

# A Study on the Process of Students' Feedback on Teachers in Hotel Management Institutes of Mumbai City and the Teachers' Reaction Thereon

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**Abstract:** *The market for education has changed from being monopolistic to being extremely competitive, with many firms engaging in providing education to the public aspirants. There are many educational institutions in many different sectors common in the market for competitors to compete on the "Quality Education" standards. A variety of factors go into making an education of high quality. The educational staff offered is one of the crucial component of high-quality education. Operations of Institutions have been working very hard to build a solid faculty pool to improve their brand's perception from several sources, Management measures to improve employee skills and instructional methods used by their instructors, a methodology for obtaining the importance of student input on teachers has increased.*

**Keywords:** market for education

## I. INTRODUCTION

Education has become increasingly important in today's intellectual environment. The entire educational system is being examined, and scholars and subject-matter specialists are hard at work continuously improve the system to keep up with the changing environment the world's problems and to adapt to its constant change expectations of those who seek knowledge. Mumbai is one among these cities where the education sector has prospered in recent years. Mumbai, because of its ability to formal education is appropriately referred to as "The Oxford of the East". It has developed as India's educational centre, where Students from over the world are drawn there in search of a good education. Any professional course for which a student applies has certain requirements from the Institute. The fundamental requirements include offering high-quality instruction at a fair pricing, helpful faculty advice, and a satisfying a setting that is favourable to learning. These requirements are transformed into other parameters that the pupils choose that institution. The parameters could be course-related structure, affiliation with a university, and standing of the college in offering faculty, college infrastructure, and quality education Profile, placement history, cost of the course, etc. It's the Institutes perspective of the goals and initiatives of students in the pupils' degree of satisfaction is determined by how well they are met. It is therefore every educational institution's primary responsibility to accurately understand and uphold the expectations of the pupils alongside them. 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 view themselves in terms of their abilities and attributes, as well as their strengths and potential growth areas.

Faculty are aware of how others view them because they might get the overall input in addition to group feedback from peers, clients, and direct reports etc. - the comments are typically anonymous to make the data more unbiased to assist the workers gain knowledge from it.

Faculty could also notice the contrast between their methods and both how they see themselves and how others see them. This technique may also assist them in recognizing their advantages, such as well as what others perceive to be their areas of potential.

Only if such a system is properly designed and implemented will it prove advantageous to collect student feedback about teachers. This method of collecting feedback could be arranged into three stages:

- Planning and Design
- Application and Interpretation
- Assessment & Counselling

For the intended results, each of these steps must be scientifically designed. However, making sporadic attempts to develop and implement the mechanism could be detrimental and may defeat the goal of the whole thing. On occasion, it is noted that Institutions use this system to produce records and complete the requirements of standards set forth by particular quality certifying organizations like the ISO and National Bureau of Accreditation (NBA). Therefore, even though students' feedback is collected, are not used to support teacher or student development.

On the basis of the feedback, teachers receive counselling. The outcome is that the teachers are discouraged, particularly after they negative comments. Additionally, it can be noted occasionally that the teachers influence students' behaviour with them in environment served as a useful guide for teachers as they improved the learning environments in their classrooms.

## II. LITERATURE REVIEW

**L'Hommedieu (1990)** completed the analysis and statistical integration of the quantitative research on the feedback received by college teachers from student evaluations (R.An unpublished manuscript by L'Hommedieu et al..342 is the overall effect size. This demonstrated a steadfast positive impact of feedback, but this minor variation has a minimal practical impact.

**LioraPedhazur (1997)** investigated professors' perspectives on the value of student evaluations for formative and summative assessments as well as the actual application of student evaluations ratings used as a summative measure. A further finding was that in fact, the latter makes use of student ratings purpose. The value of the student comments wasthe faculty's differing perspectives, with comments onthe most beneficial was their interaction with students, feedback regarding their grading procedures, globalevaluations of the teacher and curriculum, and lastly structural problems with the course.

In her **2005 article**, **Sarah Moore** discussed and outlined the implications for the creation or improvement of student feedback systems.

**Jill M. Aldridge (2012)** described the creation, validation, and use of a tool intended to provide teachers with feedback data based on students'opinions about the conditions in their classrooms. Thestudy assisted in determining how effective action

Teachers' decisions were influenced by research on students' perceptions of the learning environment improvements in their academic performanceenvironments.

### 2.1 Objectives of study

- To locate Mumbai-based hotel management schools that conduct teacher evaluation surveys.
- To comprehend how faculty perceive the elements that affect students' feedback
- To carry out researchon how students' feedback works.
- To perform research how the feedback is applied.
- To assess how teachers responded to student feedback.
- To recognize the potential for manipulating the comments from instructors.
- To evaluate the teachers' level of satisfaction with the evaluation process used in their colleges.

### 2.2 Limitations of the study

1. This study solely relies on the data provided by the lecturers from various HMCT colleges.
2. This research is restricted to colleges of hotel management only so that the conclusions might not apply to every college.
3. This research is restricted to Mumbai, thus the For other areas, similar observations might not be the same.

4. Taking into account the overall effectiveness of the educators in the sample size for these universities is 100.

**III. 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 Mumbai to understand their views on students’ feedback system.
- Questionnaire: A questionnaire carrying 10 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 Mumbai, responses were received from 100 respondents.

**Sampling Techniques:**

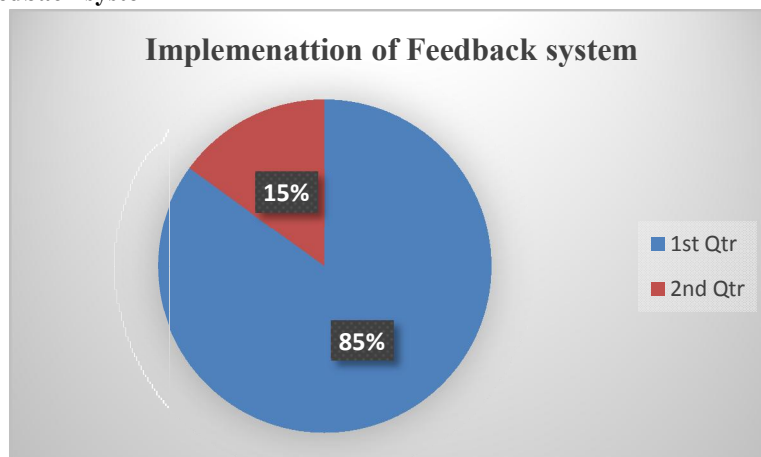
A sample of 100 teachers representing various colleges was selected on random basis to conduct the study.

The sampling was done as under:

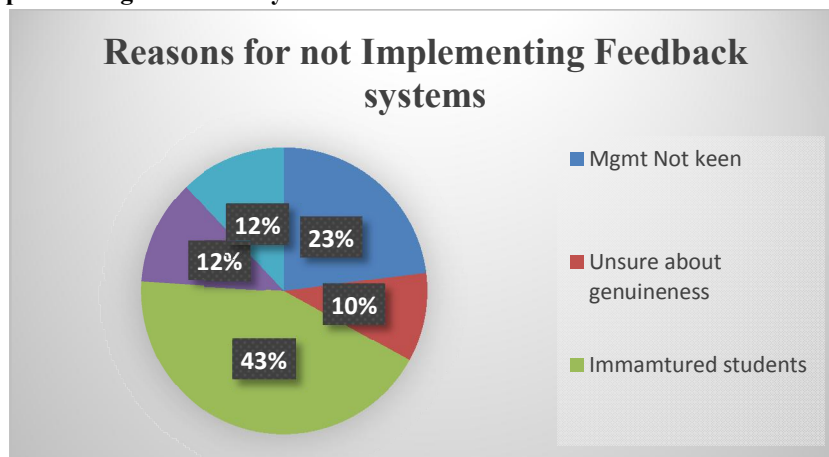
Average no. of teachers in each college	No. of HMCT colleges selected as sample	No. of teachers selected as sample	Sample Percentage
10	14	140	70 %

**Interpretation & analysis**

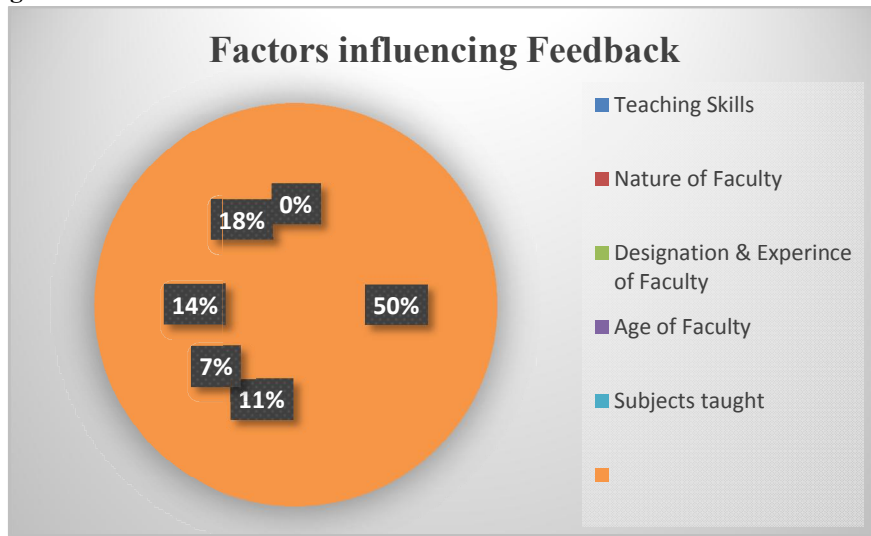
**Implementation of Feedback system**



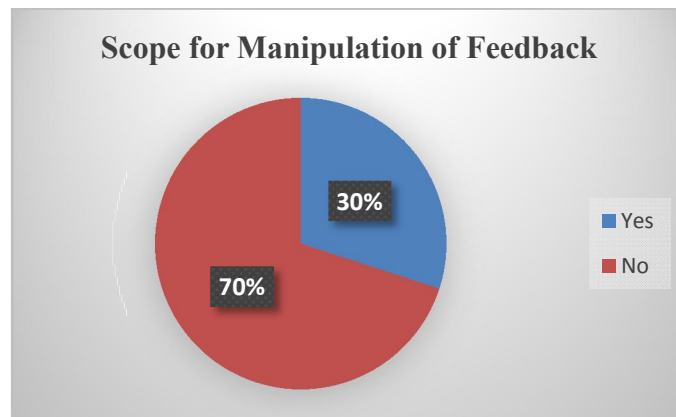
**Reasons for Not Implementing Feedback System**



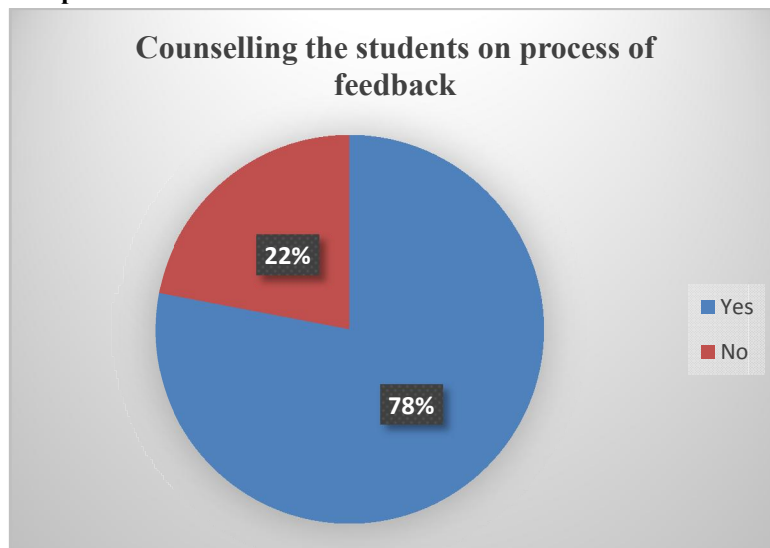
**Factors influencing Feedback**



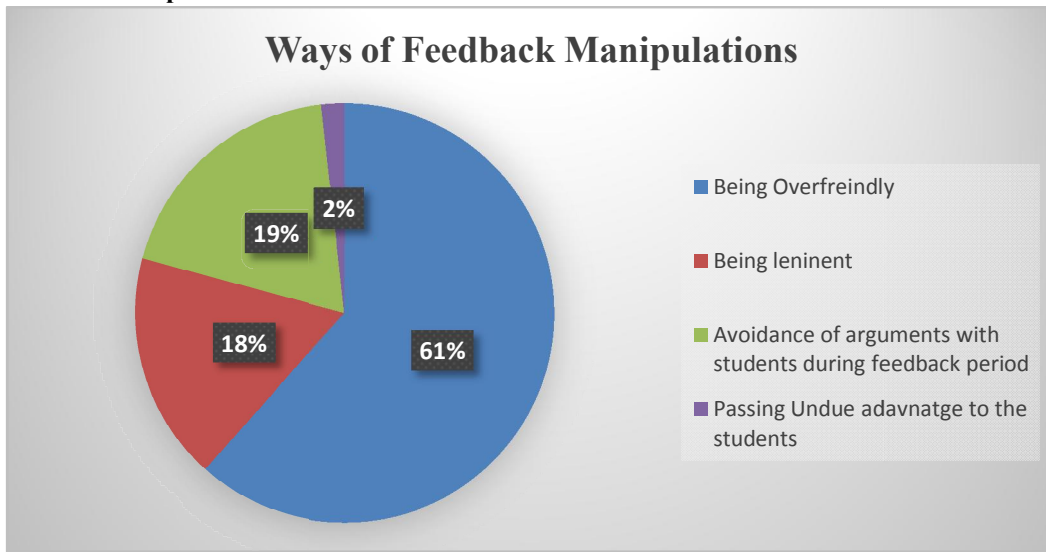
**Scope for Manipulation of Feedback**



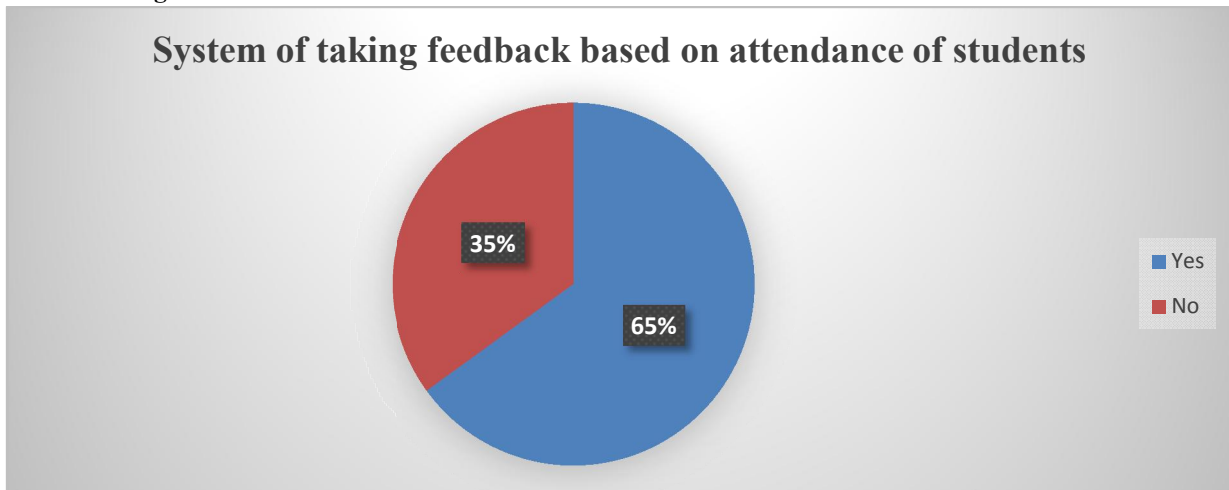
**Counselling of students on process of Feedback**



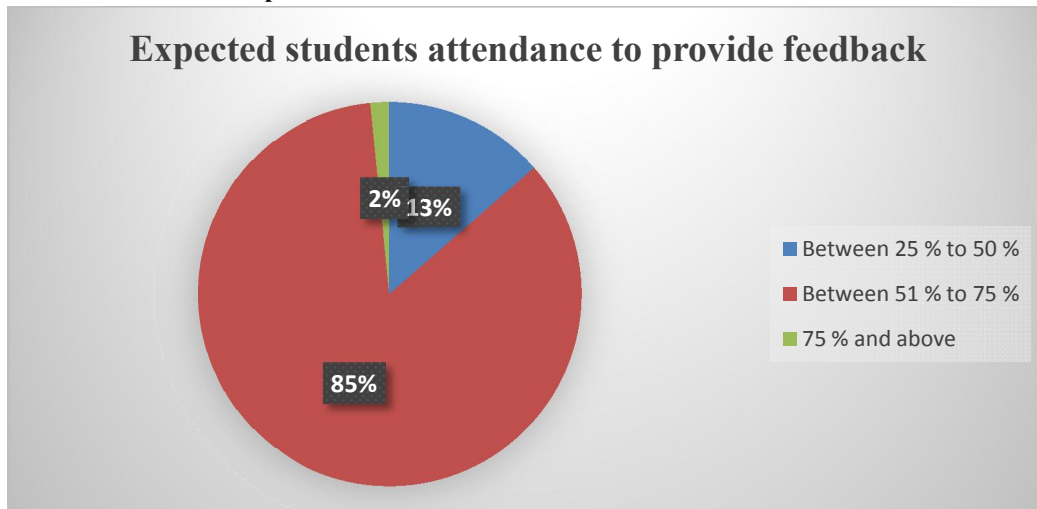
**Ways of Feedback Manipulations**



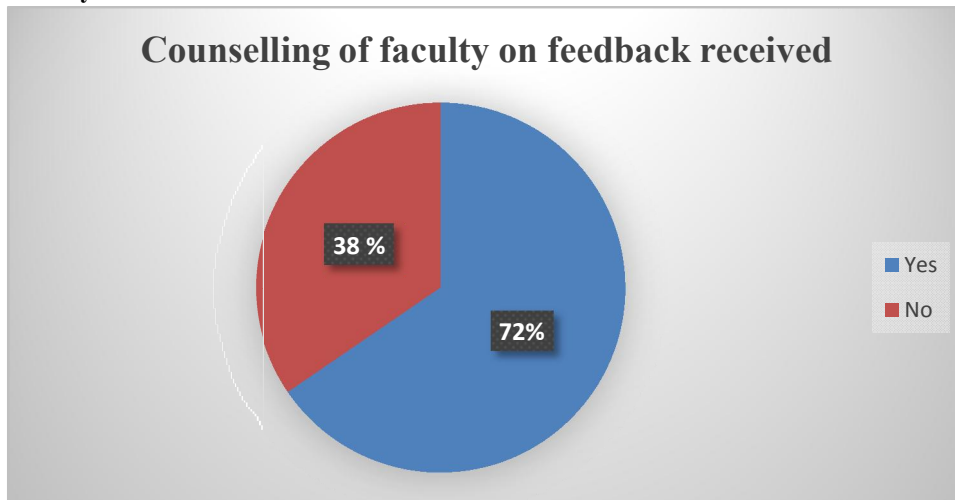
**System of taking feedback based on attendance of students**



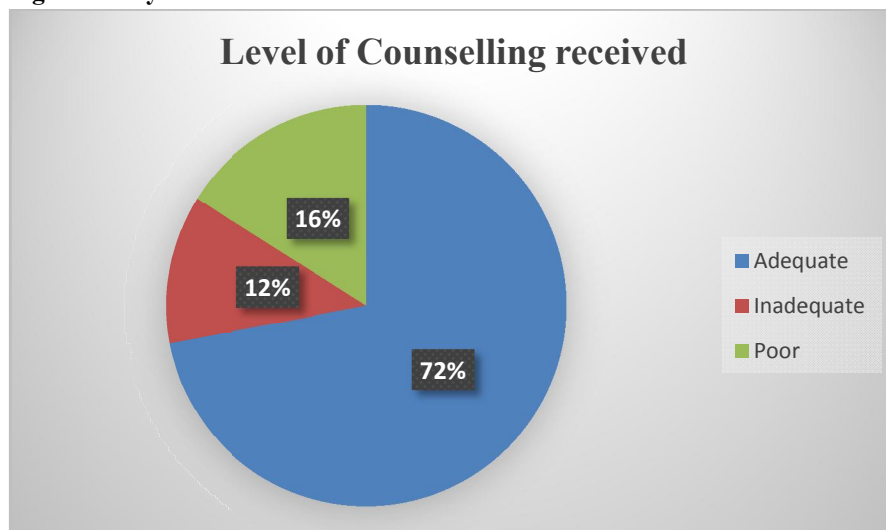
**Expected Students attendance to provide Feedback**



**Counselling of faculty on feedback received**



**Level of Counselling of faculty on feedback received**



**The findings of the research can be concluded as under:**

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

The major reasons behind not obtaining the feedback is “Immaturity of students “May cause dissatisfaction and demoralize the faculty”.

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

The major ways of manipulating the feedback is “By being over friendly & avoidance of arguments with students.

Adequate counselling of the faculty over the feedback received in carried out.

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

**IV. CONCLUSION**

In conclusion, the study revealed several significant findings regarding the process of obtaining students' feedback on teachers in Mumbai's Hotel Management Institutes and the teachers' reactions to this feedback:

Feedback Collection: Only two out of the total surveyed colleges do not collect feedback from their students on teachers' performance. This indicates that the majority of institutes recognize the importance of obtaining input from students.



**Reasons for Non-Feedback:** The primary reasons for not obtaining feedback were concerns about student immaturity and the potential to cause dissatisfaction and demoralization among faculty members. These reasons suggest that some institutions may be hesitant to implement a feedback system due to these apprehensions.

**Positive Feedback Factors:** The study found that good teaching skills were a major factor influencing positive feedback from students. This highlights the significance of pedagogical excellence in receiving favourable reviews from students.

**Manipulating Feedback:** The study identified that some teachers may attempt to manipulate feedback by adopting an overly friendly demeanour and avoiding conflicts with students. This implies that certain faculty members may seek to influence the feedback they receive.

**Faculty Counselling:** Adequate counselling of the faculty based on the feedback received is carried out. This indicates that colleges are actively using the feedback data to improve and support their teachers, which is a positive step.

**Faculty Satisfaction:** The study found that, overall, the faculty appears to be satisfied with the feedback system in place at their respective colleges. This suggests that, despite initial concerns, the system is generally well-received and serves its intended purpose.

In summary, the findings indicate a general recognition of the importance of student feedback in assessing and improving teaching quality. While there are concerns and attempts at manipulating feedback in some cases, the overall satisfaction of the faculty suggests that the feedback system is a valuable tool for enhancing the educational experience in these institutions.

#### **BIBLIOGRAPHY & REFERENCES**

- [1]. **L'Hommedieu (1990)** completed the analysis and statistical integration of the quantitative research on the feedback received by college teachers from student evaluations (R. An unpublished manuscript by L'Hommedieu et al. 342 is the overall effect size. This demonstrated a steadfast positive impact of feedback, but this minor variation has a minimal practical impact.
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