

# A Study on the Effect of Relationship between Faculty Feedback and Employability Skills of Graduates and Post Graduates Students

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## Abstract

*The present study makes an effort to explore the link between the faculty feedback and level of employability skills achieved by students pursuing higher education. The research has laid its foundation from the data collected from 3P (Presage, Process and Product) model from the field of higher education given by J P Biggs in a research called 'From Theory to Practice: A Cognitive Systems Approach'. This study has been conducted on 6 educational institutions in Hyderabad, India, by using the primary data which has been collected from 160 graduate and post graduate students based on own developed questionnaire using 20 questions based on faculty feedback and level of employability skills achieved by students. The findings are based on analysis of data through descriptive statistics, correlation and regression analysis*

**Keywords:** Graduate Employability, Faculty feedback, 3 P (Presage, Process, Product).

## 1. Introduction

The Indian human resource development ministry (MHRD) has made a draft in 2019 regarding the New Education Policy that states that “knowledge, values and employable skills, i.e., the human capital equipped by the cognitive ability of youth contribute towards a country’s transformation in social, economic and political ways”. Thus, the human capital of a country is based on the foundations of quality education laid. Therefore, the Government of India (GOI) in order to create a strong human capital has created a measure to assess and grade Higher Education Institutions (HEI) in terms of quality by establishing the National Assessment and Accreditation Council (NAAC), the National Institutional Ranking Framework (NIRF) and National Board of Accreditation (NBA).

The NAAC, assess the ‘quality statuses of Higher Educational Institutions (HEI) such as affiliated and autonomous colleges, universities, and other recognised institutions through assessment and accreditation. The NIRF has summarized a framework and developed six parameters, namely, ‘teaching, learning and resources, professional practices and research, graduation outcomes, inclusivity and outreach, and perception’, to rank various universities and institutions. The National Board of Accreditation helps higher educational institute to have a new sense of direction and identity by knowing their own strengths, weaknesses and opportunities and also provides financial assistance for them through different government agencies and private bodies.

Thus, from various studies reviewed related to NAAC, NBA, NIRF, it can be been understood that in order to grade and assess the quality of HEI’s in an academic year the two important aspects considered are:

- (i) 'what' aspect, i.e., improving employment skills of students and,
- (ii) 'how' aspect, i.e., development of employment skills requires a serious consideration so that the students are placed in an academic year.

In this context on the role of HEI's towards quality education, the present research paper views that there are two bodies of literature that indicate a potential link with employability skills of student. The first one being 'faculty feedback' and the second one being 'employability' of a student. The study views that there exists a strong positive link between faculty feedback provided and employability skills gained by a student that assess the quality of HEI's in a given academic year.

Integrating these two bodies of literature in the context of higher education leads us to validate their cause and effect relationship between feedback and employability. The Biggs' 3P (Presage, Process and Product) model is an important framework in theory of student learning which imparts a powerful understanding on the relationship between perceptions of students in teaching and learning environment, learning strategies, and learning outcomes. The present study has laid its foundation from this study. The 3P model represented in Figure 1, explains how students pursuing higher education enter into the learning environment with a variety of factors, that include, student ability and their preferred learning approaches, prior knowledge, and how these factors interact with the context of teaching in graduate learning outcomes. This model brings together a number of crucial factors to consider when examining the outcomes of student learning.

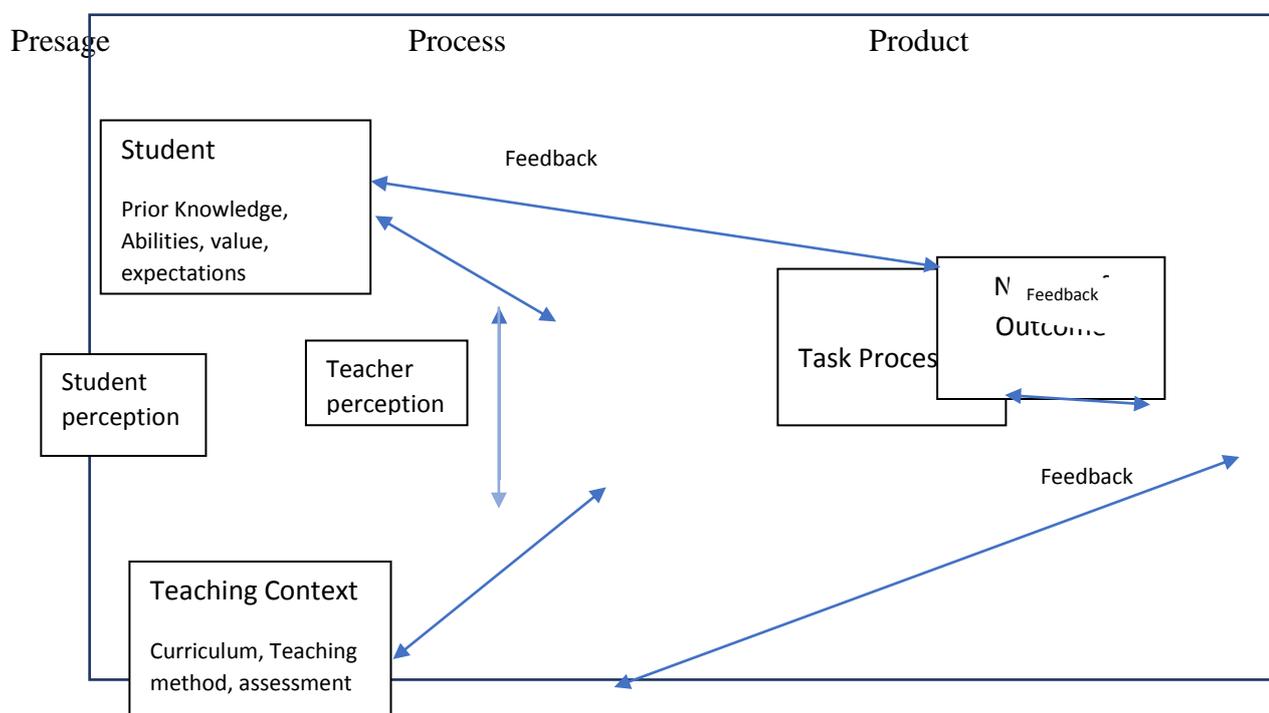


Figure 1: A model depicting the role of feedback in a learning environment

Reference: Presage, process, product model from Biggs (1993).

Hence, this study tries to explore if the feedback provided by teachers has any effect on improving student employability skills. The first objective of this study is to observe the correlation and regression among presage, process and product dimension from the student's perspective. The second objective is to understand the perception of students towards feedback. Exploring these two objectives will pave a path for future research in considering the role of feedback in improving employment skills. The study collected survey data from students pursuing Higher Education in various colleges in and around Hyderabad, India. The survey was structured to first identify the relation between feedback and employment skills using a background of literature followed by the methodology of the study and its limitations. Results and their implications will be discussed from the perspective of students.

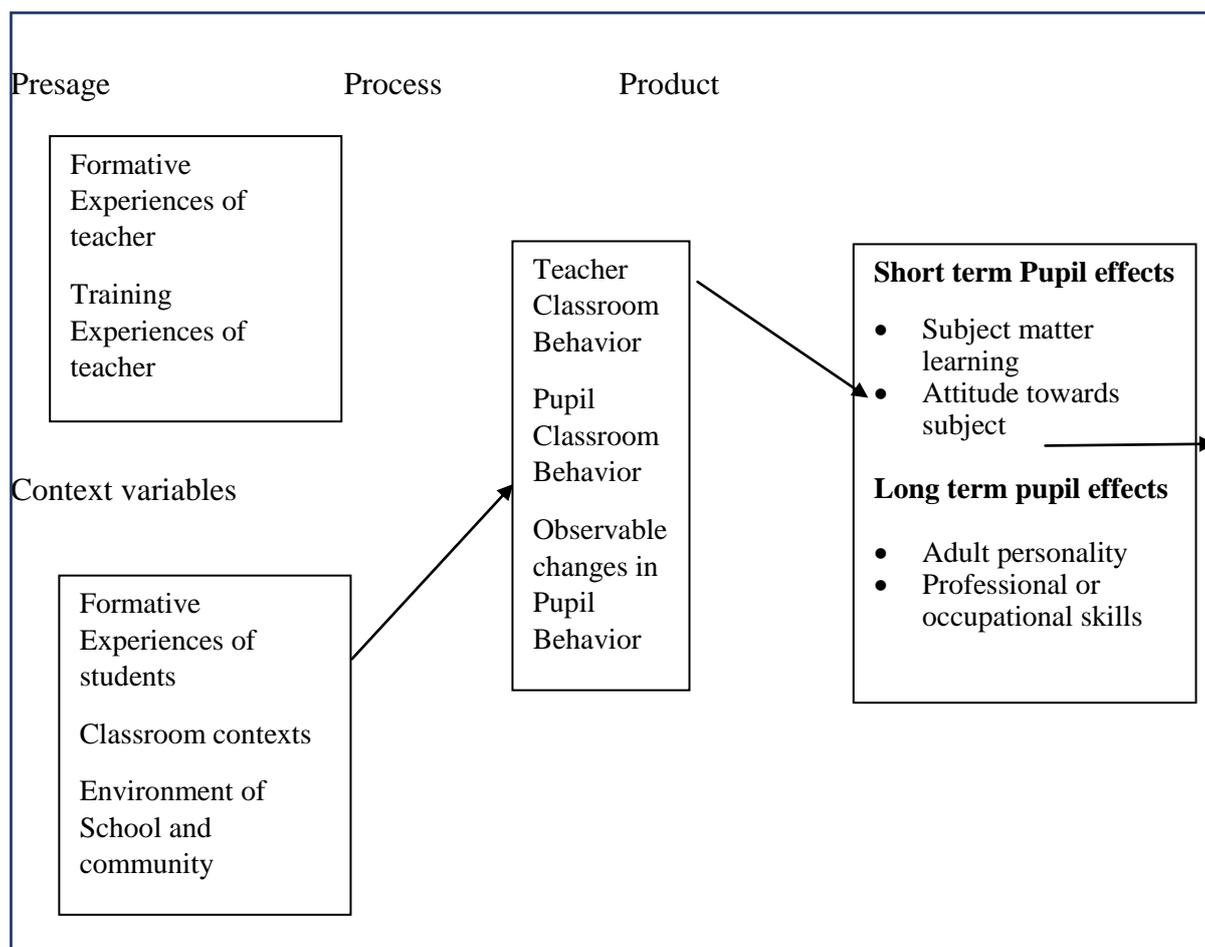


Figure 2: A model depicting relationship between process of teaching and learning and its effect on occupational skills.

Reference - Classroom teaching from Dunkin and Biddle (1974, p. 38)

## 2. Literature Review

'Feedback' can be defined as an activity which occurs between teachers and students that makes a difference to what students do and, understood as a process where knowledge about how a student's current performance influences their future potential. Learners would like to know how they performed in a particular task and what can be done to improve themselves from their teachers. However, this feedback they receive is not documented nor the effect of the feedback on the learner is observed. Thus, the present

study attempts review the existing literatures on identifying the importance of 'feedback provided by faculty' in higher education.

On one hand, we can also find a substantial literature on various attributes and skills that a student needs to develop to gain employment after graduation. 'Employability' in the context of higher education is about student having the capability to obtain first employment, retain the it and obtain a new one, if needed. For an individual, employability includes skills, attitudes, knowledge they possess and deploy to their current and future employers. The articles reviewed for the present research paper are as follows:

C. Paterson, N. Paterson, W. Jackson, et al (2019), in a study performed a systematic analysis of the literature to examinestudents' perceptions on their needs and preferences for academic feedback. The study revealed that students prefer feedback which is personalized and helps them to feed forward instead of feed back in their learning journey. The attributes that emerged out of this study are multimodality feedback, student preferences for feedback, and emotional impact.

D. Carless (2019) in a study adapted 3P model to delineatestudent's experience of teacher's feedback to analyse its impactby working ona longitudinal investigation into experiences of learner. The outcomes in the product phases included variables like improved performance and improved strategies of learning however, improving employment skilled or employability was considered. It has been found that feedback from peers, reflections of self and interaction with teachers forms foundation for Social constructivist principles among learners.

Deeley et al (2019) in a research focuses on perceptions ofstudents pursuing higher education in the area of assessment and feedback practice. It has been found that dissatisfaction od student with feedback and assessment is a multi-faceted issue. Interventions which are cross-institutional should to be considered to sustained development of students.

Suleman (2017) in a study on conceptual frameworks in employability skills of graduates, explored to find out if there is sufficient and valid data on student employability skills for researchers in available literature. It has been found that the theory of competence forms the analysis of student employability skills however, there has been an agreement among relational, technical, and cognitive skills of students.

Clarke (2017) in a research, broadly explores the concept of graduate employability by considering otherliteratures on employability and tries to define the comprehensive model of graduate employability. It has been found that individual attributes of graduate employability personality variables (such as receptivity towards experience or adaptability), selfconfidence and skill development. Also, employers, universities and governments need to engage in discussions about demand and supply situation in the market.

Jackson (2014) in a research, examines the factors that influence job attainment among graduates in Australia, examines what controls job attainment of a graduate to aid in recognizing strategies for enhancing graduates'outcomes. Findings of this research reveal that selection decisions in industry broadly in accordance with what composesof student employability. Employability skills includemastery of technical expertise, generic skill and graduate identity.

Hattie and Timperley (2007) in a study on importance of feedback, tries to understand if feedback can be used to enhance classroom learning and teaching. It has been found that an ideal learning experience or environment occurs when both teachers and students work in alignment to the process of feedback. It has been found that to be effective, it is necessary that feedback is compatible with students' prior knowledge, clear, meaningful, purposeful, and provide logical connections.

Yorke (2004) in a study on employability in curriculum from the perspective of undergraduate students, tries to understand if the curriculum contains suitable number of opportunities for students to develop personal attitudes, skills and understand what they are expected to know in gaining an employment. It has been explained that work-related or work-based learning is encouraged to facilitate their familiarity to the work environments and enable them to understand the work practices.

Table 1 – Studies relating to faculty feedback and employability.

<b>Researcher(s)</b>	<b>Specific Objective(s)</b>	<b>Major finding(s)</b>	<b>Attributes of Faculty feedback and Student Employability</b>
C. Paterson, N. Paterson, W. Jackson, et al (2019)	Examines students' perceptions on their needs and preferences for academic feedback.	students prefer feedback which is personalized and helps them to feed forward instead of feedback in their learning journey	<ul style="list-style-type: none"> <li>• Feedback from peers</li> <li>• Multi-modal feedback</li> <li>• emotional impact of feedback on students</li> </ul>
D. Carless (2019)	To analyse impact of feedback by working on longitudinal investigation into student's experiences.	Self-reflections, feedback from peers, and interaction with teachers form foundation for Social constructivist principles among learners	<ul style="list-style-type: none"> <li>• learner feedback literacy</li> </ul>
Susan J. Deeley, Moira Fischbacher-Smith, Dimitar Karadzhov & Elina Koristashevskaya (2019)	Focuses on perceptions of students in the area of assessment and feedback practice in higher education institution	Dissatisfaction of student with feedback and assessment is a multi-faceted issue. Interventions which are cross-institutional should be considered to sustained development of students.	<ul style="list-style-type: none"> <li>• Effective feedback</li> <li>• Personalisation</li> <li>• Use of technology</li> </ul>
Suleman (2017)	to find out if there is sufficient and valid data on student employability skills for researchers in available literature on employability.	The theory of competence forms the analysis of employability skills however, there has been an agreement among relational, technical, and cognitive skills of	<ul style="list-style-type: none"> <li>• Student Competence</li> <li>• Relational, technical and cognitive skills</li> </ul>

		students.	
Clarke (2017)	Broadly explores the concept of graduate employability by considering other literatures on employability and tries to define the comprehensive model of graduate employability	It has been found that individual attributes of graduate employability personality variables (such as receptivity to experience or adaptability), self-confidence and skill development. Also, employers, universities and governments need to engage in discussions about demand and supply situation in the market.	<ul style="list-style-type: none"> <li>• Personality variables</li> <li>• Self confidence</li> <li>• Skill development</li> </ul>
Jackson (2014)	examines the factors that influence job attainment among graduates in Australia, examines what controls job attainment of a graduate to aid in recognizing strategies for enhancing graduates' outcomes	Findings of this research reveal that selection decisions in industry broadly in accordance with what composes of student employability. Employability skills include mastery of technical expertise, generic skill and graduate identity.	<ul style="list-style-type: none"> <li>• Development of skill and identity of the student.</li> <li>• Involving learners in effective strategies of job search.</li> <li>• Use of effective teaching and learning techniques to provide high quality courses.</li> </ul>
Hattie and Timperley (2007)	To understand how feedback can be used to enhance classroom learning and teaching.	To be effective, it is necessary that feedback is compatible with students' prior knowledge, clear, meaningful, purposeful, and provide logical connections.	<ul style="list-style-type: none"> <li>• Feedback timing</li> <li>• The positive and negative effects of feedback</li> </ul>
Yorke (2004)	tries to understand if the curriculum contains suitable number of opportunities for	It has been explained that work related or work based learning is encouraged to facilitate their	<ul style="list-style-type: none"> <li>• Shared responsibility of students, teachers and employers.</li> </ul>

	students to develop personal attitudes, skills and understand what they are expected to know in gaining an employment.	familiarity to the work environments and enable them to understand the work practices.	
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### 3. Methodology

The study has been performed on primary data through the method of questionnaire. A self-developed questionnaire consisting 20 questions was used to collect the information. The questionnaire consisted 20 questions to facilitate understanding of student perception on faculty feedback. To measure the agreement with the statements posed, responses have been operationalised on a 5-point Likert rating scale. To facilitate further understanding of student perceptions few open ended and dichotomous questions were also included. The questionnaire thus formed was distributed to 6 educational institutions offering courses in graduation and post-graduation. A total of 442 questionnaires were administered to the respondents out of which 184 responses were received. Among 184 responses 160 responses were complete and considered for analysis.

Table 2 presents the demographic details of the respondents. The sample used in the study had a distribution of 118 female respondents and 42 male respondents. The distribution of courses of respondents included 4 B. Com students, 47 from B. Sc, 5 from B. Tech, 39 from BBA, 58 from MBA and 7 from others.

Table 2: Demographic details of the respondents

Category	Sub Category	No. of responses	Percentage (%)
Gender	Female	118	73.75
	Male	42	26.25
<b>Total</b>		160	100
Courses	B. Com	4	2.5
	B.Sc.	47	29.4
	B. Tech	5	3.1
	BBA	39	24.4
	MBA	58	36.3
	Others	7	4.4
<b>Total</b>		160	100

Data were analysed using SPSS 23.0. To understand association between feedback and employability, Product dimension is taken as dependent variable and independent variables for the study are Presage and Process dimensions. Bivariate correlation and multiple regression were used to measure the associations among the variables presage, process and product.

The questionnaire was validated by a few experts specialised in the area of research. The questionnaire's reliability of the was measured using Cronbach's alpha at 0.887.

Table 3: Information on Reliability of data

Reliability (Cronbach's $\alpha$ )	No. of Items
0.887	11

Given the lack of empirical evidence linking the feedback and employability skills of the students, statements have been built on the factors identified in the 3 P model. In the presage dimension statements posed to students were based on feedback on assessment, the culture of the institution, previous knowledge, preference for personalized feedback and motivation for higher education. In Process dimension student perceptions on the role of the feedback given by teachers to achieve their objectives, the role of curriculum in improving student employability skills, student engagement in the subject after receiving feedback and college infrastructure. Finally, the product dimension considers views on activities embedded in the curriculum and their impact on developing employability skills and the overall impact of pursuing graduation/post-graduation on developing student employability skills. Therefore, eleven items have been developed to assess the dimensions of 3 P Model. The computed Cronbach alpha was 0.887 and Principal Component Analysis (PCA) was performed to check if items can form different components. PCA confirmed a single construct with a KMO of 0.912. Factor loading obtained were ranging between 0.549 to 0.752 and total variance explained was 47.07%

**Data Analysis:**

**Correlation Analysis:**

Table 4: Correlation Analysis of Presage, Process and Product.

	1	2	3
1. Presage	1	.726*	.632*
2. Process	.726*	1	.681*
3. Product	.632*	.681*	1

\* indicates significant correlation values at the 0.01 level (2-tailed).

On analysing student perception of objective and motivation for pursuing higher education, it has been found that 52.12% of students agreed it was for getting a job, and the next reason being knowledge building. Table 4 represents the bivariate correlations between the variables. The computed correlation between product-presage is 0.632 and the product-process is 0.681 which indicates moderate positive correlations between the presage, process, and product dimensions.

**Regression Analysis:**

Table 5: Regression – model summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.709 <sup>a</sup>	.503	.497	.49468

a. Predictors: (Constant), Process, Presage

Table 6: ANOVA

Model	Sum of Squares	df	Mean Square	F - test	Significant value
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1	Regression	38.942	2	19.471	79.570	.000 <sup>b</sup>
	Residual	38.419	157	.245		
	Total	77.361	159			

Dependent Variable: Product

b. Predictors: (Constant), Process, Presage

Table 7: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t- value	Significant value
	B	Std. Error	$\beta$		
(Constant)	0.485	0.301		1.613	0.109
Presage	0.355	0.099	0.292	3.569	0.000
Process	0.529	0.092	0.468	5.724	0.000

In Regression analysis it has been found that 50.3% variability in the dependent variable (product) is explained by independent variables i.e., presage and process. The significant p-value is less than 0.05, hence it can be said that the model is a good fit model and presage, process variables reliably predict product variable. According to Table 4, the regression coefficients for presage and process variables are also significant indicating a positive change in the direction of product variable.

### Findings of the Study:

The findings of the research reveal that:

1. There exists a linear relationship between the three variables considered that is presage, process and product.
2. The relationship between process and presage variables indicate a positive change in the direction of product variable.

### 3. Conclusion:

The main objective of this research is to understand student perceptions among presage, process and product dimensions using correlation and regression analysis. The correlation coefficients presented in Table 4, highlight significant correlation between these dimensions. Students seem to perceive that previously gained knowledge, motivation for pursuing higher education, feedback and culture of the institution has an important role to play in building their employability skills (Biggs, 1993). It has been found that employability skills have a linear relationship with Classroom Assessments, Student Engagement and Feedback given by teachers. The correlation coefficients with product dimension and individual items related to feedback in the questionnaire i.e., importance of teachers' feedback in achieving the objective for pursuing higher education was significant. Therefore, teacher-student interaction through feedback plays a significant role in improving employability skills.

### Limitations and Future Direction:

The percentage of female participants in this study is much higher than the percentage of male participants, making the student perceptions dominated by the female students pursuing higher education. The second limitation of this study is the unavailability of empirical evidence and the absence of a pre-defined scale to assess the relationship between feedback and development of employability skills in

graduates and post-graduates. Therefore, the questionnaire was based on the theoretical aspects of given variables.

Further, this study provides an empirical basis for future studies in the field of graduate employability skill enhancement through feedback. Guidance given by teachers who are in close contact with the students has an impact on student career. Hence the research in understanding feedback and its effect on employability of students plays a crucial role defining their career. Not only students, teachers but also HEIs will benefit from this research.

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### APPENDIX-I

#### Section I: Demographic details of the respondents

- 1) Gender  
i) Male  ii) Female
- 2) Educational Qualification  
i) Graduation  ii) Post-Graduation
- 3) Age Group  
i) 16 – 20  ii) 26 - 30   
ii) 21 - 25  (iv) More than 31

#### Section II: Student perception on Presage, Process and Product variables

- 4) My Objective of pursuing higher education: (select the options which are most applicable to you)
- a) To help me get employment
- b) Knowledge Building
- c) Further Studies.
- d) Research
- e) Others, please specify
- 5) Do you think student - Teacher bonding is important to learn the subject?  
Yes  No

For the following statements select the level of your agreeableness on a scale of 1 to 5

1- represents Strongly Disagree    2 – represents Disagree    3 – represents Neutral

4 – represents Agree    5 – represents Strongly Agree

6. How well does the previous education help you familiarize with the current program (B. Com, BTech, Bsc, Msc, MBA, etc) you are pursuing?	1---2----3-----4----5
7. I am highly motivated to pursue Higher Education	1---2----3-----4----5
8. The current curriculum helps me improve my employment skills	1---2----3-----4----5
9. The assessment conducted by my teacher helps me understand my learning ability.	1---2----3-----4----5

10.The classroom infrastructure plays an important role in learning the subject.	1---2----3-----4----5
11. My teacher uses various teaching methodologies which helps me learn the subject.	1---2----3-----4----5
12. The disciplinary norms taken by my institution will help me sustain in future.	1---2----3-----4----5
13. To achieve my objective of pursuing Higher Education, feedback from teacher plays a vital role.	1---2----3-----4----5
14.Feedback I receive after assessment, engages me more in the subject.	1---2----3-----4----5
15.I prefer personalized feedback than a generalized one.	1---2----3-----4----5
16. I am highly engaged in the class or subject where I score good marks in the assessment.	1---2----3-----4----5
17.Activities embedded in the curriculum (Presentation, Workshops, Seminar, Project Work, writing articles) helps me develop my employability.	1---2----3-----4----5
18.I think my employment skills will certainly develop by the end of my education.	1---2----3-----4----5
19. I think I will be job ready after my current Education.	1---2----3-----4----5
20. How well does the previous education help you familiarize with the current program (B.Com, BTech, Bsc, Msc, MBA, etc) you are pursuing?	1---2----3-----4----5
21. I am highly motivated to pursue Higher Education	1---2----3-----4----5
22. The current curriculum helps me improve my employment skills?	1---2----3-----4----5
23. The assessment conducted by my teacher helps me understand my learning ability	1---2----3-----4----5
24. The classroom infrastructure plays an important role in learning the subject	1---2----3-----4----5
25. My teacher uses various teaching methodologies which helps me learn the subject	1---2----3-----4----5

26. Feedback I receive after assessment, engages me more in the subject	1---2----3-----4----5
27. The disciplinary norms taken by my institution will help me sustain in future	1---2----3-----4----5
28. To achieve my objective of pursuing Higher Education, feedback from teacher plays a vital role	1---2----3-----4----5

### Author's Profile



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