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Study of the mechanism of students' feedback on teachers in Hotel Management Institutes of Pune city and the teachers' reaction thereon.

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Abstract- The Education Industry has moved from the monopolistic market to a highly competitive market where in a lot of players are involved if offering education to the aspirants. Plenty of Educational Institutes in varied fields are prevalent in the market to compete with each other on the parameters of "Quality Education".

Quality education comprises of a series of parameters. The faculty available to impart education is one of an important aspect of quality education. Managements of Institutes have been striving hard to develop a strong faculty pool to enhance their brand image. From various other initiatives of the management to sharpen the skills and teaching techniques of their teachers, a system of procuring feedback from the students on the teachers has gained a lot of significance.

This study aimed at analyzing the feedback mechanism followed in Hotel Management colleges in Pune city and to observe the teachers' reaction and opinion about the genuineness and effectiveness of such syatem. In an effort to do so, a survey in the form of a questionnaire and interviews was conducted from the sample comprising of teachers from Hotel Management colleges of Pune to understand their views on the entire process. The responses received were represented graphically and analyzed using basic percentage and chi square tools.

The findings of his research states that although the teachers are quiet satisfied with the feedback mechanism carried out in their colleges, the system needs to be reviewed and a few amendments as recommended needs to be implemented to make it a success.

I. INTRODUCTION

In today's intellectual world, importance of education has grown in multifold. The entire system of education is under a scanner and researchers and experts in this field are working tirelessly to evolve the system to keep pace with the dynamic challenges of the world and to meet the ever-changing expectations of the knowledge seekers.

Pune is one such city where education industry has flourished in the recent years. Pune- by virtue of its potential to provide formal education is rightly termed as *"The Oxford of the East"*. It has become an educational hub of India wherein students from all over the world get attracted in search of quality education. Students seeking admissions in any professional course have a set of expectations from the Institute. The basic expectations include provision of quality education at a reasonable price, good faculty guidance and a pleasing atmosphere conducive for learning. These expectations are converted into various parameters on which the students select the Institute. The parameters may be identifies as course structure, university affiliation, reputation of the college in providing quality education, college infrastructure, faculty profile, placement record, course fee, etc. The Institutes' perception about students' expectations and their efforts in fulfilling them decides the level of satisfaction of the students. It is therefore the topmost responsibility of every educational institute to perceive the students' expectations rightly and keep up with them. In an effort to analyze as to what extent these expectations are met, Institutes practice the system of obtaining students' feedback.

As per the "Free Dictionary by Farlex", Feedback may be defined as "*The return of information about the result of a process or activity or an evaluative response"*

The implementation of a feedback mechanism has the following advantages.

- The faculty can see how they perceive themselves in regards to their strengths and areas of improvement, concerning their abilities and qualities.
- Faculty can see how other people perceive them – they receive the general feedback, and also they might get the feedback by groups – direct reports, peers, clients, etc. – the feedback is usually anonymous in order to make the data more objective, in order to help the employee learn from it.
- Faculty may also see the contrast between how they perceive themself and how others perceive them.
- This tool may also help them identify their strengths as well as their areas of opportunity as seen by others.

The system of taking feedback about teachers from their students proves advantageous only if such a system is designed and implemented properly. This system of taking feedback may be divided into 3 stages:

- Planning & Designing
- Implementation & Interpretation
- Analysis & Counseling

Each of these stages has to be scientifically designed to achieve the desired results. However, half-hearted efforts towards formulation and implementation of the mechanism may defeat the entire purpose of the same. At times it is observed that Institutes follow this system to generate records and to fulfill the requirements of norms as laid down by certain quality certifying bodies like National Bureau of Accreditation (NBA), ISO etc. Therefore although feedbacks are taken from the students, they are neither utilized towards development of the teachers, nor the teachers are counseled on the feedbacks received. The result is that the teachers are demoralized especially when they receive negative feedbacks. It may be also observed at times, that the teachers manipulate their behavior with the students in order to gain popularity and eventually a positive feedback from them.

II. LITERATURE REVIEW

1. L'Hommedieu (1990), completed review and statistical integration of the quantitative research on the feedback college teachers get from student ratings (R. L'Hommedieu et al, unpublished manuscript) yielded an overall effect size of .342. This indicated a persistent positive effect for feedback, but this small difference has modest practical significance

2. Liora Pedhazur (1997), explored faculty perspectives on the usefulness of student ratings for formative and summative purposes, and the actual use of student ratings for summative purposes. It was also found that student ratings are actually being used for the latter purpose. The usefulness of the student feedback was viewed differentially by the faculty, with feedback on their interaction with students seen as most useful, followed by feedback on their grading practices, global ratings of instructor and course, and finally structural issues of the course.

3. Sarah Moore (2005), discussed and outlinedthe implications for the development or enhancement of student feedback systems.

4. Martha N. Ovando (2005), suggested that aspiring school leaders need to develop a knowledge foundation related to quality instruction, teachers respond in a positive way and appreciate the feedback offered, constructive feedback has potential to guide teachers' professional development, aspiring instructional leaders must be professional as they deliver feedback, and schools need to set up system for the effective delivery of constructive feedback to teachers so that teaching and learning excellence can be achieved.

5. Jill M. Aldridge (2012), reported the development, validation and use of an instrument designed to provide teachers with feedback information, based on students' perceptions, about their classroom environments. The study helped in gauging the extent to which action research based on students' perceptions of the learning environment was useful in guiding teachers' improvements of their classroom learning environments.

6. Theo Wubbels (2012), reviewed research on teacher-students relationships and their contribution to a positive social climate in science classes. Research on teacher-students relationships and student outcomes and other variables (such as teacher age and experience, cognitions, other learning environment characteristics, teacher instructional strategies and teacher non-verbal behaviour) is reviewed.

III. OBJECTIVES OF THE STUDY

1. To identify Hotel Management Institutes that undertakes students' feedback on teachers in Pune.
2. To understand the Faculty perception about factor that influence students' feedback
3. To study the mechanism of students feedback.
4. To study the application of the feedback.
5. To analyze the teachers' reaction on students' feedback.
6. To identify the possibilities of manipulation of the feedbacks by teachers.
7. To analyze the level of satisfaction of the teachers on the feedback mechanism followed in their colleges.

IV. LIMITATIONS OF THE STUDY

1. This study is purely based on the information given by the teachers by various HMCT colleges.
2. This study is limited to Hotel Management colleges only hence the findings may not be generalized to all colleges.
3. This study is limited to the city of Pune hence the observations of the same may differ for other areas.
4. Considering the total strength of teachers teaching in such colleges the sample size in limited to 100.

V. RESEARCH METHODOLOGY

Collection of Data:

The data required for the research was collected using the following techniques:

- **Personal Interviews:**
  The researcher conducted personal interviews with the faculty employed in the Hotel Management colleges in Pune to understand their views on students' feedback system.
- **Questionnaire:**
  A questionnaire carrying 22 questions was drafted and handed over to the faculty in various

Under Graduate Hotel Management colleges in Pune to obtain their responses.

Out of 125 questionnaires sent to various faculty of Hotel Management colleges in and around Pune, responses were received from 100 respondents.

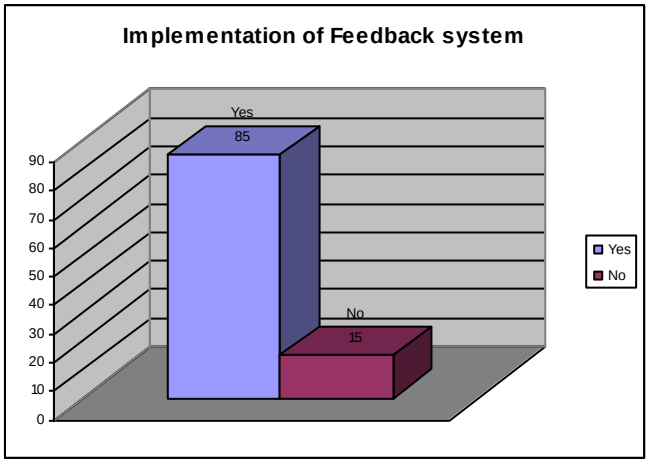
Sampling Techniques:

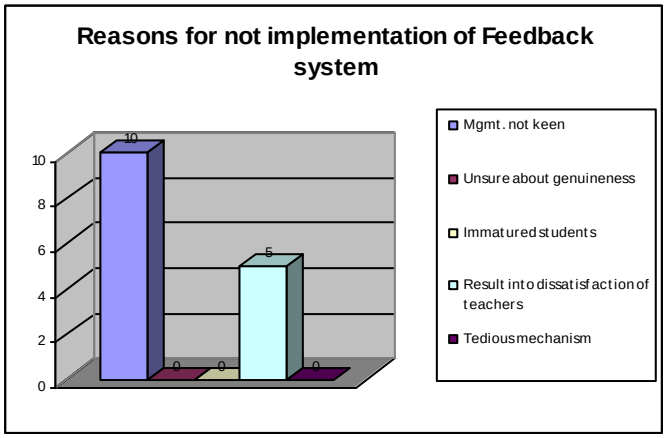
A sample of 100 teachers representing various colleges was selected on random basis to conduct the study.
The sampling was done as under:

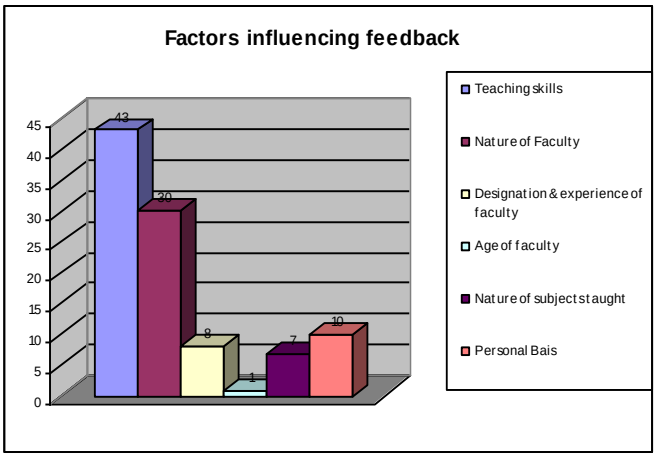
Aprox. No. of HMCT colleges in Pune	No. of HMCT colleges selected as sample	Sample percentage
18	14	75%

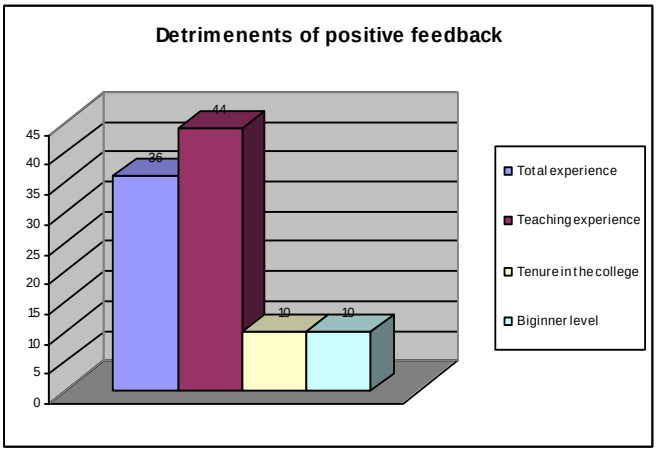
Average no. of teachers in each college	Total no. of teachers in the colleges selected as sample	No. of teachers selected as sample	Sample percentage
10	140	100	70%

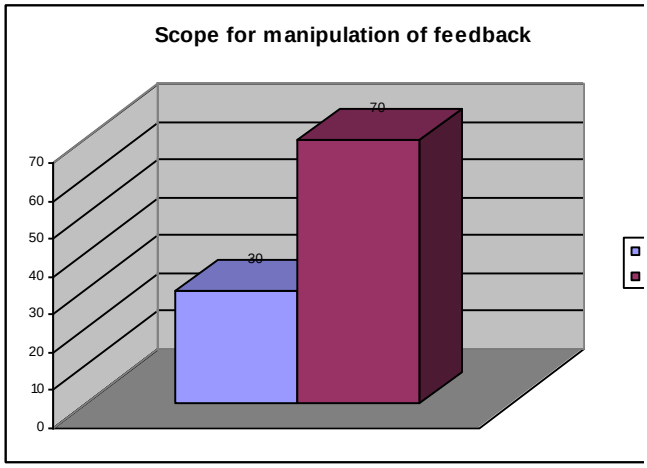
VI. FINDINGS

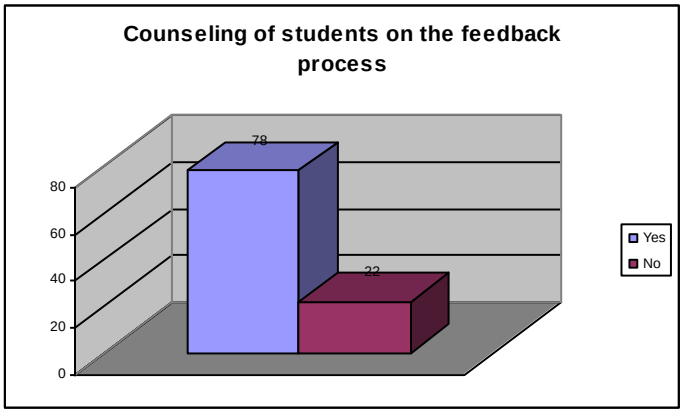


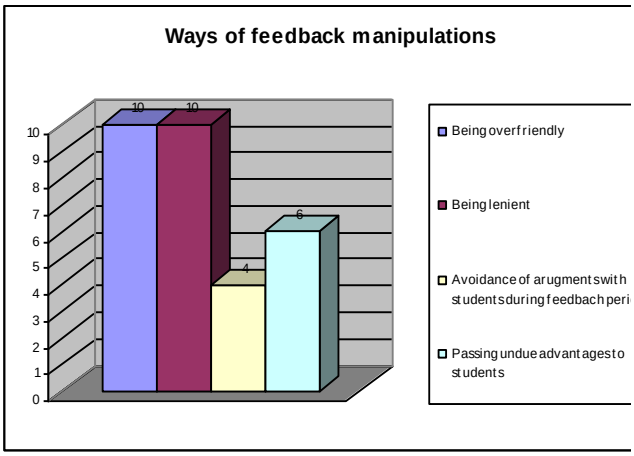


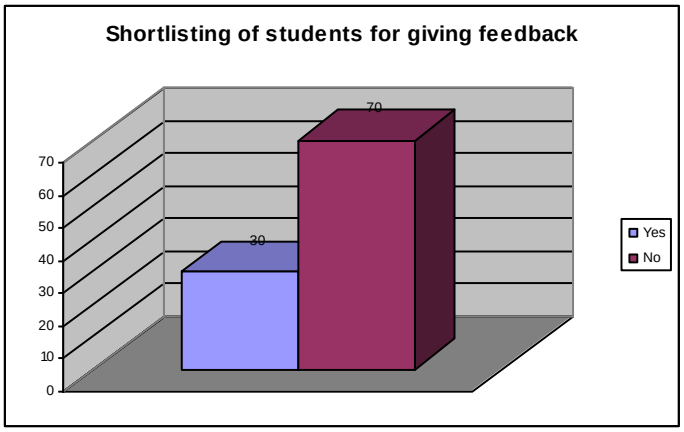


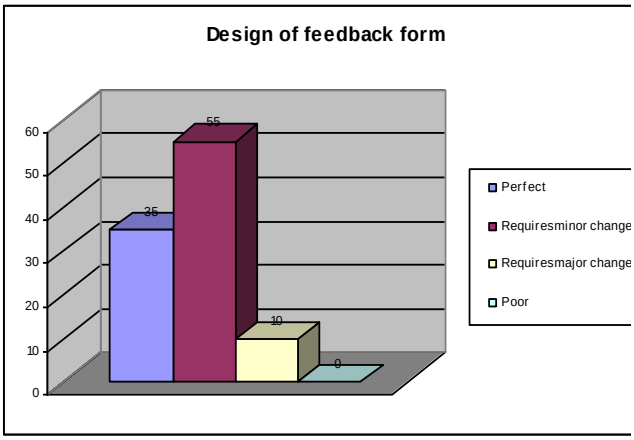


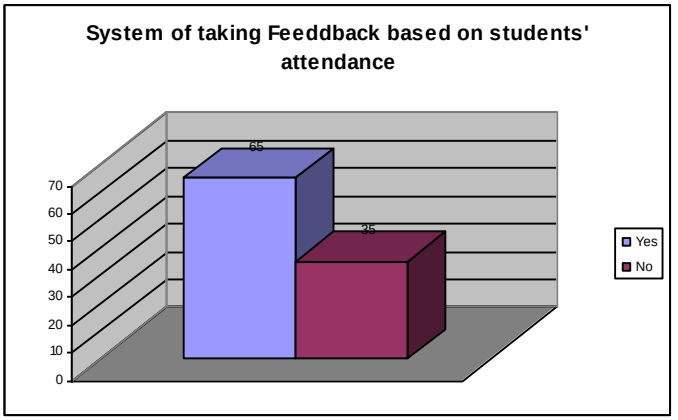

Scope for manipulation of feedback
70
30
70
60
50
40
30
20
10
0

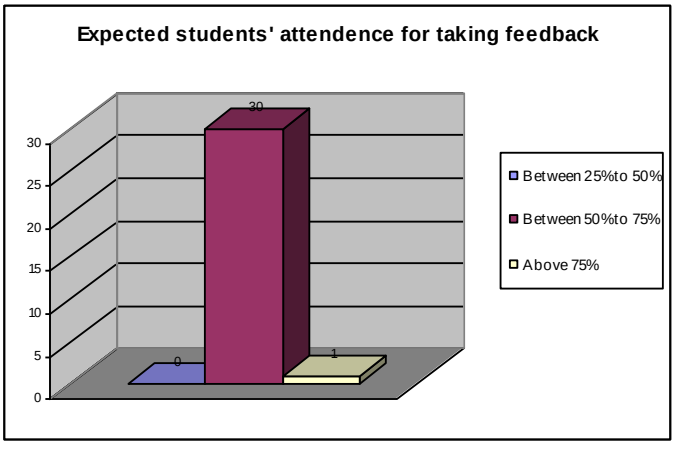

Counseling of students on the feedback process
78
22
80
60
40
20
0
Yes
No

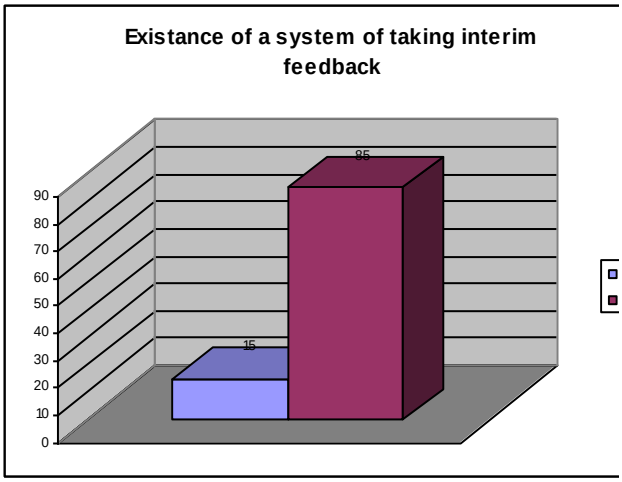

Ways of feedback manipulations
10
10
6
4
10
9
8
7
6
5
4
3
2
1
0
Being overfriendly
Being lenient
Avoidance of arugments with students during feedbach peri
Passing undue advantages to students

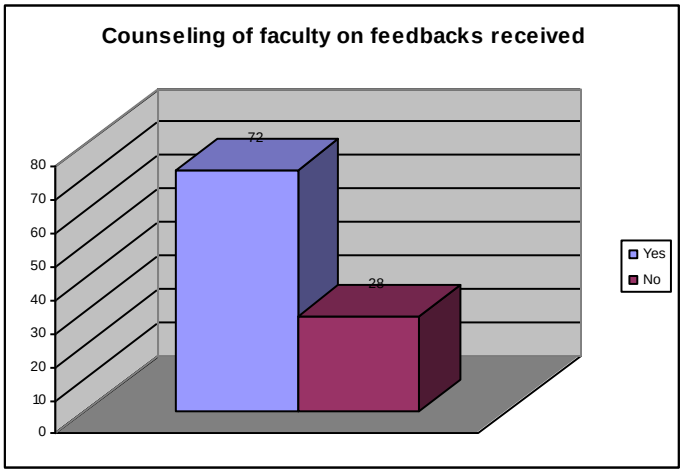

Shortlisting of students for giving feedback
70
30
70
60
50
40
30
20
10
0
Yes
No

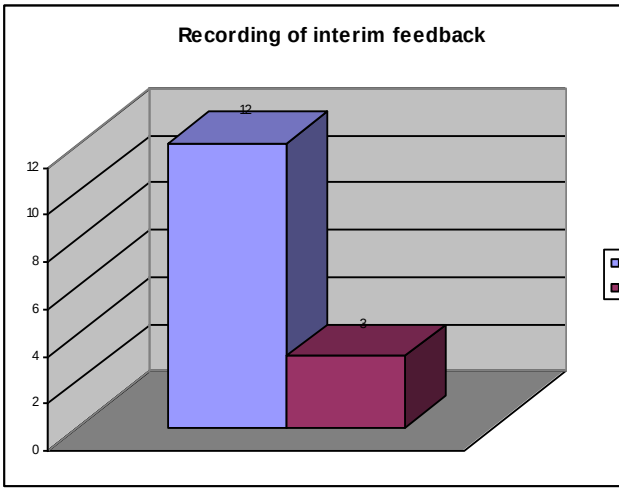

Design of feedback form
55
35
10
0
60
50
40
30
20
10
0
Perfect
Requires minor change
Requires major change
Poor

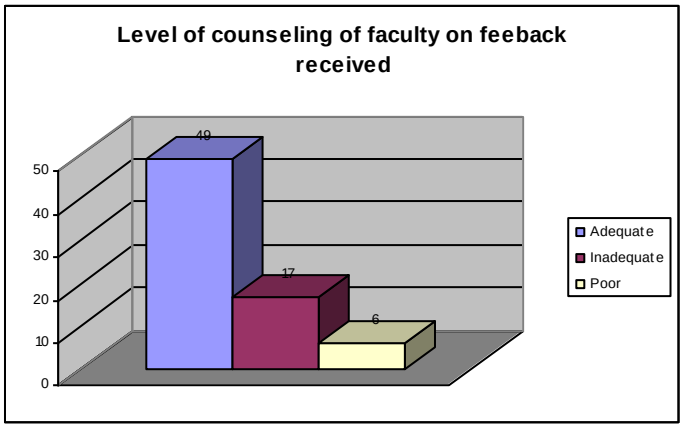

System of taking Feeddback based on students' attendance
65
35
70
60
50
40
30
20
10
0
Yes
No

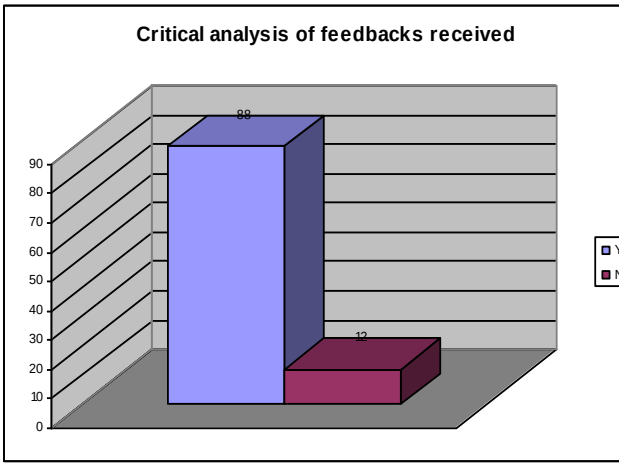

Expected students' attendence for taking feedback
30
0
1
30
25
20
15
10
5
0
Between 25%to 50%
Between 50%to 75%
Above 75%

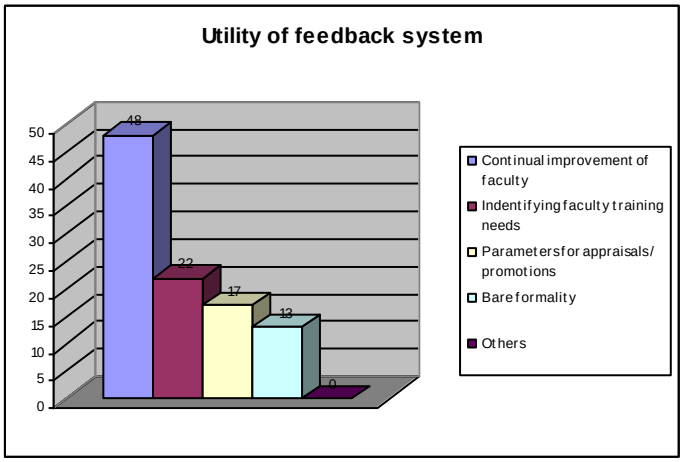

Existance of a system of taking interim feedback
85
15
90
80
70
60
50
40
30
20
10
0

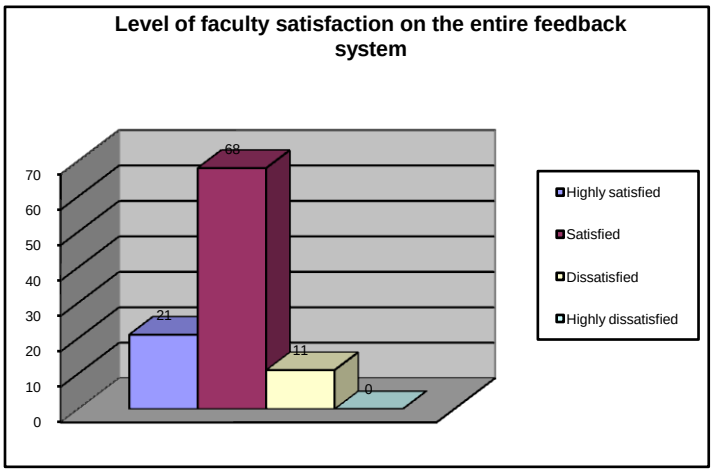

Counseling of faculty on feedbacks received
72
28
80
70
60
50
40
30
20
10
0
Yes
No

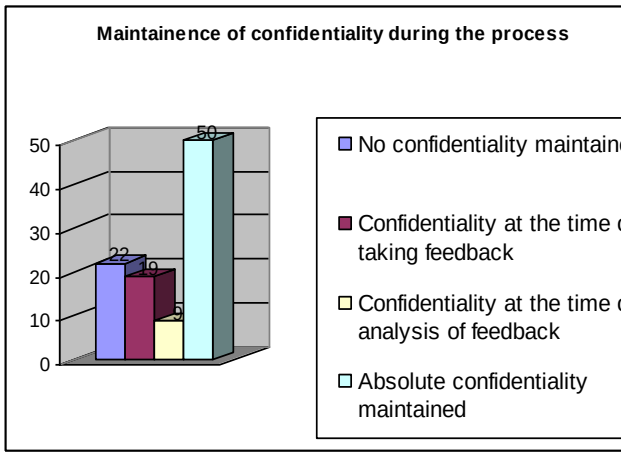

Recording of interim feedback
12
3
12
10
8
6
4
2
0


Level of counseling of faculty on feeback received
49
17
6
50
40
30
20
10
0
Adequate
Inadequate
Poor


Critical analysis of feedbacks received
88
12
90
80
70
60
50
40
30
20
10
0


Utility of feedback system
48
22
17
13
0
50
45
40
35
30
25
20
15
10
5
0
Continual improvement of faculty
Indentifying faculty training needs
Parameters for appraisals/ promotions
Bare formality
Others


Level of faculty satisfaction on the entire feedback system
68
21
11
0
70
60
50
40
30
20
10
0
Highly satisfied
Satisfied
Dissatisfied
Highly dissatisfied



VII. CONCLUSIONS

The findings of the research can be concluded as under:

i. Out of the total colleges surveyed, only 2 colleges do not obtain feedback on their teachers from the students.

ii. The major reasons behind not obtaining the feedback is "Management not keen" "May cause dissatisfaction and demoralize the faculty".

iii. "Good teaching skills" is one of the major factors that influence positive feedback from students.

iv. 31% of the faculty feels that there is scope in the system to manipulate students' feedback.

v. The major ways of manipulating the feedback is "By being over friendly & lenient with the students"

vi. 86% of the faculty feels that the system of taking interim feedback does not exist.

vii. Adequate counseling of the faculty over the feedback received in carried out.

viii. Overall the faculty seems to be satisfied with the feedback system fallowed in their college.

VIII. SUGGESTIONS & RECOMMENDATIONS

Based on the responses received by the faculty on the feedback mechanism followed in their colleges, the following suggestions & recommendations can be made:

1. **Implementation of Feedback system**:
   - The management needs to be keener in formulating the feedback mechanism.
2. **Students' counseling:**
   - The students needs to be counseled before the feedbacks are taken and should be advised to mark only on the parameters mentioned and should avoid personal biases.
3. **Selection of respondents:**
   - A system of short listing the students for giving feedback based on their eligibility factors like minimum required attendance, behavior, academic records etc. should be formulated.
4. **Selection of a proper time:**
   - A system should be formulated wherein the feedback should be taken on the day when the students' attendance is above a predetermined level.
5. **Interim Feedback:**
   - A system of taking interim feedback before the final feedback should be introduced for the teacher to analyze their performance and take corrective actions.
6. **Teachers' counseling:**
   - Proper counseling system should be in place, especially for the teachers who have received negative feedback, to avoid causing of dissatisfaction amongst them and to motivate them to perform better in the future.
7. **Utilization of the fedbacks:**
   - Since the feedback is the reflection of the teachers' performance, it should considered as one of the parameters for their appraisals and should be linked to their career advancement strategies.
8. **Maintenance of confidentiality in the system:**
   - Last but not the least, absolute confidentiality should be maintained in the entire system for its smooth functioning.

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