing	2	3	2	5	12
Median		4.0000	4.0000	4.0000	4.0000	5.0000
Mode		5.00	5.00	5.00	4.00	5.00
Skewness		-1.017	-1.664	-1.214	-.501	-1.629
Std. Error of Skewness		.128	.128	.128	.128	.129

The above table shows that the teacher encourages questions and active participations have a median of 4 and a mode of 5, which reflects that strongly agree is repeated more, and the median value of 4 reflects the central tendency of the data about agree. Similar results for extra help provided to weak students, and the teacher motivates students to learn, grow, and be creative. But the median and mode value is the same 4 for the question, the teacher is accessible outside class hours for academic support. It should be improved by providing extra time. All the questions have negative skewness, which represents left skewed, meaning a data distribution has a longer tail on the left side, with most data points clustered towards the higher (right) end, indicating a few unusually low values pull the average (mean) down below the middle value (median) and most people is scoring well on a test but few getting very low scores forming a tail of low scores to the left making the mean lower than the median.

Conclusion

The teacher used to finish the courses in time. The teacher has a strong command of the subject matter and uses class time efficiently. The teachers' delivery of content was found to be fine. The pedagogical aspect (work plan, test, assignments, evaluation) of the teachers is also satisfactory. However, there is a need for a little bit of improvement in this aspect. The motivational aspect of the teachers is in a good position. Students rated teachers' overall effectiveness as good.

Recommendation

- Workshop on the pedagogy (work plan, assessment, evaluation) has to be organised rather than just the training.
- Motivation of teachers towards teaching learning process has to be enhanced (timely faculty meeting, collaboration among faculties).
- Meetings among the members of the subject committee have to be held frequently to embrace and enhance the content knowledge.
- College administration should focus on the ICT-based teaching and learning activities and market-oriented courses.
- Similarly, campus administration and concerned departments should focus on the community-based field visits program and practical learning process.

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