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Impact of Students‟ Feedback on Effective Teaching in Management Education

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Abstract: ***Purpose: The study aims to evaluate the students' feedback on effective teaching in management education. Design/Methodology/Approach: Ex post facto research design was used in this study. The research area includes twenty management institutions of Haryana. A total sample of 350 students at the graduate and the postgraduate level was randomly selected from twenty management institutions through survey method. An instrument to measure feedback of students and effective teaching was administered to the sample. Percentage, mean and regression were used for analysis and interpretation of the data. Findings: This study revealed that students' feedback has a significant impact on effective teaching. Originality and value: The study suggests to the educational system that the students' feedback needs to be paid greater attention. There is a need to collect students' feedback data periodically and analyzed it will provide deep insights into the effectiveness of teaching.***

Keywords: student feedback; management students; effective teaching and management education.

1. Introduction

Students‟ feedback system is an essential tool of promising quality in higher education. If educational institutes are measured to be service suppliers then students are the service consumers. Though there are various techniques for teachers' evaluation, students‟ feedback is considered as the most reliable and effective technique. Teaching is the world‟s most important profession. Teaching is gratifying and inspiring; teachers obtain great satisfaction from building a difference in their students‟ life. Becoming a successful teacher needs a high level of professionalism and dedication. Effective teachers give thoughtful on-going feedback and employ approaches that allow students to develop into self-managing, a motivated beginner who take responsibility for their education.

Effective teachers add to positive academic and social outcomes for students with regular attendance, on-time graduation, on-time promotion to the next grade, self-efficacy, and helpful behavior. Effective teachers employ expanded resources to plan and organize engaging learning opportunities, adapting instruction as needed and monitor student progress formative. Effective teachers contribute to the development of classrooms and institutions. Effective teachers collaborate with other teachers of the institution, parents, administrators and educational professionals to ensure student achievement. (Goe et al, 2008). Effective feedback to students has been recognized as a key procedure in learning and educating (Ramsden, 1998). The use of the word „effective‟ in the context of feedback has been connected with feedback that is both timely and suitable (Ramsden, 2003). There must be fairness in the feedback. They propose that in principal, every student should get feedback that is most proper to his learning; however teachers‟ biases may prevent this (Knight & Yorke, 2003). It is proposed that the essential role of feedback is as communication, which provides a critical function in knowledge gaining (Mory 2004). Feedback should, be viewed as an opportunity for learning and for empowering an introduction towards learning objectives (Knight & Yorke, 2003).

2. Literature Review

Over the past several years, so many studies have been done to deal with the question of quality education. These studies provide attention on so many aspects of effective teaching. Husain, M., & Khan, S., (2016) evaluated that students‟ feedback is an effective tool in the teachers‟ evaluation system by taking fourth semester, students study the responses revealed that more than two-third of the students and faculty agreed that the students‟ feedback is an efficient tool for the teachers‟ evaluation system. Most of the faculty was satisfied with the current format of the feedback system and agreed that it sensitized them to the students‟ requirements.There is a general conformity that effective teaching is a multidimensional construct. Effective teaching is made up of multiple factors. For teaching, student evaluation is the most common tool used to evaluate quality. Students are not the single source to obtain feedback for effective teaching other sources like feedback from Management, Head of the department, self-reflection is also essential to ensure effective teaching. The proof confirms that teachers who obtain high marks in various parameters of students‟ feedback are the ones who are famous among students. We can collect students‟ feedback, through questionnaires, lectures and discussion groups. Quantitative feedback from students through questionnaire can be used to give proof that something is going correct or not (Brennan J. & R. William, 2004). Sanders, W.L. & Rivers, J.C., (1996) reported the outcomes of the study that an essential factor influencing student learning is the teacher. The outcomes demonstrate wide variation in effectiveness among teachers. Successful teachers appear to be effective with students of all achievement levels (Wright,S.P., et al, 1997). Teacher assessment systems are frequently planned to serve the purpose of providing feedback and direction for enhancing professional practice. Most authors identify the fundamental reasons of teacher assessment as enhancing performance and

documenting responsibility (Duke, D.L., 1990). The performance improvement function relates to the personal growth dimension and includes helping teachers learn about, think about, and enhance their practice. The improvement function generally is considered developmental in nature and proposes the requirement for constant professional development (Iwanicki, E.F., 1990). Responsibility is commonly seen as summative and identifies with judging the adequacy of educational administrations (McGahie, W.C., 1991). Few studies have been recognized in which the research focus is particularly on students‟ perspectives of feedback. A study by Carless (2006) included both students and staff from a Hong Kong college and reported a considerable difference in the view of guides and their students on feedback on surveyed work. Ormond et al., (2005) concentrated on the usage of guides' feedback and observed that utilization related directly to the learning experience. Feedback was utilized to upgrade motivation and learning, support reflection and clarify understanding. Various studies directed to characterize and unravel the relationship between teacher behaviors and student learning. These studies gave solid support to the relationship between students‟ assessments and student learning, (Marsh, 1987), inspiration (Howard & Maxwell, 1980), students‟ ways to deal with learning (Ramsden & Entwistle, 1981; Karagiannopoulou & Christodoulides, 2005), self-reported development of generic abilities (Lizzio, Wilson & Simons, 2002) and student engagement (Richardson, Long & Woodley, 2003). The process of assessing the effectiveness of teachers has changed after some time along with the meaning of what effective teaching is, expected to some extent to expanding state and government consideration regarding school-level and classroom-level responsibility for student learning. Effective teaching has been characterized from numerous points of view consistently (Cruickshank, & Haefele, 1990; Good, 1996; Cheng & Tsui, 1999; Campbell, Kyriakides, Muijs, & Robinson, 2003; Muijs, 2006), and techniques for measuring teachers have changed as definitions and convictions about what is essential to measure have evolved. Despite the fact that there is a general accord that good teaching matters and that it might be the single most important school-based factor in enhancing student accomplishment (Wright, Horn, & Sanders, 1997; Darling-Hammond, 2000), measuring teacher effectiveness has stayed elusive to some extent as a result of the continuous argument about what a successful teacher is and does. In a discussion of research-based pointers of successful teaching, Cruickshank, and Haefele (1990) expressed, “A tremendous basic issue with teacher evaluation identify with the absence of assention about what constitutes good or effective teaching”. It is appropriate to consider a more extensive and more comprehensive definition of effective teachers comprising of five points and figured by assessing discussions of teacher effectiveness in the research literature as well as in policy documents, standards, and reports (Shavelson, Webb, & Burstein, 1986; Brophy & Good, 1986; Englert, Tarrant, & Mariage, 1992; Cheng & Tsui, 1999; Gentilucci, 2004; Haycock, 2004; Odden, Borman, & Fermanich, 2004; Rivkin, Hanushek, & Kain, 2005; Kyriakides, 2005; Muijs, 2006). Peterson, Wahlquist, and Bone (2000) evaluated whether student ratings could give reliable and valid information to teacher evaluation. An item analysis of 9,765 student surveys, which varied by grade level, demonstrated that students responded reliably and validly when rating their classroom teachers however, scores had a tendency to be skewed toward high satisfaction. The study also revealed that students of different age groups may focus on different aspects of teaching. Findings demonstrated that younger students were more worried about a teacher-student relationship, whereas older students placed more weight on student learning. The study also reported that teachers were good toward having student ratings as one part of their larger assessment system, attesting to the face validity of student evaluations. Follman (1992) notes that students are the most direct customers of teachers and, in this way, have a more extensive and deeper experience with teachers than other potential evaluators, including principals, administrators, peers, or guardians. A teacher‟s first duty is to his or her students, and students are in turn the most frequent source of feedback on a teacher‟s performance. Students‟ evaluations of teaching effectiveness (SETs) are usually gathered in U.S. and Canadian universities (Centra, 2003), are increasingly being used in universities throughout the world (e.g., Marsh & Roche, 1997; Watkins, 1994), are broadly endorsed by teachers, students, and administrators, and have stimulated much research spanning nearly a century. Various studies have related SETs to an assortment of result measures extensively acknowledged by classroom teachers (learning inferred from the classroom and standardized tests, student motivation, and even teacher self-evaluations of their own teaching effectiveness). Considered here are the reasons for collecting SETs, SET dimensions, issues of reliability, validity and generalizability, potential biases in SETs, and the utilization of SETs for enhancing teaching effectiveness (Remmers, 1963; Costin, Greenough and Menges, 1971; Kulik and McKeachie, 1975; Aleamoni, 1981; Cohen, 1981; Overall and Marsh, 1982 and Rindermann, 1996). Effective teachers are also expected to organize and deal with the classroom environment as an effective learning environment and accordingly to maximize engagement rates (Creemers & Reezigt, 1996; Kyriakides, 2008). Doyle (1986) claims that key indicators of effective classroom administration include: good preparation of the classroom and establishment of standards. To the extent the real teaching procedure is concerned, there is a great deal of teacher talk in the classes of effective teachers, most of it is academic rather than managerial or procedural, and a lot of it includes making inquiries and giving feedback instead of expanded lecturing (Cazden, 1986; Kyriakides & Creemers, 2008). Effectiveness of teacher is concerned type of interactions that exist in a classroom not how students observe the teacher interpersonal behavior (Kyriakides, 2008).

2.1 Objective of the Study

1) To study the requirement of students‟ feedback as a tool for affecting teaching learning procedure.
2) To examine the impact of students‟ feedback on effective teaching in management education.

2.2 Hypothesis of the Study

Based on the theoretical framework the following research hypothesis was formulated.

H_{01}: There is no significant impact of students‟ feedback on effective teaching.

3. Research Methodology

3.1 Research Design

This study employed the ex-post-facto survey design. This design is suitable for the study as it sought to evaluate the students‟ feedback on effective teaching in management education.

3.2 Population and Sample

The population studied consisted of selected institutions of Haryana State. A total of 350 students at the graduate and the postgraduate level was randomly selected from twenty management institutions through survey method.

3.3 Measures

An instrument to measure students‟ feedback and effective teaching was administered to the sample. Different scales were used to attain the objectives. A questionnaire was designed in three parts; the first section covers demographic details of respondents, the second section covers the scale on effective teaching and the third section covers the scale on students‟ feedback. The first instrument consisted of 12 items measuring effective teaching adopted from Marsh, (1984), and Feldman, K.A., (1988) dimensions like career guidance, communication, content delivery, confidence, timing, accessibility (outside the classroom) and problem-solving and the second instrument consisted of 12 items students‟ feedback adopted from Husain, M., & Khan, S., (2016). The scale employed five point Likert Scale ranging from 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree. The reliability of the scale was measured by the Cronbach‟s Alpha method. Cronbach‟s Alpha for scale on effective teaching is α = 0.896 and for students‟ feedback is 0.875, which shows the adequate reliability of the scale. Content validity was tested through experts from different institutions in India.

3.4 Administration

The instrument was administered to measure the variables of the study on students of management institutes. A total of 350 questionnaires were distributed out of 270 were recovered, giving a return rate of 77.14 percent.

3.5 Data Analysis and Findings

Percentage, mean and regression were used for analysis and interpretation of the data. The criterion variable was students‟ feedback and predictor variable was effective teaching. The Demographic profile of the respondents was analyzed through frequency and percentage.

The Demographic profile of the respondents.

Table 1: Demographic profile of the respondents

S. No.	Respondent‟s profile	Categories	Frequency	Percentage
1	Gender	Male	119	44.07
		Female	151	55.93
		Total	270	100
2	Educational Qualification	Graduate level	187	69.26
		Postgraduate level	83	30.74
		Total	270	100
3	Age	Below 20	79	29.26
		20-30	191	70.74
		Total	270	100

Table 1: Profile of the respondents (management students)

Results in **table 1** show that the majority of the respondents were females (55.93%), graduate (69.26%) belonging to the age group of 20-30.

H_{01}: There is no significant impact of students‟ feedback on effective teaching.
Regression analysis was performed on the data. Table 2-4 presents the results of regression analysis.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763[a]	.583	.581	3.781
a. Predictors: (Constant), Students‟_Feedback				
b. Dependent Variable: Effective_Teaching				

Table 2 presents the adjusted R^2, which indicates the percentage of the variance in the effective teaching explained by students' feedback. Adjusted R square value is 0.581 which indicates students‟ feedback accounts for 58.1% of the variance in effective teaching.

Table 3 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5353.403	1	5353.403	374.498	.000[b]
	Residual	3831.027	268	14.295		
	Total	9184.430	269			
a. Dependent Variable: Effective_Teaching						
b. Predictors: (Constant), Students‟_Feedback						

Table 3 shows the value of F-test which shows that whether the model is a good fit for the data. In other words, ANOVA assesses the total significance of the regression model. Table 3 indicates the value of F-test (374.498, $p<0.05$). Hence, the model is significant and shows there is a statistically significant impact of students‟ feedback on effective teaching.

Table 4: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.502	1.816		6.333	.000
	Students‟_ Feedback	1.095	.057	.763	19.352	.000
a. Dependent Variable: Effective_Teaching						

Table 4 indicates the contribution of the students‟ feedback on effective teaching in the selected management institutes. The unstandardized regression coefficient b in a regression model indicates the strength of the impact of the students‟ feedback on effective teaching when the other variables are held constant. A linear regression equation between effective teaching and students‟ feedback as follows:-

The regression equation has the following form:-
ET = a + b SF **… (1)**

The resulting regression equation is:
ET = 11.502 + 1.095 SF **… (2)**
Where, SF = Students‟ Feedback
ET = Effective Teaching

The equation (2) indicates that if students‟ feedback changes by one unit, there will be a 1.095 unit increase in the effective teaching. The coefficient is positive; hence it indicates the positive relationship between effective teaching and students‟ feedback.

The t-value indicates for individual regression coefficient in the model, whether the students' feedback is a significant predictor of the effective teaching. The results of the t- value confirm that ET ($t = 19.352$; $p = .000 < .005$) is significant at 0.05 level of significance.

By using regression analysis it was found that the outcome of the standardized β value illustrates that the impact of students‟ feedback on effective teaching. Since, $F= 374.498$, $p = .000 < .005$, Adjusted R square = .581, it can be concluded that students‟ feedback has a significant and positive impact on effective teaching as the Standardized Beta value (β) is 0.763.

4. Results and Discussion

This study was carried out to investigate the impact of students‟ feedback on effective teaching. The results indicate that there is a statistically significant impact of students‟ feedback on effective teaching. The results of the study are supported by previous studies (Husain, M., & Khan, S., 2016). Husain, M., & Khan, S., (2016) reported that students‟ feedback is an efficient tool for teachers' evaluation ensuing in faculty development. Yet, other causes of feedback can also be employed for the general assessment of a teacher.

5. Conclusions and Implications

This study revealed that students‟ feedback has a significant impact on effective teaching. The main purpose of student feedback is to help the faculty to recognize the strengths and weaknesses of their teaching (Lata H, Walia L, Gupta V., 2008). Management institutions should organize student awareness programs regarding the effectiveness of teaching. So that they provide minute and accurate information regarding effective teaching. After these programs they can easily find weaknesses and strengths of the faculty and faculty should take positively their strengths and weaknesses. İf a faculty has any weakness they should try to remove those weaknesses and improve their strength accordingly.

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