



REVIEW ARTICLE

EFFECT OF STUDENTS' ASSESSMENT MECHANISM ON TEACHING COMPETENCY IN HIGHER EDUCATION

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ABSTRACT

General aim of the study is to establish students' feedback as an effective mechanism of quality assurance in the higher educational institutes of Assam. Present paper has two specific objectives- (a) to study the effect of students' assessment mechanism on teaching competency and (b) to put recommendations on the improvement of students' assessment mechanism for quality assurance in higher education. One hypothesis has been put to study the 1st objective that is- students' assessment mechanism has significant effect on teaching competency at university level. In results, it was not observed and hypothesis was rejected finally.

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INTRODUCTION

Presently, higher education is considered as the industry where students are the main customers. Satisfying customers' need is the main priority of any industry. Hence their input is necessary in the form students' feedback mechanism. Secondly, students' feedback helps teachers in diagnosis of any problem in teaching performance and also helps administrators in their decision making process. Apart from these, Feedback mechanism helps in development of the capacity of self-assessment in students' learning as well as it encourages positive motivational beliefs and self-esteem to teachers. In fact, students' rating is a necessary source of evidences of teaching effectiveness. Different research studies have highlighted that students' feedback is directly related to quality assurance and it is a not an independent variable. It depends on students' understanding level, regularity and judgment capacity of students, availability of infrastructural facilities within the university (including teaching-learning materials), etc. It is necessary to give a fresh observation over the existing practices of feedback mechanism by the universities of India, more particularly in Assam as Assam is one of the most socio-economically backward states of India. Question often rises regarding the quality manpower in the higher education sector of Assam.

Therefore, an attempt has been undertaken to rethink to what extent and in what way the universities of Assam (Assam is a state of India) are practicing this students' feedback mechanism and how they are maintaining the quality of higher education, present problem has been stated as –“Effect of students' assessment mechanism on teaching competency in higher education”.

Aims of the Study

General aim of the study is to establish students' feedback as an effective mechanism of quality assurance in the higher educational institutes of Assam.

Objectives of the study are

- (i) To study the effect of students' assessment mechanism on teaching competency
- (ii) To put recommendations on the improvement of students' feedback mechanism for quality assurance in higher education

Hypothesis of the Study

One hypothesis has been put to study the 1st objective -
(i) Feedback mechanism has significant effect on teaching competency at university level.

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Conceptual Framework

In Indian social system, teachers are said as the Torch-bearer in the life of students. Traditionally, teachers are called as "Guru" and "Gurus were the ultimate decision makers in the life of students. Nobody could think of questioning on the duties, responsibilities and on teaching quality of Teachers (Gurus). But presently, teaching is becoming the most challenging task and most difficult profession among all. Due to the impact of globalization and privatization, principle of "survival of the fittest" has also been entered in Indian Education system and as a result the concept of Students' Feedback mechanism for assessing teachers' performance is elicited in later half of twentieth century. Because of feedback mechanism in education system, students are becoming the determiner of the fate of the teachers. They are becoming the decision makers regarding the continuation of the teachers' job for the next upcoming years. Presently maximum high level colleges and universities are practising this feedback system for enhancing the quality of higher education. In India also after the establishment of NAAC (National Assessment and Accreditation Council) quality assurance is becoming the topmost priority of all the colleges and universities through Students' evaluation system.

Therefore, in order to enhance the quality in higher education, students' feedback is getting priority under the head "best practices" in all the institutions. In Assam also, higher educational institutions are influenced by this concept of Students' Feedback introduced by NAAC. But, practising Students' Feedback Mechanism by IQAC in the institutions is not an easy task. It requires good planning, techniques and cooperation from all other stakeholders of a university. From the records of the universities in Assam, it is found that this mechanism has been practised only once in the whole 5 years term of NAAC assessment that is also by only a few institutions of higher learning. From general observations, it is said that central universities have good facilities than the state universities because of which implementation of any kind of new mechanism becomes easy and effective here than the state universities. Still, the state universities are also giving their best efforts continuously in the process of human resource development. To see the effectiveness this feedback mechanism, both types of universities are taken into the arena of the study. Considering all the above cited aspects, proposed problem has been considered to be important and conceptualized as-

"Effect of feedback system on teaching competency in higher education."

Review of Related Literature

Students' feedback is a very modern concept in the field of education and till now very few researches have been conducted in this area. In order to stop unintentional duplication and to find out the research gap the following studies were reviewed –

Thanh Dinh T.L. (2015) carried out a study on "*Student Feedback Mechanisms: The Case of a Vietnamese Public University*" focusing on exploring the actual execution level of student feedback mechanism in the universities of Vietnam. The study recommended that the university's Management Board makes effort to raise awareness of importance of

students' feedback and prepares guideline and procedures for taking inputs from students.

Jena, A.K & Chakraborty, P. (2013) studied on "*Effect of Student Feedback on the motivation of Indian University Teachers*" with the objective of understanding the teachers' motivation and attitude towards students' feedback mechanism. It was found the overall motivation towards students' feedback was strongly positive among university teachers and it significantly affected teachers' classroom performance.

Campbell, J.P. (2005) conducted a study on "*Evaluating Teacher Performance in Higher Education: The Value of Students Ratings.*" The purpose of the study was to assess community college faculty's responses to students' evaluation process. Findings revealed that according to faculty, evaluation of teachers by students is totally an ineffective method which leads to frustration.

Nasser & Fresco (2002); Adams, J.V (1997) revealed through their research that students feedback to their teachers is an extremely bad custom in higher education because learners are not intellectually matured enough to judge their teachers.

Gardon, P.A. (1990) argued that student feedback is not a good practice for educators as students are unable to assess the deepness of teachers' knowledge.

Resume of the Review

The above review of related literature highlights that there is lots of arguments and therefore it has urgent need of an in-depth study and also to rethink over student feedback system. Not a single researcher has carried out study on the nature of existing feedback mechanism and the validity and reliability of the feedback strategy in India. Such type of research study has never been undertaken in the universities of Assam. Recently, Government of Assam has announced that Government is going to establish a number of higher educational institutions where a standard feedback strategy will always be helpful in maintaining the quality of education. So, above literature give ample scope to the researcher to carry out the study on-

"Effect of feedback system on teaching competency in higher education"

Research Approach Undertaken:

Method of the Study: In order to study the effect of students' feedback mechanism on teaching competency, experimental method (Pre-test Post-test design) was applied by collecting students' data from a newly established university of Assam. In this university, feedback system was not exercised on regular mode fully. The justification behind selecting experimental method for this objective is that to know the effectiveness, it is necessary to study the variable in controlled situation. Accordingly, data have been collected from students about their teachers' competence at initial stage. Then feedback system was introduced in the university tactfully and after 3 months (after implementation of 1st feedback system) again 2nd phase data were collected from the same students' group to know the effect of feedback on the teaching competence of their teachers. So, the nature of the study demands Pre-test Post –test design of experimental research.

Population, Sample and sampling procedure: At present total 09 universities (Two central & Seven State as per data 2015) are imparting higher education on regular mode. This is the population institutes of the study. One State University has been selected purposively as Institution sample of the study. Regarding students sample, special care has been taken in case of their regular attendance. Students who have minimum 75% class attendance, only those have come under the study sample. Total 34 students are selected as sample to collect data in two phases from the same sample group. Again 31 teachers have been selected randomly from the University for collecting their opinion in case of implementation of students' feedback mechanism.

Tool or Research Instrument for Data Collection

One Teaching competency measuring questionnaire consisting of 26 items covering A-Z competency and a Feedback questionnaire were prepared to collect data from students about the performance of their teachers. Total 12 criteria (24 items) of Effective teaching were covered in the Feedback tool where minimum 1 and maximum 10 marks were allotted against every statement. So, minimum score for a particular teacher can be 24 and maximum score can be 240. Experts' opinion was collected from four administrative officers of the university to increase the validity of the test. In this way the tool was made ready to use.

Analysis of Data

Collected data are analysed with the help of the following table containing r and t-test (Large and Correlated sample)

Table 1. Table showing the significance of mean difference between Pre-test and Post test in case of effect of students' feedback in Teaching competency

Teacher	Test 1	Test 2	r	SE _D	t Value	Interpretation
A	M=108.32 S.D.=6.64 N= 34	M= 105.7 S.D.=15.39 N=34	-0.13	2.74	0.95	Not significant
B	M=104.5 N=34 S.D.= 9.46	M= 103.5 N=34 S.D= 16.49	0.34	2.73	0.36	Not significant
C	M= 104.5 N=34 S.D. =10.13	M= 103.06 N= 34 S.D.=14.67	0.20	2.74	0.52	Not Significant
D	M=102.2 N= 34 S.D.=11.29	M= 73.76 N=34 S.D.= 22.82	0.19	4.01	7.09	Significant

Interpretation and the Findings

From the table no. 1, it is revealed that the mean score of Teacher A in the initial test is 108.32 with Standard Deviation 6.64 and in the post test means after the implementation of feedback system, the Mean score is found 105.7 with Standard Deviation 15.39. The 1st Mean is greater than the 2nd mean value. Here, calculated t- value is found 0.95 (less than table value) with 2.74 Standard Error of Difference which is not significant. So, in case of Teacher A, positive hypothesis cannot be accepted as it is not significant. That means Students' feedback mechanism has not effected significantly in teaching competency. In case of Teacher B, the mean score of Initial test is found 104.5 with 9.46 Standard Deviation. This mean value is slightly greater than the Mean score of Final test which is 103.5 with 16.49 Standard Deviation. Here the calculated t value 0.36 with 2.73 Standard Error of Difference is smaller than the table value 1.96 at 0.05 level of significance.

So, the formulated hypothesis in case of Teacher B is also rejected. It means the students' feedback mechanism has not influenced significantly in teaching competency at university level. From the table no. 1 it is evident that Teacher C's Mean value in the earlier test is 104.5 with 10.13 Standard Deviation which is greater than the mean value of Final test that is 103.06 with 14.67 Standard Deviation. Here also, the calculated t value 0.52 with 2.74 Standard Error of Difference is smaller than the table value 1.96 at 0.05 level of significance. So, the formulated hypothesis in case of Teacher C is also rejected. It means the students' feedback mechanism has not influenced significantly in teachers performance. In case of Teacher D, significant mean difference between both the test is observed where t value is found 7.09 which is greater than the table value 1.96 at 5% level of significance with 4.01 Standard Error of Difference. So, here formulated hypothesis is accepted. But, this influence is not positive influence as the Mean Value in initial test 102.2 is greater than the mean value of final test 73.76. So, it is concluded that that In case of teacher D, feedback mechanism has influenced negatively in the performance of university teachers.

Influencing Factors of Students Feedback and Recommendations for Improvement

On the basis of the interview with the university teachers during the study period, following factors have been identified which naturally influence on the students' feedback. Those influencing factors must be checked at the time of implementation of feedback mechanism. Otherwise that will surely de-motivate the teachers in their future performance. Those factors are-

- (i) Regularity of students in the classes. If students themselves are not regular, then how can they assess the teachers' regularity which is a dominating phenomenon of effective teaching. So, in collecting feedback of teachers' performance from students, only those students who have minimum 75% of class attendance should be taken as sample by Authority.
- (ii) Communicating feedback results to concerned teacher by Feedback Collecting Authority. Results must be communicated confidentially to that particular teacher only with a positive approach.
- (iii) Availability of infrastructural facilities in the institution influences on teachers performance and motivation. So, before introducing feedback mechanism, minimum infrastructure of teaching- learning like- OHP, Projector, library with quality journals and books etc. must be made available so that teachers can give their best.
- (iv) Availability of manpower in the department of the university (including bearer/ 4th grade)
- (v) Students' maturity level or their understanding to teachers' job also matters a lot. So special training should be given to students to make them understand about the purposes & need of feedback mechanism.
- (vi) Language command of students over the feedback questionnaire should be kept in mind before interpretation of the teachers' performance.
- (vii) Designation of the teachers is also a matter of discussion.
- (viii) Evaluation standard of the teacher/ Marks secured by students in examination in the concerned paper also influence easily to students.

- (ix) Syllabus/ nature of the course content in a particular paper.
- (x) Administering capability of the teacher

So, at the time implementation of feedback mechanism as a regular practice in higher educational institutions, provision special training for students as well as for the persons of IQAC (Because IQAC will collect feedback) should be provided.

Implications of the Study

Following points are cited as the implications of the study which will help in policy making also-

- (i) The study will help to design a standard feedback format for all the newly established higher educational institutions by overcoming the negative factors after consideration of teachers' opinion.
- (ii) Present study will help to develop a strategy for ensuring quality in all higher educational institutions by considering all other sources of feedback.
- (iii) It will help the other universities to exchange their innovative ideas for the interest of greater development of Assam
- (iv) A positive attitude is expected to be developed among all sections of teachers which will lead to motivational growth towards teaching.
- (v) Government will be able to make appropriate adjustments to their current actions and policies in order to further enhance the quality in the universities of India

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