"Faculty Performance Improvement: Survey of Factors and Remedies at AIKTC"

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Faculty Performance Improvement: Survey of Factors and Remedies at AIKTC

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Abstract— **Improvements in quality teaching-learning help in effective concept learning by the students. This has become a mandatory requirement for the institutes providing professional courses like Engineering, Architecture and Pharmacy. This is because in such courses the focus is on learning concept so as to apply it in professional career of the students. In most of the cases different subjects of the professional courses are taught by different faculties. Their way of lecture delivery differs from person to person. The performance of the students is affected by some external factors as well as by the performance of their teachers. A survey of the factors affecting the students' performance was done through the teaching faculties and two of the most significant factors were considered for improvement. The current paper aims at getting the responses of teachers having highest students' feedback score through a questionnaire. The responses are for the factors affecting the performance of faculty. Based on the outcome of the survey the strategy to improve the teaching-learning process was decided.**

Keywords – Quality, Faculty performance;Engineering Education, Professional Courses;

I. INTRODUCTION

There is always a requirement for improvements in the quality of education. It becomes more important when it comes to professional education as the students have to implement the skills learnt in the institutes. In order to increase the quality of education, the faculty performance is required to be improved. One of the very important parameter for the performance of the faculty is the performance of the students to whom the faculties are teaching. Many researchers [1,2] have tried to investigate the factors that affect the performance of faculty so that proper action can be taken for improvements. Many researchers have proposed different methods for improving the performance of students [3,5]. Some have tried to find out solutions for enhanced learning by the use of different tools to evaluate the courses taught in the institutes [4,6,7]. In a few cases the researchers aimed at the use of technology for improvements in the teaching learning process [5,10].It is equally important to inculcate moral and ethical values in students so that they will use the skills learnt for humanitarian development [8,9]. At Anjuman-I-Islam's Kalsekar Technical Campus (AIKTC) consisting of School of Engineering, School of Pharmacy and School of Architecture, we have our slogan as "INNOVATIVE TEACHING & EXUBERANT LEARNING." In order to facilitate the teaching learning process, student feedback is taken as per the form provided (Table 1). The students have to rate the faculty for different points as mentioned in the form. The results of the feedback are then analyzed and every faculty gets an average score. In the current paper, top scorers from the six departments were identified and a survey questionnaire was given to them. Along with this an online and offline survey was conducted for investigating the factors affecting students performance. As the study was limited to AIKTC the respondents were the faculty members from all the three schools and a polytechnic in the same campus. Based on the results of the survey, the critical factors were considered for improvement.

TABLE I STUDENTS FEEDBACK FORMAT

Sr. No.	Feed Back Question
1	Teacher command on his/her subject (Depth of subject knowledge
2	Teacher's timely conduction of lectures, practical and Tutorials
3	Clear and comprehensive explanations of the subject
4	Thought provoking interactions during theory and practical sessions
5	Efforts in making students understand subject (use of Charts/Videos/Models/Presentations)
6	Availability and cooperation of teacher whenever help was sought

Sr. No.	
7	Timely assessment of experiments, assignments, test papers
8	Overall how would you rate the quality of teaching imparted by the teacher
9	Overall rating (filled by Dean/HOD)

Rating scale: 1 – Poor, 2 -- Average, 3 – Good, 4 – Very good, 5 -- Excellent
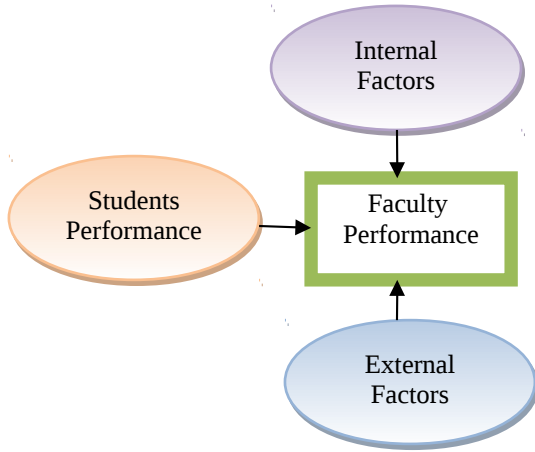

Figure 1 Factors affecting faculty performance

II. METHODOLOGY

It was found that the faculty performance gets affected by Internal Factors, External factors and the performance of the students [1] (Fig.1). In order to find the most critical factors that affect the performance of student's two different questionnaires (one for internal factors and the other for external factors) were given to the identified faculty members. The faculty members were asked to rate the different factors on a scale of 5 with 5 for the severely affecting factor and 1 for the least affecting factor. In addition to this responses from different faculty members of the campus were taken randomly for investigating the factors affecting the performance of students. The same scale was used for these responses. For this survey online responses from 27 respondents and questionnaire based responses (offline) from 25 respondents was taken. Two most severe factors from each category were selected and remedies for the identified processes were proposed.

III. THE INTERNAL FACTORS

The Internal factors are those which are related to the faculty himself such as the personality of the faculty, the confidence during teaching the students, the social background of the faculty etc.

TABLE II INTERNAL FACTORS

Sr. No.	Internal Factors

1	Does class control affect your performance?
2	If the interests of students affect your teaching...
3	Does confidence affect your teaching?
4	Does revision of the topic for updating your subject knowledge affect your teaching?
5	If prior assessment of knowledge understanding level of students affects your teaching...
6	Does planning your lessons before the commencement of every semester help in better teaching the subject?
7	If the fear of syllabus completion has some impact on your performance...
8	Does being very rigid with the students affect your teaching?
9	Do friendly relationships with the students affect your teaching?
10	Does a lax attitude with the students affect your teaching?
11	Rate your concern for every student in a class of 60?
12	How many times do you reprimand your students if they don't pay attention?
13	Does an interactive session affect your teaching?

Rating Scales: Severely Affecting – 5, Less Severely Affecting – 4, Affecting -3, Somewhat affecting -2, Least affecting - 1

IV. THE EXTERNAL FACTORS

The Factors that are not in control of the faculty are referred to as the external factors. A few external factors were considered and their impact on the performance of a faculty was found through the questionnaire. The external factors are as listed below.

TABLE III EXTERNAL FACTORS

Sr. No.	External Factors
1	Not getting your favorite subject affects your teaching...
2	Given lecture slot in all the classes you teach...
3	Back to back lectures...
4	Motivating environment across the campus...
5	Students' irregular attendance during your lecture affects your performance...
6	Extracurricular activities along with teaching affects teaching
7	Lack of technological resources like projector, Internet..
8	Interpersonal relationship with your supervisor
9	Interpersonal relationship with your junior
10	Salary...

11	Transport facility
12	Your family responsibilities affect your performance
13	Charging some extra amount to the students for workshops and industrial visits...
14	Support from the students' parents

Rating Scales: Severely Affecting – 5, Less Severely Affecting – 4, Affecting -3, Somewhat affecting -2, Least affecting - 1

V. FACTROS AFFECTING STUDENT PERFORMANCE

Performance of the faculty also depends on the performance of the students. Because of this reason factors that affect the performance of the students were considered and input was taken from the faculties belonging to different professional courses like Engineering, Pharmacy and Architecture. The survey was carried out through an online questionnaire and also by an offline mode.

TABLE IV FACTORS AFFECTING STUDENTS PERFORMANCE

Sr. No.	Factors
1	Commutation
2	Medium of answer during schooling
3	Maturity of student
4	Attendance in Theory & practical
5	Coaching classes in weekends
6	Mobile Addiction
7	Internet Addiction
8	Sports Addiction
9	Bad Friend Circle
10	Influence of Opposite Gender

Rating Scales: Severely Affecting – 5, Less Severely Affecting – 4, Affecting -3, Somewhat affecting -2, Least affecting - 1

VI. RESULTS AND DISCUSSIONS

A. Internal Factors:

The results of the survey of internal factors affecting the performance of the faculty are as shown in Fig. Referring to the quantitative values of each factor it is found that factor 1,3 and 13 have a score of above 4. These are related to class control, Confidence of the faculty and student interactions. Thus in order to improve the performance of the faculty these skills that is the confidence and controlling ability during the lectures is to be inculcated amongst the faculties. The faculties should also be trained for making their lectures interactive which is also an indicator for the performance improvement.
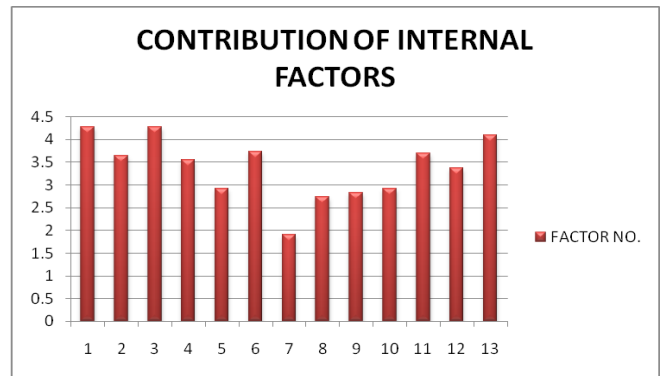

Figure 2 Contribution of internal factors

B. The external factors:

The results of the survey of external factors affecting the performance of the faculty are as shown below. From the diagram it is clear that factor no. 4,8 and 1 are amongst the significant contributors for the improvement of the faculty performance. These are motivating campus environment, Interpersonal relationship with the supervisor and not getting the favorite subject. Thus by providing a conducive working environment across the campus and considering the choice and interest of the faculty for his/her subject will improve the performance of the faculties.
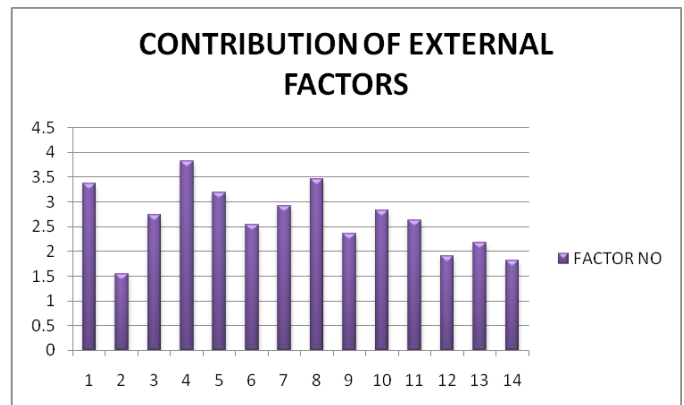

Figure 3 Contribution of external factors

C. Factors affecting students performance:

The results of the survey of factors affecting the performance of the students are as shown in Fig.4 Here the survey was carried out in two ways first by an online mode and secondly by an offline mode. The results are shown on the same chart. It can be found that factors 9,4,6 and 7 are the most significant according to the online respondents while 1,6 and 7 are most severe according to the offline respondents so factors 6 and 7 are amongst both the groups so can be considered as critical. These are Mobile Addiction and Internet addiction. So by providing an environment where the students will be made aware about the effect of these factors on their performance, the effect of these factors can be reduced. Amongst the other factors that affect the student performance are poor attendance

of students, Bad friend circle and to and fro commutation of students between their homes to college.
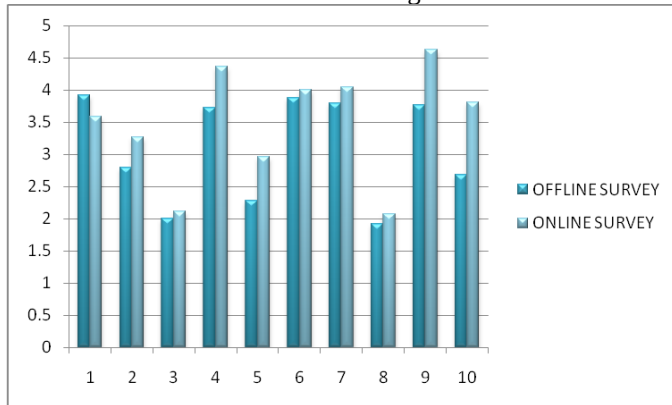

Figure 4 Contribution of factors affecting students performance

VII. REMEDIES

The following remedies can be adopted to improve the faculty performance

1. Training the faculties for adopting the skills on controlling the class during the lectures.
2. Thorough preparation of the subject, planning the topics as well as sub topics before conducting the lecture in order to gain some confidence.
3. Providing an interactive environment in the class so that the students participate during the lectures.
4. Developing conducive, motivational and friendly environment amongst the faculty members.
5. As far as possible taking the consent of faculty members while allotting the subjects at the start of the term.
6. Conducting awareness campaign in the campus for the misuse and addiction of mobile as well as social networking sites.
7. Creating the awareness amongst the students about the effect of a bad friend circle on their career.
8. Adopting some means for improving the attendance of students in theory as well as practical.

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