Students Evaluation of Teachers- An Empirical Study on Higher Education Institutions in Karnataka

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ABSTRACT

In the competitive world of business and technology, students do not just acquire degrees but also skills in classrooms. Most part of the time is spent within college portals and they are the largest and most important stakeholders in the educational ecosystem. However, faculty members are not insignificant when compared to their importance too. And every institution progresses when they have faculty members, who are experienced, highly qualified and could deliver world class service. The study is an attempt to understand faculty perception of student feedback and evaluation systems. Based on demographic variables analysis is carried out on factors deduced through factor analysis. The results are significant when it comes to difference in perception based on age, designation, qualification, department and gender.

The leading universities, deemed universities, reputed education institutions are in the frontline in marketing the educational services by using marketing strategies in the course of their services. Implementing the Student evaluation of teachers in higher education will not only increase the quality of services but also good universities market value in the competitive market. The universities can establish quality in higher education. The students here are the consumers of educational services and therefore need to be treated with care and caution. Hence, an ethical issue education is the need of the hour. The students' evolving systems of franchising university are entering the marketing phase in the process of service delivery.

Key words: Perception, Faculty Assessment, Awareness, Higher Educational Institutions (HEIs)

Introduction:

A teacher is one who teaches. The word 'teach' has been derived from the Anglo Saxon word "Taecon" which means 'to impart', 'to instruct', 'to train' and 'to make aware of'. The teacher acts as the pivot of any educational system for the transmission of intellectual and technical skills from one generation to next. The teacher is the key man on whom the future of children and mankind depends.

He plays an important role in shaping and molding the personality of the individual. A successful teacher is one who is able to foster creative thinking, develop skills and instills a desire for lifelong learning among students. In any society a teacher has a very important and respectable place because teaching is a noble profession. Teaching as a profession is different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities.

Every profession has a set of ethics principles, guidance, responsibilities and norms to guide the conduct and behavior of its profession. Accordingly in teaching as a profession there are various guidelines, principles, norms of morality, accountability which a teacher has to follow in teaching profession while dealing with students, stakeholders, and community. Every teacher need to follow these principles and should be accountable for his profession. Accountability towards Profession It is the duty of a teacher to think about various ways and means to help the students in acquiring knowledge and skills and shaping their future. He has to become a friend, a guide, more of an adviser and a partner to talk. For the students' harmonious development, he will have to devote more time and energy to direct the students for self learning. Through self learning one can achieve professional enrichment and excellence which will be a great help to the nation in future.

There are challenges in the educational system world over in its intent, content and application. After the USA and China, India has the maximum potential for educational progress and also a number of institutions in abundance. India presently records close to 850 and more universities. It must be noted that there are more than 50,000 stand alone colleges and 12 lakhs and more are serving faculty members. More than 3.5 crore students enter into higher educational institutions, which means that we are operating at a gross enrolment ratio of 26.4 percent. Universities and higher educational institutions are going to define the way students are molded and brought to use for the nation. There are various accountability forums that seek to bring transparency and efficiency into the education sector. Besides National Assessment and Accreditation council (NAAC) and All India Council for Technical Education (AICTE) regulations to maintain quality and ensure value based education; NIRF and AIRRA are other ranking forums that bring cheer to well performing institutions encouraging merit. National Institutional Ranking Framework (NIRF) was introduced by MHRD in 2016 to categorize and classify deserving institutions as a fillip in the eyes of parents and students.

The ranking is able to project world class institutions in India- which is not just a reference point for Indian students interested in higher education, but for also foreign students intending to pursue education in India. These ranking agencies provide weight for curriculum, structural changes, placement etc. Moreover, these rating agencies bring only recognized institutions to share their credential, which shall keep away spurious institutions. Based on the recent ratings some of the top tier institutions that fall within first one hundred ranks in Karnataka are as follows:

Table No. 01

Ranking of Institutions and universities in Karnataka

College / Institution	Rank
IISc, Bengaluru	2
Manipal Academy of Higher Education	16
National Institute of Technology, Suratkal	53
JSS Academy of Higher Education and Research	55
University of Mysore	80
KLE Academy of Higher Education and Research, Belagavi	98
NITTE University, Mangaluru	99

Source: NIRF

1. Universities in Karnataka: A glance

Higher Educational Institutions in India are regulated, monitored and controlled by procedures devised and initiated by the University Grants Commission (UGC) from time to time. Soon after independence, there was a committee set up under Dr. S.Radhakrishnan to diagnose and report on higher education in India. Keeping in mind future needs of the country and quality of education the committee proposed a body that monitors and regulates universities in India. It must be noted that, when the universities are run from the public funds, they need to be approved by the Universities Grants Commission (UGC). Further to the UGC act of 1956, there sprung many universities across the country. There are presently 865 universities in India, of which 49 are central universities, 411 state universities, 123 deemed to be universities and 282 private universities. However we are far behind 3000 universities in China and 4000 universities in the USA. The student teacher ratio is also comparably poor and begs improvement.

There are close to about 50 universities within Karnataka categorized into Government Universities, Deemed to be Universities and Private Universities. These universities are playing a significant role in imparting superior quality education to students not just from Karnataka, but from all over the world. The list of these universities is as follows:

Table No.02

Government, Deemed and Private Universities in Karnataka

Sl no	University	Location
1	**GOVERNMENT UNIVERSITIES**	
2	University of Mysore	Mysuru

3	Bangalore University	Bengaluru
4	Karantaka University	Dharwad
5	Gulbarga University	Gulbarga
6	Mangalore University	Mangaluru
7	Kuvempu University	Shivamogga
8	Kannada University	Hampi
9	Karnataka State Open university	Mysore
10	Karnataka State Women's University	Bijapur
11	Tumkur University	Tumkur
12	Davangere University	Davangere
13	Rani Chanamma University	Belagavi
14	Sri Krishnadevaraya University	Bellary
15	Karnataka State G H University of Music and Performing Arts	Mysuru
16	Sanskrit University	Bengaluru
17	University of Agricultural Sciences	Bengaluru
18	University of Agricultural Sciences	Raichur
19	University of Agricultural Sciences	Dharwad
20	University of Agricultural Sciences	Bagalkot
21	Vishveswaraiah Technological Univesity	Belagavi
22	Rajiv Gandhi University of Health Sciences	Bengaluru
23	Karnataka State Law University	Hubli
24	Karnataka Folklore University	Haveri
25	University of Agricultural and Horticultural sciences	Shimogga
1	**DEEMED UNIVERSITIES**	
2	BLDE University	Bijapur
3	JSS University	Mysuru
4	Manipal Academy of Higher Education	Manipal
5	KLE Academy of Higher Education and Research	Belagavi
6	Sri Devaraj Urs Academy of Higher Education & Research	Kolar
7	NITTE University	Mangaluru
8	Swami Vivekananda Yoga Anushandhana Samasthana	Bengaluru

9	Sri Siddhartha Academy of Higher Education	Tumkur
10	Christ University	Bengaluru
11	Yenepoya University	Mangaluru
12	Jain University	Bengaluru
13	Indian Institute of Science	Bengaluru
14	International Institute of Information Technology	Bengaluru
15	Jawaharlal Nehru Centre for Advanced Scientific Research	Bengaluru
16	National Institute of Mental Health and Neuro Sciences	Bengaluru
	PRIVATE UNIVERSITIES	
1	Alliance University	Bengaluru
2	Azim Premji University	Bengaluru
3	CMR University	Bengaluru
4	Dayananda Sagar University	Bengaluru
5	MS Ramiah University of Applied Sciences	Bengaluru
6	PES University	Bengaluru
7	Rai Technology University	Bengaluru
8	Reva University	Bengaluru
9	Presidency University	Bengaluru
10	KLE University	Hubli

Source: KSHEC

The above table is classified based on Government, Deemed to be and Private Universities. There are close to 50 and above universities in Karnataka catering to students from various walks of life starting from technology to management and agriculture to performing arts. Universities in Karnataka are being considered as emerging model universities in the country today. However from the above table, we see some skewness in patterns which ought to be broader based. Most of the private universities and deemed universities are centered on the capital city Bengaluru. In fact almost all of the private universities are in Bengaluru. This denies a reasonable spread of institutions to benefit students from other parts of the state. The silver lining is that universities are spread across the state, and can equitably profit students. Some of the top universities in Karnataka according to recent release of NIRF ranking are as follows:

Table No.03

Ranking of Universities in Karnataka

Universities	Rank
Indian Institute of Science	1
Manipal Academy of Higher Education	9
JSS Academy of Higher Education and Research	34
University of Mysore	54
KLE Academy of Higher Education and Research, Belagavi	69
NITTE University	70
Kuvempu University	73
University of Agricultural Sciences	83
Mangaluru University	87
Yenepoya University	95

Source: NIRF

2. Review of Literature

The researcher has carried out a review of literature relating to higher education and student's evaluation and its methods both in India as well as abroad. An attempt has been made to summarize the important studies and works keeping in mind the relevance of the present paper.

Murray (2005) in a study on student evaluation of teaching has listed the evolution of history and rationale of student rating forms. Western nations, particularly the United States and Europe have had this culture of feedback perception since the 1980's. The concept was first initiated by Psychologist E.T.Guthrery. Many factors associated behind this rationale are a) where students are treated as a main stakeholder and would wish to have a say on the feedback b) improved accountability and administrator interest for public relations. When it comes to the question of student rating and their validity, it was found from close to 120 studies that the student feedback stood reliable and high on internal consistency.

Murray (1985) was the earliest study on student feedback validity. A classroom observation set up. And between ten sections of these classes, it was found that statistics such as multiple correlations and subsequent regression analysis was close to 0.89. There was high correlation observed between faculty disposition related to clarity of thought, delivery, being expressive and interactive dispensation.

Ali (2019) conducted a study on perception on student and teacher feedback, while assessing their constructive role in this mechanism. Teacher's faculty becomes effective when they receive feedback and are able to perceive it on a constructive basis. The study examined over 200 plus teachers in Bahrain with a mix between students and teachers. The results exhibited that students and faculty members commonly agree the role effectiveness of feedback and correction. However there was found significance in perception on constructive feedback. There comes a student and teacher gap in satisfaction.

Kippers et al (2018) study the importance of classroom assessments. Assessment for learning and data driven- data based decision making. There are various types of assessment in order to make assessment a part of student advancement levels. These assessment instruments include digital tests, assignments to be completed at home, oral submissions, paper and pencil tests, laboratory and practical, presentation and questionnaire methods. However there is a miss of ALF and DBDM models yet to be integrated into the system. In developed countries, educational institutions do follow the data based driven models to enhance teaching learning experience among students. Further the type of assessment process includes reflective lessons, classroom conversations, student observations and asking of questions.

Hussain M Khan (2017) in their study on student evaluation and its direct impact on faculty effectiveness bring to light various delicate issues. The first challenge being teachers themselves, who see this exercise as a threat to their autonomy rather than as a tool for developing effective teaching courses or pedagogy. The study focuses on medical fraternity and tries to examine the evaluation system. Among many questions put up for evaluation, some of them were class preparedness, conducting of classes promptly, Use of tools and methods to bring innovativeness in teaching, timely feedback from and to students, Interact with students and entertaining their curiosity and queries. Finally they are asked questions of how they perceive a role model and what reasons they maintain discipline at college.

Student feedback has become a common source of quality management, particularly in higher educational institutions. There has been heightened awareness of faculty members and their role in raising effectiveness in their professional standards. Studies have found that student evaluation of teachers in fact inspires teachers / faculty members to comprehend their role better and function in the best interest of students over a long run. There are studies which try to establish a connection between student evaluation of teachers (SET) and quality of deliverables **(Cagri Mart, 2017)**

Extant literature has focused on reviewing extensively previous studies concerning the effect of different variables on student ratings. There is comparative study of different sets of instructions on student evaluation by end of course. The instructors are assessed primarily on student feedback in

most of the universities and world class institutions **(Ching, G, 2018)**

Hajdin and Pazur (2012) discuss teachers as principal actors in the process of teaching. Teaching forms one of key constituent and component of quality. In the previous decade many papers have been published discussing the quality of teachers, teaching and student teacher learning process, besides student evaluation of teacher (SET) framework.

3. Objectives of the research paper:

1. To study the status of universities in Karnataka.

2. To bring about factors relating to faculty perceptions on student evaluation in universities.

3. To apprise the perception of the faculty members towards students' evaluation based on their personal status and characteristics

4. To analyse the methods of Teachers Evaluation as per UGC guidelines.

5.Research Design for the paper:

The research method for this paper has been centered on questionnaire survey based method and quantitative data analysis. Kumar Alok (2011) study has explored the subject in great detail and brought about some key statements to measure perceptions, particularly among faculty members. This study has adopted them and tested in our context of management faculty members in higher education. Non probability convenience sampling technique has been adopted for want of resources to undertake this study. Sample frame chosen has been the faculty members in Undergraduate and postgraduate departments from various colleges under university of Mysore, Mysore. Questions were framed and sent through Google forms and feedback duly obtained. After data processing and cleaning we could have 202 sample observations free from issues such as missing data etc. We propose to verify the scale by measuring its reliability and run an exploratory factor analysis. This will help us proceed to collect large scale data and confirm generalizability of our results.

6.Data Analysis:

The analysis was done by us The study proceeds to test these hypotheses based on the data collected through a structured questionnaire. Having received around 123 responses we could only use 106 of them due to data issues such as missing values. For the purpose of analysis, we have checked reliability of the instrument and descriptive of awareness, effectiveness, competitive strategy, requisite and course category.

Table No.04

Sample size of the Respondents

Gender	%	Department	%	Qualification	%	Designation	%	Place	%
Female	46	UG	70.8	Post Graduate	70.8	Assistant Professor	86.8	Urban	52.8
Male	54	PG	29.2	Mphil	14.2	Associate Professor	7.5	Rural	47.2
Total	100	Total	100	PhD	15.1	Professor	5.7	Total	100
				Total	100	Total	100		

Table No.05
Descriptive and Reliability statistic

Variable	N	Mean	Std. Deviation	Reliability(α)
Awareness	202	10.52	1.32	0.722
Effectiveness	202	11.31	1.55	0.81
Competitive Strategy	202	7.62	1.26	0.68
Requisite	202	4.13	0.85	0.79
CourseCat	202	3.38	1.13	0.632

Source:Author's Calculations

Table No: 06 Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.535
Bartlett's Test of Sphericity	Approx. Chi-Square	279.435
	Df	45
	Sig.	.000

Component Matrixᵃ

	Component				
	1	2	3	4	5
Understanding of Faculty Role	.761	Awareness			
Balanced in their assessment	.713				
Aware of subject matter	.582				
Enhance teaching effectiveness		.703	Effectiveness		
Motivates faculty		.645			
There can be bias in assessment		.466			
Competitive strategy			.775	Competitive Strategy	
Presentation skills play an important factor			.634		
Necessary evil	Requisite			.822	
Judgement based on courses	Course categorization				.624
Extraction Method: Principal Component Analysis.					
a. 5 components extracted.					

Table No: 07

t-test on Gender, Department and Place

Faculty Perception	Gender		Department		Place	
	t-Value	P-Value	t-Value	P-Value	t-Value	P-Value
Awareness	2.98	0.003**	1.068	0.288	0.500	0.618
Effectiveness	5.57	<0.001**	1.175	0.104	2.652	0.009**
Competitive Strategy	0.981	0.329	0.657	0.513	2.131	0.035*
Requisite	3.762	<0.001**	2.061	0.042*	1.052	0.295
Course Category	1.738	0.179	3.570	<0.001**	0.284	0.777
Overall Perception	2.720	0.008**	0.448	0.65	0.797	0.427

** denotes significance at 1%; * denotes significance at 5 %

Gender, department and place were tested for difference between them against four factors viz. awareness, effectiveness, and competitive strategy, requisite and course category. Overall perception of faculty members has been computed. It is found that overall perception is significant with respect to gender alone and not so with department and place. In other words, the place where faculty members are based out of (urban and rural) and department (Undergraduate and Postgraduate) has displayed no significant difference. However there seems to be a perception difference of evaluation when it comes

to male and female respondents. Independently effectiveness as a factor is found significant in both gender and place. Except for the course category, gender seems to be significant in all other factors. Course category interestingly is found significant when it comes to respondents between under and postgraduate departments.

Table No:08
ANOVA on Age, Designation and Qualification

Faculty Perception	Qualification		Designation	
	F-Value	P-Value	F-Value	P-Value
Awareness	4.028	0.021*	19.033	<0.001**
Effectiveness	0.547	0.580	16.678	<0.001**
Competitive Strategy	4.229	0.017*	12.489	<0.001**
Requisite	7.810	<0.001**	0.851	0.430
Course Category	2.03	0.139	9.720	<0.001**
Overall Perception	2.697	0.072*	8.053	<0.001**

** denotes significance at 1%; * denotes significance at 5 %

Age, qualification and designation were tested for difference between them against four factors viz. awareness, effectiveness, competitive strategy, requisite and course category. Overall perception of faculty members has been computed. It is found that overall perception is significant with respect to all demographic variables viz. age, designation and qualification. When it comes to perception and age, all factors were seen significant. Except for requisite, other factors such as awareness, effectiveness, competitive strategy and course category were found significant. Qualification was found to be significant when it comes to overall perception except for course category and effectiveness.

7.Some of the major Findings of the paper:

1) Except for department and place, all other variables found to be significant across all factors viz. awareness, effectiveness, and competitive strategy, requisite and course category. When it comes to age, gender, designation and qualification there seems to be a difference in opinion and perception of how they view students' evaluation of faculty members.

2) Gender (H1) as a demographic variable has a significant difference among male and female choices and perceptions of their viewing student feedback. However, it must also be studied as to which gender is more open to receiving feedback and criticism. The overall F-Value of the gender is 2.720 and P-Value is 0.008. Thus the null hypothesis is not accepted.

3)　　　The Department (H2) between undergraduate faculty and post graduate are not differing much on overall perception of student evaluation of faculty members. And the results are as expected not significant from a statistical point of view. The overall F-Value of the department is 0.448 and P-Value is 0.68. Thus the null hypothesis is accepted.

4) There is no difference in overall perception when it comes to location of the faculty member. Whether they come from rural areas or urban areas has no say in so far as perception is concerned. The overall F-Value of the department is 0.797and P-Value is0.427. Thus the null hypothesis is accepted.

5) The study indicates that there is a perception difference between qualifications of faculty members when it comes to student feedback on teaching faculty. The overall F-Value of the qualification is 2.697and P-Value is 0.072. Thus the null hypothesis is not accepted.

6) The study indicates that there is a perception difference between designations of faculty members when it comes to student feedback on teaching faculty. The overall F-Value of the Designation is 8.053 and P-Value is <0.001. Thus the null hypothesis is not accepted.

7) The development of the Students Evaluation Teachers model is useful if they can appropriately capture what they are being used to measure. Hence, in order to develop relevant and constructive Students Evaluation Teachers, the participation of significant stakeholders, such as college administrators, faculty, and students, is essential. A constructive Students Evaluation Teachers would be capable of providing formative recommendations to improve the performance of both faculty members and students.

8) Student Evaluation of Teachers is an integral part of professional education. Although there are various methods of teachers' evaluation, student's feedback is considered as the most effective and reliable method albeit a controversial one. It can be continued to formal university after the end of each semester.

9) Teacher-evaluation Students systems are generally designed and operated at university level, and they were widely in their details and requirements. Traditionally, teacher evaluation systems relied heavily on classroom observations. But, many evaluation systems have undergone significant changes in recent years. Indeed, by the end of the 2000s, teacher evaluation, long an ignored and obscure policy element, had become one of the most prominent and contentious issues in higher education.

8.Some of the major suggestions of the paper:

1) The development of the Students Evaluation Teachers model is useful if they can appropriately capture what they are being used to measure. Hence, in order to develop relevant and constructive Students Evaluation Teachers, the participation of significant stakeholders, such as college administrators, faculty, and students, is essential. A constructive Students Evaluation Teachers would be capable of providing formative recommendations to improve the performance of both faculty members and students.

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4) After education reforms more number of private and foreign universities are coming in the Indian education system this may lead to a competitive environment. To sustain and grow the universities must adapt students' teacher evaluation strategies in the process.

5) Study must be conducted to find exactly points of difference and list factors based on weightage to understand such a difference, but the students are not in a position to understand the importance of teacher evaluation concept. The higher education system must provide proper information about each concept of the parameters.

6) There can be uniform and generalized evaluation or feedback form that caters to both undergraduate and postgraduate teachers. This might reduce work burden and create formats which are universalized.

7) The UGC, DEC, and AICTE should devise a set of reasonable accreditation standards with numerical guidelines established for measurable variables, and issue certificates to colleges that maintain very high levels of faculty research productivity.

8) There can be a study on finer points or factors concerning differences between faculties with varying levels of qualifications. It supports fixing higher qualifications for teachers who Teaching in higher education.

9) There can be a study on finer points or factors concerning differences between faculties with varying levels of designation within a department.

9.Conclusion

Faculty members are becoming extremely stressed and pressured to perform. There are research and academic challenges faculty members have to counter, which determine their career progress. There is also a need to be market oriented that helps students achieve and realize their dreams. As these challenges pile up, faculty members are largely evaluated through the students as a part of certifying culture. Almost all agencies such as AICTE and NAAC have a separate component of student assessment of teachers as a larger weighted component. In this context, this study is useful as it tries to catch a glimpse of what faculty members feel of such an attempt. As far as this study is concerned, faculty member perception looks to be overall positive with special reference to awareness and effectiveness. But these factors should be confirmed in different contexts and samples.

The concept of student's teacher's evaluation strategy at educational institutions, Since the application of concepts such as quality circles have already proved to be a success in educational institutions, SET has been open to new means of achieving higher degrees of student satisfaction by universities. The findings of the study are positively considered in implementing in particular it may help the Universities Nonetheless, the micro level findings could also be generalized and it may benefit other state universities as well. In any case this study would be a pioneering effort in terms of application of SET concepts to higher education.

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