

Critical Appraisal by students on faculty-Issues and feedback

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Abstract— *The changing scenario of higher education in India need to attract student for higher education by offering unique and innovative courses and subjects along with the association of career orientation. In this aspect, the needs of tailor made courses with modern technological support are inevitable for the promotion of higher education in India. In this aspect, the course purview of computer education either in engineering, testing and application needs to add value oriented courses frequently in their syllabi and also to promote with the focus of career growth and employment. In addition to that the promotion of courses with latest modus operandi demands the institution to market its value through infrastructure support, equipment and software utilization and also content delivery through faculty. In this aspect, the present day student community propels to give their feedback on course value and subject delivery system by faculty then and there. By keeping this view as focus the present research paper has been attempted to verify and collect the opinion of students about the promotion of courseware and subject delivery pattern and also attempted to understand the discriminating factor on course selection and subject delivery evaluation made by different categories of students in an educational institution.*

Keywords— **Higher education, Course, Subject, Faculty.**

I. INTRODUCTION

The feedback aspects gives the profound coverage of subject content, learning space of subject, application in real life, provision for the research and extension, utilization of equipment support system while evaluating course ware offered for students.

The subject delivery process evaluation are done by students from their opinion covers the aspects of teachers qualification, proficiency of subject content, duration taken to deliver the subject, subject preparation, planning and execution. In addition to that the responses are understood by the course providers about the subject command, usage of teaching methods/aids and the psychological balance of teachers towards students in terms of their personality, perception towards students and subject and attitude on students learning process. The

outcomes of all these inputs are taken for the preparation course and teachers balance for the better productivity on delivery and content validity of courses.

II. LITERATURE REVIEW

[1] Mary K.Culver collected feedback data to determine the effectiveness of using traditional course evaluation which is instrumental for online courses. Feedback survey consisting emails, discussions, and journals responded to, and the number of assignments graded etc., It was analyzed and found that prompt, specific communication and feedback has increased from the instructor gave a positive note on student perception of course outcomes.

[2] Peter Heine, Nick Maddox analyzed student evaluation of teaching (SET) which primarily focus on two phenomenon. The first phenomenon addresses the accuracy of students' perceptions regarding their teachers' performance in class. Secondly it focuses on research upon uncovering the source of students' perceptions about teaching effectiveness and quality. For gender differences, female students were found to take the evaluation process more seriously than their male counterparts.

[3] Judy Donovan et.al., critically analyzed the efforts that have been made recently to compare the effectiveness of traditional course formats to alternative formats (most often, online delivery compared to traditional on-site delivery). The study examines, not the delivery format but rather the evaluation format. It compares traditional paper and pencil methods for course evaluation with electronic methods. It was found no significant differences in numerical rankings between the two evaluation formats.

[4] Peter Biehl, Krissy Costanzo, analyzed and studied university-wide course evaluation system serves a variety of purposes and constituencies. The structure, delivery, analysis, and reporting of campus-wide evaluations need to reflect this multiplicity, while minimizing redundancy. Likewise, the proposed structure seeks to balance the need for flexibility across units/departments/course with the goal of university-wide, cross-course comparisons.

[5] Debra Rathke, Jo Harmon, studied on Student Learning Assessment which is in the process of improving course evaluations at Owens Community College. In order to select the best tool and to meet the

needs of the College The survey instrument is a three-page, 7 question survey that begins by providing the reasoning the survey is being conducted. It asks respondents about the importance of potential uses of student course evaluations, the importance of dimensions to be measured, as well as the importance of aspects to be considered in the analysis.

[6] Amy Wong and Jason Fitzsimmons studied and collected data from ongoing student evaluations of faculty in an MBA program within an online university to investigate the factors leading to student ratings of overall professor facilitator performance and overall satisfaction with the course. Results from regression analysis finds that evaluations of overall professor facilitator performance is predominantly driven by both the professor's attributes and learning facilitation while overall student satisfaction is largely driven by factors associated with learning facilitation.

[7] Allison Paolini, addressed how educators can enhance their knowledge in teaching profession and its outcomes.

[8] Juan Antonio Moreno-Murcia et. al, conducted a study from 1297 university students to determine the performance of university professors using exploratory and confirmatory factor analysis.

[9] Jake M. Laguador et. al conducted a study to determine the faculty performance with respect to different expertise such as subject matter, class room management, instructional, communication skills, diagnostic and relational.

[10] Nga D Tran, discussed three approaches for teaching evaluation such as student presage focused, teaching focused and learning focused. Also states that learning focused is necessary for student evaluation of teaching.

III. OBJECTIVES

- To understand the opinion towards faculty time sense, subject command, use of teaching methods/teaching aids, helping attitude towards subject and class control by the faculty on selected subject handled.
- To understand the factors which are most significant and least significant based on aspects taken.
- To find discriminant factors based on aspects taken with respect to selected demographic characteristics.
- To provide suggestions to improve the course content and faculty teaching ability.

IV. METHODOLOGY

In order to understand the feedback provided by the students, questionnaire was framed based on the literature reviews. A pilot study was conducted to ensure that questionnaire is reliable, stable and unambiguous. Sample

was drawn from the students pursuing professional degree course in private university, located in Kanchipuram. Size of the sample is 100. Questionnaire is distributed to the students and the opinion is recorded. SPSS 20 tool is used to interpret the results.

V. RESULTS AND DISCUSSION

5.1 Demographic characteristics

Table 1: Demographic results

Variable	Category	No. of Respondents	Percentage
Gender	Male	39	39
	Female	61	61
Nature of course	Technical	35	35
	Non-technical	65	65

Source: Primary data

From the table 1 it is observed that 39 percentages of respondents belong to male category and 61 percentages of respondents belong to female category. 35 percentages of respondents belong to technical category and 65 percentages of respondents belong to non-technical category.

5.2 Opinion about Faculty time sense

Table 2: Faculty time sense

Factors	Mean	Std.Deviation
Punctuality in the Class	4.94	5.105
Regularity in Taking Class	4.79	4.026
Students Attendance/Presence in the Class of teacher who is being evaluated	4.02	.778
Complete Syllabus in Time	4.10	.893
Schedule Organization of Assignments, Class Test, Quizzes and Seminars	3.54	.858
Makes Alternate Arrangement of class in his/her absence	3.44	1.113

Source: Primary data

From the table 2 and figure 1 it is inferred that, for the parameters faculty time sense, 6 clauses have been taken to analyze the time sense of faculty. All these 6 clauses are carefully framed in such a way that it has given complete picture regarding time management of the faculty. The highest mean seems to be punctuality in the class (mean = 4.94) and lowest mean seems to be makes alternate arrangement of class in his/her absence (mean = 3.44).

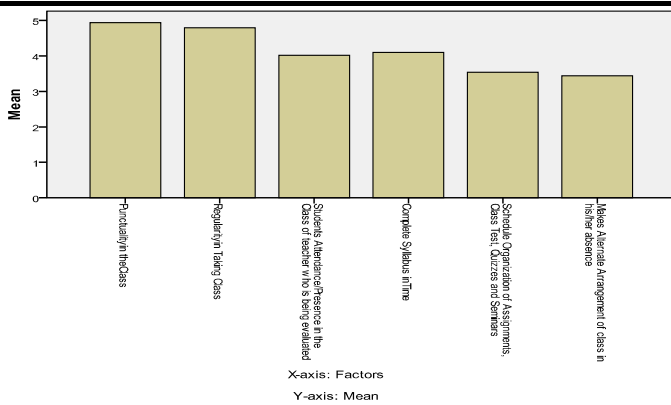


Fig.1: Faculty time sense

5.3 Opinion about subject command

Table 3: Subject command

Factors	Mean	Std.Deviation
Focus on Syllabi	4.87	5.688
Self-Confidence	4.27	.790
Communication Skills	5.01	5.868
Conducting classroom discussions	3.95	1.009
teaching subject matter	4.59	5.160
Delivery of Schedule Lecture	3.86	.943
Skill of linking subject to real world life experience & creating interest in the subject	4.01	1.000
Refers to latest developments in the field	4.24	3.085

Source: Primary data

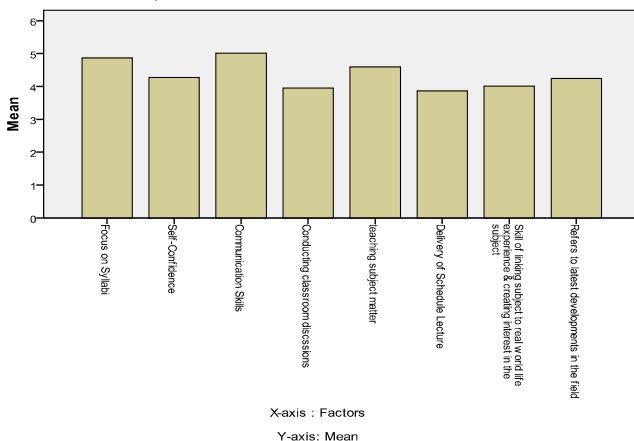


Fig. 2: Subject command

From table 3 and figure 2 it is observed that, subject command of the faculty, 8 critical clauses have been carefully framed. Considering the complete dynamics of the parameter taken for the study, highest mean seems to be communication skills (mean = 5.01) is the vital factor and lowest mean seems to be delivery of schedule lecture

(mean = 3.86), indicates that consistency of delivering is disturbed.

5.4 Opinion about Use of teaching methods/teaching aids

Table 4: Use of teaching methods/teaching aids

Factors	Mean	Std.Deviation
Use of Teaching Aids	3.83	.954
Blackboard/Whiteboard chalk in terms of visibility and structure	4.07	.868
Innovative Teaching Methodology	3.85	1.095
Shares answers in conducting class tests	3.87	.971
Shows evaluated answer books of class tests to the students	4.02	.985
Makes sure that he/she is being understood	4.26	.981

Source: Primary data

From the table 4 and figure 3 it is understood that, 6 clauses have been taken for the study, the highest mean seems to be makes sure that he/she is being understood (mean = 4.26), indicates that concerned faculty have exposure in using teaching methods/teaching aids, lowest mean seems to be use of teaching aids (mean = 3.83), indicates that utilization of latest teaching aids is less.

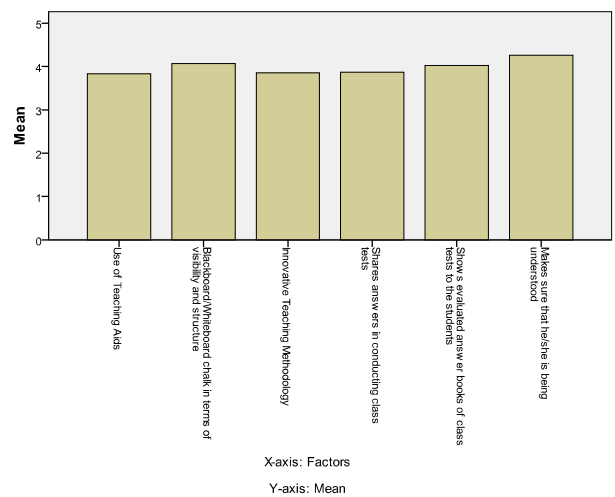


Fig.3: Use of teaching methods/teaching aids

5.5 Opinion about faulty helping attitude towards students

Table 5: Faculty helping attitude

Factors	Mean	Std.Deviation
Helping Approach towards varied academic interest of students	4.43	5.198
Helping student in providing	4.57	4.073

study materials		
Helping students irrespective of ethnicity and culture/background	3.88	.946
Helping students irrespective of gender	3.98	.974
Helping students facing physical, emotional and learning challenges	3.91	1.016
Approach towards developing professional skills among students	3.99	.882
Helping students in realizing their carrier goals	4.19	.940
Helping students in realizing their strengths and developmental issues	4.04	.931

Source: Primary data

From the table 5, for analyzing opinion faculty helping attitude towards students, 8 clauses have been carefully framed and analyzed. The highest mean seems to be helping students in providing study materials students (mean = 4.57), it indicates that faculty is providing subject related materials in form of short notes and e-resources. The lowest mean seems to be helping students irrespective of ethnicity and culture/background (mean = 3.88). It is shown in figure 4.

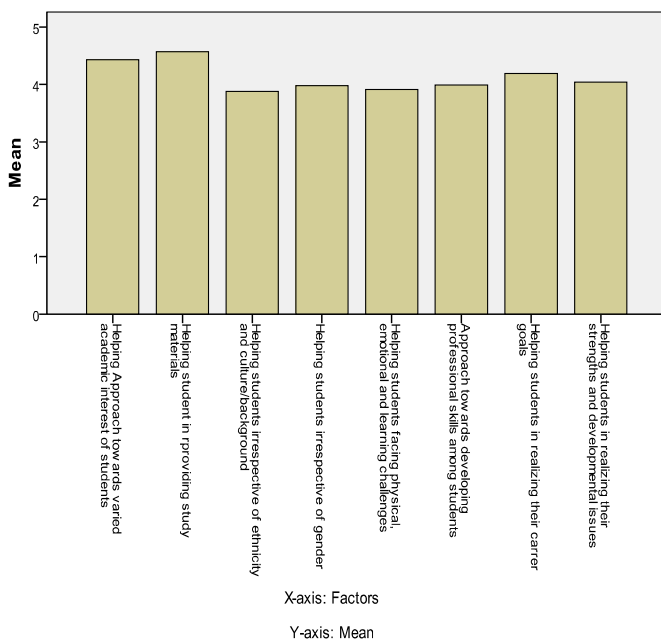


Fig.4: Faculty helping attitude

5.6 Opinion about class control by the faculty

Table 6: Class control

Factors	Mean	Std.Deviation
Control mechanism in effectively conducting the class	3.74	.917
Students participation in the class	3.83	.900
Skills in addressing inappropriate behaviour of students	3.83	.965
Tendency of inviting opinion and question on subject matter from students	4.29	3.019
Enhances learning by judicious reinforcement mechanism	3.78	.938
Inspires students for ethical conduct	3.91	1.055
Acts as a role model to the students	4.07	1.112

Source: Primary data

From the table 6 and figure 5, for analyzing the opinion about class control by the faculty, 7 clauses have been taken and analyzed. It is observed that highest mean = 4.29, indicates tendency of inviting opinion and question on subject matter from students, lowest mean = 3.74, indicates class control mechanism is less by the faculty.

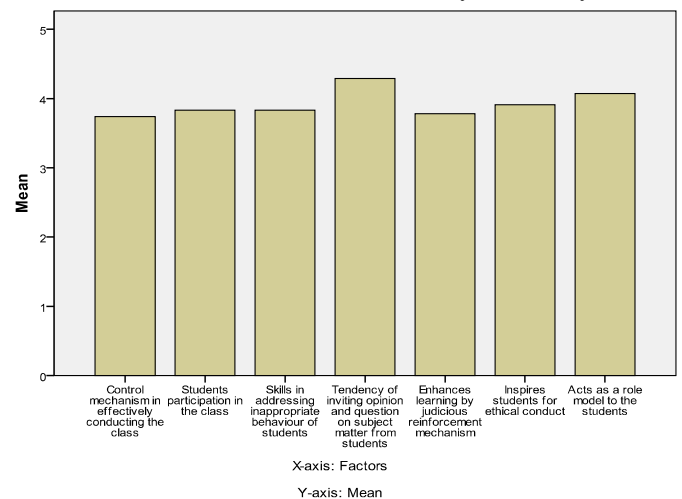


Fig. 5: Class control

5.7 Discriminant Analysis

Discriminant analysis is made among students based on technical and non-technical category. Centroid method is deployed for discriminating category. The results indicates technical students are more attracted towards makes alternate arrangement is influenced and for non-technical students, which has strong orientation for them

in deciding faculty approach in handling time sense. Similarly regarding subject command, delivery of structured lecture has a strong influencing factor for the non-technical students. For the particular clause of skill of linking subject to real world life experience and creating interest in the subject has a very strong impact for the technical students.

With respect to use of teaching methods/teaching aids, for the clause, understood about teaching methods/teaching aids is very much influenced by the technical students. For non-technical students, use of innovative teaching methods in teaching adopted by the faculty for their subject is strong impact factor. With respect to faculty helping attitude towards students, helping students facing physical, emotional and learning challenges is the critical clause for the technical students. For non-technical students, helps students in realizing their strengths and developmental needs is strong attractive factor for this category.

As far class control, act as a role model to the students is the vital clause for technical students and inspires students for ethical conduct is the important clause for non-technical students.

VI. CONCLUSION

In order to obtain the results, 6 major aspects have been taken for opinion feedback from the students for a particular course subject on computer applications. Each of the headings has 6 to 8 clauses to get clear opinion and necessary action to be planned. A procedural methodology was adopted and the results have been discussed above. From the results it is much indicative that what are the issues which have to be addressed immediately and take care by a faculty have been analyzed. This study will definitely provide guidelines for the faculties working in institutes of higher learning, what is the need and expectation from the students. More such work can be carried on some other segments to get a collective growth for the institutes as well as the faculty.

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