



The Analysis and Interpretation of Higher Education Teachers Based on Student and Teachers Feedback

Vinita Singh, Dharm Raj Singh and Vijay Kant Sharma

EasyChair preprints are intended for rapid dissemination of research results and are integrated with the rest of EasyChair.

July 1, 2023

The analysis and interpretation of higher education teachers based on student and teachers feedback

Vinita Singh^a, Dharm Raj Singh^b, Vijay Kant Sharma^c

^aMGU Bhopal, M.P, India; E-mail: vinitasngh92@gmail.com

^{b&c}Department of Computer Applications Jagatpur P. G. College, Varanasi221302, Uttar Pradesh, India;

E-mail:dharmrajsingh67@yahoo.com, mzp.vijay@gmail.com

ABSTRACT

Abstract The National Assessment and Accreditation Council (NAAC), which rates and accredits higher education institutions (HEIs), as well as the perspectives and perceptions of university/college instructors, are all subjects of our investigation in this paper. We create a mixed method to examine several components of quality indicators in higher education, if any, for estimation and acceptance. The mixed method is used to combine quantitative and qualitative data. The fundamental assumption is that integrating quantitative and qualitative approaches produces a greater grasp to analyze the problem and subject than either method used independently. The design and implementation of the programme assessment frame of reference are used to evaluate quality assurance in higher education institutions.

KEYWORDS

Introduction resources; Teaching and learning quality management; Result analysis.

1. Introduction

1.1 Literature Review

Guest et al. explain a mixed method for collecting qualitative and quantitative data [1]. To sustain higher education quality is becoming a serious problem. Josip et al. examine that after primary education the role of particular and school-specific variables in the desire for higher education information of pupils in advance [2]. Jayaram highlighted all aspects of higher education in India [3]. Madhukar observed that higher education in India grown considerably in the terms of quantity without a corresponding increase in the level of quality of instruction [4]. He stressed that the quality issue in higher education had arisen as a result of the institution's uncontrolled expansion. Gibbs examined the problems associated with educational quality, concluding that the most significant task for education in the new century was to develop coordination in terms of "quantity" and "quality" [5]. Taylor focused on an investigation into the factors contributing to the downfall of higher education quality [7]. Rodriguez discussed in his paper to examine the issues surrounding the regulation of higher education in India the institutional hurdles to the entrance have resulted in a lack of both quality and quantity in terms of offerings [6]. According to Wareing [8], the most serious issue to be concerned about is that academic staff members get preoccupied with developing and adhering to formal quality assurance procedures, which causes them to lose focus on teaching and research. Garcia et al. show the effects of the base on students of evaluation they already have, the evaluation of the student's perception, and evaluation types [14]. Leiber [9] observed the quality assurance in higher education, "some infrastructure and teaching/learning process related aspects are required to be monitored and assessed" to maintain a minimum standard of higher education. Sangeeta observed that the capacity and skill of the teachers determine the quality of education provided to students [10]. Lungu and Moraru present a new dimension to the analysis of student surveys in higher education [15]. Aithal et al. present a SWOC analysis of theory A and its application to different types of organizations [16]. Arun Jamkar [11] suggested that The NAAC had been successful in getting institutions and academia to embrace its evaluation and

accreditation process as a result of an active awareness campaign and contacts with academics. Zhang et al. advised the NAAC for Higher Education are the basic principles and quality assurance requirements, as well as the accreditation process [12]. Ntim was a survey on Gannian teachers' skills and pay more attention to cultivating critical also with appreciable knowledge of teachers [13].

In this paper, we examine quality concerns with TQM in higher education institutions (HEIs) as assessed and certified by NAAC, as well as the perspectives and perceptions of college/university teachers. The traditional evaluation and accreditation system overlooks the influence of students' efforts, motivation, and reactions to various pedagogical attitudes on the teaching-learning process in HEIs. Because it is believed that the learning gained in HEI is the result of a wider range of factors to external institutions. On the other hand, it is a synthesis of the outcomes of instruction, practice, behavioral skills, and other elements outside of the college itself. We have designed a mixed method that is the most effective tool for quality assurance of higher education institutions. It helps to focus on the right issues and can be applied to higher education to revive the system. It is used by various instruments and hypotheses to support human resource development, imbuing a positive atmosphere, and emphasizing the importance of student-centric teaching in the study to evaluate teaching and learning to provide students with timely.

The remaining sections are arranged as follows: Section 2 explains the research methodology. Data and the result analysis are described in Section 3. The conclusion is described in section 4.

2. Research Methodology

2.1 Research Model

The 'programme evaluation' frame of reference has been used in the design and execution. An open-ended survey of higher education institutions' providers (teachers) employed a qualitative approach, which include document analysis of NAAC reports and other relevant research materials. To collect quantitative data based on replies to the survey's open-ended questions. For evaluation purposes, one schedule has been created for faculty members. The schedule is based on the teaching, research, and extension missions of higher education institutions. The interview schedule was created with the six criteria based on NAAC has identified for evaluating and accrediting university/college teachers in mind: teaching learning and evaluation; curricular aspects; research, consultancy, and extension; infrastructure and learning resources; student-supported teacher's view; and innovative practice. Depending on the degree of agreement or lack of awareness/applicability, respondents have been asked to score each statement on a 3-point continuum (Agree, Disagree, or No Response).

When capturing instructors' opinions, a three-point scale is used:

- In cases of satisfaction indicating agreement (Yes).
- When there is disagreement indicating (No).
- If you can't react or it isn't applicable (No Response).

Field surveys are used to gather information about college teachers' perspectives on quality issues in higher education. 70 teachers have been chosen from college for this study. Teachers who are socially committed and involved in teacher activism are the only ones requested.

3. Data and Result Analysis

3.1 Opinions and impressions of teachers on higher education quality assurance

A random sample of 70 university/college teachers was recruited to assess their perspectives on key quality concerns in higher education. These fundamental concerns have been chosen based on the standards of the NAAC in higher education institutions, which include some, general statements.

Apart from these questionnaires, a set of questions are sub-divided into various categories as mentioned:

1. Teaching, learning, and assessment;
2. Aspects of the Curriculum
3. Extension, research, and consulting
4. Resources for learning and infrastructure
5. A teacher's perspective on student support
6. Creative Techniques

Percentage analysis is used to examine the replies of teachers (on a three-point rating scale) to different quality concerns related to the aforementioned factors. The findings of this study have been categorized into the following sections:

3.1.1 Teaching, learning, and assessment

The observations of teachers regarding the Perceptions of Teacher's Teaching learning and evaluation in Higher Education have been given in figure 1 based on the following question.

R1: Indian education system needs digital transformation.

R2: Is the new education policy plays a significant role in the Indian education system?

R3: Higher educational institution needs to improve their policies for better cooperation among student and faculty.

R4: Higher educational institutions also include smart classes to improve their teaching experience.

R5: Indian government increases the educational budget.

R6: Is the Indian higher educational institutions need to work on their quality education programme?

R7: Educational institutes include skill development programme which is job oriented.

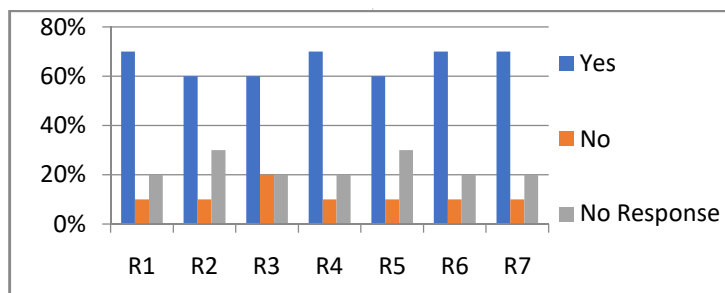


Figure 1 The Percentage of Teaching, Learning, and Evaluation of Higher Education Teachers

3.1.2 Curricular Aspects

The observations of teachers regarding the quality issues related to curricular aspects at higher education have been given in figure 2 based on the following questions.

A1: The syllabus of different courses is reviewed and updated regularly in the university to incorporate the latest knowledge.

A2: The sufficient knowledge and skills in the present syllabi of different courses equipped the students with the emerging demands of the employment market.

A3: The syllabus nowadays is being revised to promote research and develop analytical thinking among students.

A4: By consulting different stakeholders like alumni, parents, and industry and social organizations while developing the curriculum would improve its quality.

A5: By switching from an annual to a semester system and from the mark system to the credit system, we can increase the quality of education.

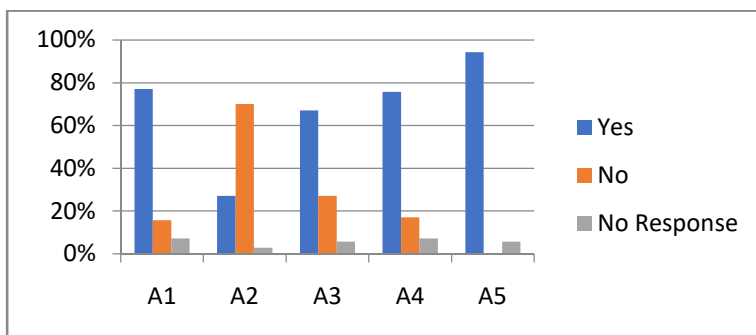


Figure 2 Teachers' Perceptions of Quality of Curricular Aspects

3.1.3 Research, Consultancy, and Extension Activities

The teacher's comments on many elements of quality of research, consultancy, and extension activities based on the following questions:

B1: In the University, different departments are undertaking significant and good-quality research.

B2: The University is providing excellent research facilities in the form of laboratory facilities, library facilities, software for statistical analysis, etc. for promoting research work in all the departments.

B3: The University promotes research activities among teachers and students by organizing research development programs and workshops.

B4: The University faculty has accomplished a great deal in terms of grants, projects, publications, patents, and research awards.

B5: The University's department collaborates on a national and international level when it comes to the sharing of research knowledge, infrastructure use, and other resources.

The quality of research, consultancy, and extension activities has been assessed by percentage analysis as shown in figure 3.

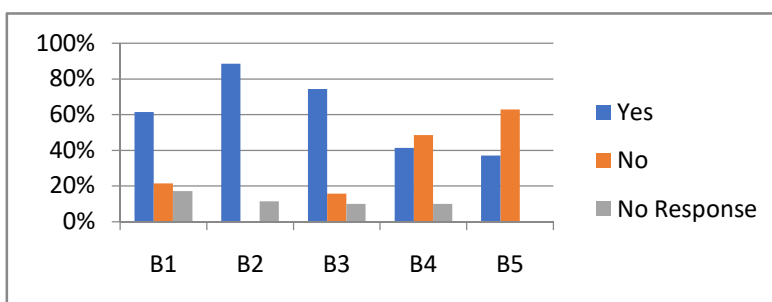


Figure 3 Percentages of Teachers' Perceptions of Quality of Research, Consultancy, and Extension Activities.

3.1.4 Infrastructure & Learning Resources

Figure 4 summarizes teachers' assessments of the quality of infrastructural and educational resources based on the following questions

C1: The University has excellent infrastructural facilities for different curricular and co-curricular activities.

C2: The infrastructural facilities in the university are properly maintained and are augmented from time to time.

C3: The library facilities available in the university are satisfactory in terms of regular book addition and subscription to reputed journals.

C4: The University providing good hostel facility to the students.

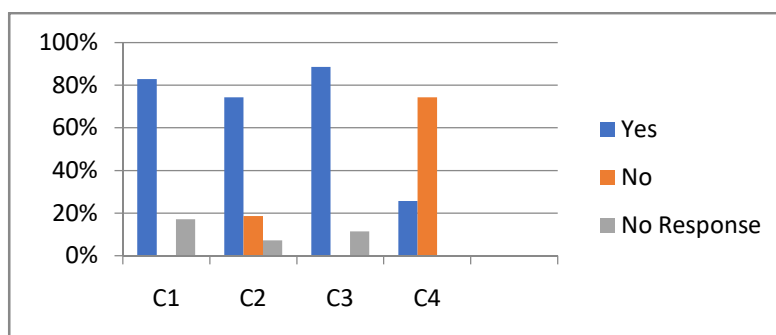


Figure 4 Percentages of Teacher's Perceptions of the quality of infrastructural and learning resources.

3.1.5 Student-Supported teacher's view

Figure 5: show summarizes teachers' views on several areas of student support services in higher education based on the following questions

D1: The university/college has developed a successful system for offering financial aid (scholarships/free ships) to guarantee that students from socioeconomically disadvantaged groups of society are fairly represented.

D2: In order to fulfill the unique needs of both slow and advanced learners, the university/college has been successful in adopting a few particular tactics.

D3: Effective support services are in place in the university/college for differently-abled students.

D4: In recent years, the placement record of university/college graduates has been particularly excellent.

D5: Students receive effective placement and counseling services from the college.

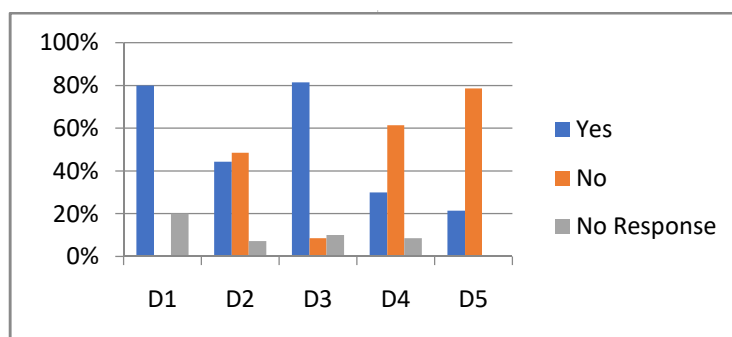


Figure 5 Percentages of Teachers' Perceptions of Student Support teachers view.

3.1.6 Innovative Practices as Quality Parameter

Figure 6 provides a summary of teachers' perspectives on faculty and higher education institution introductions of innovative techniques based on the following questions:

E1: The University/College has an internal quality assurance mechanism and is effective to a considerable extent in ensuring the quality of education.

E2: Internal Quality Assurance Cell (IQAC) of the university/college attempts to institutionalize best practices and create academic benchmarks on a regular basis.

E3: To incorporate its various stakeholders in the planning, execution, and evaluation of the academic programmes, the university/college has developed processes.

E4: The teachers regularly organize such activities which promote a sense of social responsibility and good citizenship among the students.

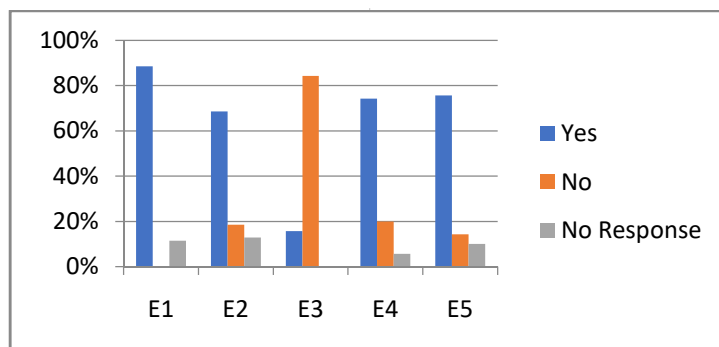


Figure 6 Percentages of Teachers' Perceptions of Innovative Practices.

4. Conclusion

The documentary analysis of NAAC evaluation reports on the assessment and accreditation of degree colleges and universities has revealed the institutions' strengths, weaknesses, and opportunities. In this study, the mixed method is used to produce quality assurance and a comprehensive plan to improve a higher education institution. Examining all of the questions yields the conclusion that respondents' responses reflect a more positive than negative viewpoint on the process of educational excellence in the context of higher education. Responses to open-ended questions revealed that quality teachers lack some flexibility which may affect their academics and concepts. This seems to be a very promising field of research. It enables imaginative data mining and removes perception-based judgments about the success of teaching and learning.

References

1. Guest, G., & Fleming, P. (2014). Mixed methods research. *Public Health Research Methods*. Thousand Oaks, CA: Sage, 581-610.
2. Šabić, J., & Jokić, B. (2021). Elementary school pupils' aspirations for higher education: The role of status attainment, blocked opportunities and school context. *Educational studies*, 47(2), 200-216.
3. Jayaram, N. (2018). Research on Higher Education in India. *India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education*.
4. Madhukar, B. S. (2018). Managing Quality at Institutional Level. *India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education*.
5. Gibbs, P. (2021). 3 A Pedagogy of Emergent Self-Cultivation; Why Students Should Have a "Sameness" and Why They Should Not. *Philosophy and Theory in Higher Education*, 3(2), 43-58.
6. Rodriguez, A. (2018). Inequity by design? Aligning high school math offerings and public flagship college entrance requirements. *The Journal of Higher Education*, 89(2), 153-183.
7. Taylor, B. J. (2020). Recruitment and Admission Management, *Higher Education Institutions. Journal: The International Encyclopedia of Higher Education Systems and Institutions*, 2425-2430.
8. Wareing, S. (2018). Staff Development and Quality Assurance. In *Handbook of Quality Assurance for University Teaching* (pp. 363-370). Routledge.

9. Leiber, T. (2019). A general theory of learning and teaching and a related comprehensive set of performance indicators for higher education institutions. *Quality in Higher Education*.
10. Angom, S. (2018). Role of teachers in academic reforms for quality higher education. In *Higher Education and Professional Ethics* (pp. 27-44). Routledge India.
11. Jamkar, A. (2019). National Assessment and Accreditation Council (NAAC)'s accreditation of health sciences institutes: Challenges and the road ahead. *Journal of Education Technology in Health Sciences*, 6(3), 57-58.
12. Zhang, C., Moreira, M. R., & Sousa, P. S. (2021). A bibliometric view on the use of total quality management in services. *Total Quality Management & Business Excellence*, 32(13-14), 1466-1493.
13. Ntim, S. (2017). Transforming teaching and learning for quality teacher education in Ghana: Perspectives from selected teacher trainees and stakeholders in teacher education. *International Journal of Education*, 9(3), 149.
14. García, M. N. G., Escamilla, A. C., Fernández, E. M., Barrio, M. I. P., & de la Rosa García, P. (2015). The influence of different variables in evaluation within the building degree in the Polytechnic University of Madrid. *Procedia-Social and Behavioral Sciences*, 176, 691-698.
15. Lungu, I., & Moraru, M. (2015). New Dimensions to the Analysis of Student Survey Results in the Instructional Process in Higher Education. *Procedia-Social and Behavioral Sciences*, 180, 376-382.
16. Aithal, S., & PM, S. K. (2016). Theory a for optimizing human productivity.