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## **TEACHERS' FEEDBACK BY STUDENTS IN RELATION TO TEACHERS' PROFESSIONALISM**

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### **ABSTRACT**

The study was conducted in order to find the relationship between teachers' feedback by students and teachers' professionalism. Sample was collected from 260 teachers of senior secondary schools (Govt. schools and Private schools) of Moga (district), Punjab, India. A stratified random sampling technique was employed to select the sample. Feedback of teachers was taken from their students. Per teacher thirteen students gave feedback. Results showed a significant and positive correlation existed between feedback of teachers given by their students and teachers' professionalism.

### **INTRODUCTION**

To ensure better education we need to cultivate great teachers. Teachers are the ones' who create pathways for their students to help them reach their destiny. A teacher is a nation builder. A good teacher implies good teaching (Meenakshi, 2011). All the teachers are rated by administration of the school, head masters, colleagues, students and parents. It is difficult to rate or judge the teacher authentically and only a few know what kind of challenges teachers face in their daily life. There are so many factors to be considered for the evaluation of a teacher like:

- Educational qualification of teacher
- Skills
- Professionalism
- Classroom environment
- Economic factor



- Teacher Effectiveness
- Subject matter
- Parental expectations
- Occupational stress
- Values
- Teaching Aptitude

In this study we will focus on the relationship between teachers' feedback by students and teachers' professionalism.

## **FEEDBACK**

Feedback is information that individuals receive regarding their performance and consists of a message that a sender conveys to a recipient. Feedback can motivate and guide effective behaviours as well as prevent ineffective behaviours. Thus, feedback can lead to positive behavioural change and enhanced performance, and it can boost self-awareness and self-confidence. In fact, some types of feedback can lead to negative reactions, such as job dissatisfaction, anger, or decreased effort. (Levy et. al., 2007)

Hattie & Timperley (2007) defined feedback as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.

Bovee and others (2015) describe feedback as, a response from the receiver that informs the sender how communication is being received in general.

## **PROFESSIONALISM**

Professionalism is commonly perceived by some as dressing smartly at work or doing a good job, where as for others it means to have advanced degrees or certifications which



are then framed and hung on walls, but professionalism is much more than these symbolisms. Professionalism has been defined differently by various experts.

According to Berman (1999), Professionalism is a multi dimensional construct and has been measured as job characteristics, work behaviour, professional commitment and career commitment at different times.

Lui, Ngo and Tsang (2003) have stated that the concept of professionalism basically describes the values, goals and expectations at work.

## **OBJECTIVES**

The main objective of the study was to find the relationship between feedback of teachers' by students and teachers' professionalism.

## **HYPOTHESIS**

There exists no significant relationship between teachers' feedback by students and teachers' professionalism.

## **TOOLS USED**

Following tools were used to collect data

1. Feedback Performa was constructed and standardised by the investigator.
2. Professionalism scale by Rizvi, M (2003).

## **SAMPLE**

For the present study investigator selected 260 numbers of teachers of senior secondary school of Moga District, Punjab, India. The sample was taken by using stratified random sampling technique. These 260 teachers were categorized into 130 teachers from 10 government schools and 130 teachers from 10 private schools of Moga district. These 130 teachers were further divided into 65 male teachers and 65 female teachers for both government and private schools. Feedback of each of these teachers was collected from their students. Per teacher 13 students gave feedback.



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## **DATA ANALYSIS**

To analyze data product moment coefficient of correlation was computed in order to find the relationship between teachers' feedback by students and teachers' professionalism.

## **RESULTS AND DISCUSSION**

Correlation between teachers' feedback by students and teachers' professionalism was found to be 0.834. This is a positive correlation and significant at 0.01 level. This shows that professionalism of teachers has positive and significant relationship with teachers' feedback by students. In other words we can say that teachers who were more professional got good feedback and vice versa.

Therefore hypothesis that there exists no significant relationship between teachers' feedback by students and their professionalism is not accepted. According to the study it means that the feedback score received by a teacher is directly proportional to the teacher's professionalism.

## **EDUCATIONAL IMPLICATION**

On the basis of results and conclusions the following educational implications can be drawn. Teachers who are more professional in teaching obtained good feedback. The study also implies that feedback from students can be considered a valid measure of teacher's professionalism. Feedback of teachers can help the administration in appraisal process of teachers and make them more holistic. Receiving feedback from students will provide an insight to the teachers' attributes that might be rated higher by students while might not be given due recognition by management and peers. By knowing the level of professionalism school organization can organize a work shop or seminar on professional development and growth of teachers. When teachers learn, their students also learn. When teachers are filled with variety of information, it means they are ready to help their students in every means and with best of their potential.



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