

Research Article

A literature review paper on use of students feedback in improving teaching effectiveness

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Abstract

The purpose of this paper is to critically examine and evaluate whether Kaizen can improve the quality of teaching through the method of continuous improvement. An extensive literature review is done in order to determine and establish the use of feedback in improving teaching effectiveness. Literature review is focused on Kaizen philosophy, PDCA Cycle, role and importance of continuous improvement method in teaching, feedback method, types of feedbacks and their use in improving teaching effectiveness in the classroom setup. The paper gives insights, critical reflection and the lesson learned through experiment.

Keywords: Student feedback, Kaizen, Action Research, Teaching effectiveness

Introduction

Feedback is an opportunity that not only satisfies students (Chaudron, 1984; Hounsell et al., 2008; Kyaruzi et al., 2019; Cutumisu and Lou, 2020), but also extends wonderful developmental prospects for teachers (Blair et al., 2013; Cavanaugh and Song, 2014; Esterhazy and Damşa, 2019; Ference et al., 2020). As remarked correctly, teaching can either make or break a student. Put differently, the association between a teacher and a student can be either simple and sensitive, or complex and superficial (Svinicki, 2001; Crisp, 2007; Bols and Wicklow, 2013; Boud and Molloy, 2013; Chauhan, 2019; Nicol, 2019). Given the abovementioned background, the present work seeks to address the conceptualisation of importance of students' feedback towards teachers (William, 2012; Martin and Valdivia, 2017a, 2017b; O'Donovan et al., 2019a, 2019b).

The evaluation processes or the feedback processes of teachers focus on the core activities of the teachers that cover preparation of teaching material (Mutch, 2003; Poulos and Mahony, 2008; Sadler, 2010), delivery of lectures in the form of PowerPoint presentations (Karim et al., 2006; Weaver, 2006; Burke, 2009) or oral discussion (Mulliner and Tucker, 2017; Huisman et al., 2019; Nicol, 2020), and maintaining overall classroom environment (Bols and Wicklow, 2013; Boud and Molloy, 2013). The foremost motive behind teachers' feedback is to help teachers assess their own strengths and weaknesses and used teaching methodologies (Esterhazy and Damşa, 2019; Ference et al., 2020).

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The journey of teaching is like an ocean where tides come and go without prior intimation of occurrence. Most of the times, this journey is started on smooth notes between teachers and students (Dawson et al., 2019; Bakke et al., 2020). However, its hassle-free completion is never guaranteed. Teaching is said to be completed on a successful note when students understand conceptualisation of topic or subject in consideration adequately (Ryan and Henderson, 2018; Hujala et al., 2020). Getting on the spot feedback while communicating in class or otherwise ensures that there is effective delivery of knowledge and skills (Hyland and Hyland, 2019; Vattøy and Smith, 2019). However, a formative assessment of the teachers' lecture delivery is really crucial (Chaudron, 1984; Hounsell et al., 2008).

Teachers are building blocks in every educational institution or university or organisation (Zimbardi et al., 2017; Ryan and Henderson, 2018). Research suggests that teacher quality is vital for improving student achievement (Crook et al., 2012; Rakoczy et al., 2013; Winstone et al., 2017), especially in low-income schools (Bok et al., 2013; Lim et al., 2020). Unfortunately, low-income schools tend to have more inadequately trained teachers, who tend to be less effective than the experienced teachers (Lizzio and Wilson, 2008; Hölbl and Welzer, 2010). Predominantly in the Indian Education System, the sharing of information about the grading of the student, after completing the syllabus, towards the end of the academic year, is usually termed as "Feedback" (Altrabsheh et al. 2014a, 2014b; Carless, 2016).

The feedback is shared in the form of the report card with the parents and students at the time of PTMs (Parent Teacher Meetings) (Esterhazy and Damşa, 2019; Ference et al., 2020). This is the only platform where the teachers give their final verdict on the performance of the child without providing any solutions to address the problems, to the learner or to the parent (Esterhazy and Damşa, 2019; Ference et al., 2020). The feedback system or practice that is not shared at the right time and without specific room for improvement disrupts the conceptual structure of the child (Sinclair and Cleland, 2007; Zimbardi et al., 2017). The schools in India work in an extremely autocratic manner where the teachers decide the future of the child after the end of the session (Karim et al., 2006; Weaver, 2006; Burke, 2009). The student, who is the most important stakeholder of the school is not even asked whether he or she has understood the chapter or the methodology used by the teacher (Boud and Molloy, 2013; Chauhan, 2019; Nicol, 2019).

In India, it is a mandate to record the performance data of all the students for all the schools affiliated to CBSE Board, but a limited number of schools use that data as a learning tool (Esterhazy and Damşa, 2019; Ference et al., 2020). Most of the schools take feedback from the students just to comply with the mandate received from the Quality service providers or for quality audits or for the record keeping but fewer would have ever evaluated themselves and used the data to improve teaching-learning process (Cavanaugh and Song, 2014; Esterhazy and Damşa, 2019). The feedback of the stakeholder especially students' feedback should be evaluated properly and timely to have a better understanding of the deficiencies to improve the overall teaching-learning process (Sadler, 2010; Mulliner and Tucker, 2017). There has been a significant change in the 21st century learner, therefore the teaching-learning process over the time also demands a change (Huisman et al., 2019; Nicol, 2020). This further impacts the role of teachers and their teaching techniques (Dawson et al., 2019; Bakke et al., 2020). In today's time, the students and the faculty are central points of the educational ecosystem and hence, feedback of the students becomes way too important (Ryan and Henderson, 2018; Wu and Schunn,

2020). It's an engine that steers the entire education system in a smooth manner for a long and effective journey (Bols and Wicklow, 2013; Boud and Molloy, 2013).

Literature Review

Kaizen requires the inclusion of all representatives of the association, making contributions at their levels, in the consistent quest for thoughts and ideas to improve the quality and viability of ordinary work. Also, it makes an environment wherein organizations can tackle their issues and spotlight dispensing with any wasteful activities or processes in all frameworks and cycles of the association. The point of Kaizen theory is to look for and continually kill squander. As per Imai, 2012, by and by, this implies making moves, thoughts, and minor enhancements, mostly through ceaseless perception and investigation of cycles, Kaizen workshops, worker recommendation frameworks and quality circles.

Nonstop improvement or continuous improvement requires that the focus of representatives should be on ceaseless improvement, including little enhancements as per the rule, "Don't zero in on enormous upgrades, simply attempt to do what you do today, somewhat better than yesterday and a little preferred tomorrow to today" (Franz., et, al 2011; Putra et, al 2018). The strength of Kaizen technique doesn't lie in the size of upgrades, but in the way that they are persistently polished at all degrees of the organization, from the board to administrators. Alluding to the executives, Kaizen has two primary capacities to satisfy: keeping up and improving norms. The first capacity includes keeping up with the current degrees of innovation, the executives and operational principles, and keeping up with them in such a way that it is regarded by each worker. Improvement, then again, alludes to activities, which point towards the need of improving the in effect guidelines.

Wilson, 2012 portrayed that understudies will have the option to actualize new things by keeping the Kaizen idea in their mind. There won't be any conflict or strife in the reasoning cycle. Educators will get the occasion to reevaluate even generous instructing strategies to look for development. Kaizen in the schooling set-up will assist the educators in executing better approaches for instructing, whereby understudies will have the option to get the hang of delivering the lessons effectively and they will further be able to retain the ideas forever. It is possible to audit the manner in which assessments are led. It is also possible to outline tests so that understudy's intelligent reasoning and understanding force can be followed in an effective manner.

The major beginning stage for the Kaizen theory, which emphasizes positive and ceaseless advancement, is that that the current situation can be consistently improved (Karakaya, 2004). Kaizen is definitely not erratic. It is a continuous cycle since it works on the philosophy of 'never stop improving'. In this regard, problems are consistently being required to exist because presence of problems indicates chance of improvement. Kaizen accordingly requires help, cooperation and attention of the whole association (Bozdemir and Orhan, 2011). The hypothesis of Kaizen states that we need to focus on undertaking persistent advancement exercises, regardless of where we are (Imai, 2014). For the Kaizen approach, the continuous improvement cycle is significant in light of the fact that efficiency is secured when problems or issues or resolved in a timely, regular and effective manner.

Kaizen approach is significant for schooling as it presents a comprehensive point of view, which gives significance to the hypothesis as well as human office in all levels. Sometimes, analysts are charmed to utilise ideas without looking into them comprehensively, for example, instructor organisation using ideas to fix the issues in educational programs and other instructive impediments without considering the idea's logical and situational character. Instructor office, for example, is a very winnowing idea without understudy and aggregate office. For instance, if understudies are not dynamic members of the instructive cycle or their organisation is incapable in such manner, the training will be ineffectual regardless of how educators are acceptable or give a valiant effort.

The effect of input relied upon idealness, criticalness, and phase of a college vocation. While the significance of convenient input has for some time been perceived, focus on and connections to the phase of college vocation were new. Significance was related not only to giving data on the most proficient method of improving reviews, but also on giving input which could then be utilised in their expert work after graduation, a topic that may be especially anticipated by understudies at the ending of the expert practice planning course. The disheartening effect of negative criticism supports the test information in the examination, which demonstrated that negative remarks were dependent on more imperfect review than positive remarks (Fritz et al. 2000). This disheartening effect, notwithstanding the understudy's understanding of the input, aims to identify whether the understudy sees adverse criticism as a reflection on him/her or as an occasion to improve his/her learning (Knight and Yorke 2003). The same should be investigated in additional examinations.

Significance of Student's feedback

Feedback can have variety of objectives and can be shared in numerous forms (Burke, 2009; Ryan and Henderson, 2018). Feedback can be shared in an individual form i.e., either informal feedback or formal feedback (Weaver, 2006; Burke, 2009; Ryan and Henderson, 2018) or it can be shared in more than one form i.e., a combination of informal feedback and formal feedback (Crook et al., 2012; Rakoczy et al., 2013). Undoubtedly, every feedback has its own use and importance (Sadler, 2010; Mulliner and Tucker, 2017; Huisman et al., 2019; Nicol, 2020), which enhance the growth and development of a teacher towards his or her institution in general and students in particular (Blair et al., 2013; Cavanaugh and Song, 2014). It is worthwhile to elaborate a few popular types of feedback (see Figure 1.1) (Vattøy and Smith, 2019), which comprise constructive feedback, formative feedback, and summative feedback (Karim et al., 2006; Weaver, 2006; Burke, 2009).

Summative feedback aims to evaluate teacher's performance on the basis of already-defined set of parameters (Ryan and Henderson, 2018; Hujala et al., 2020). Hence, it extends detailed feedback about how much clarity a teacher possesses related to her subject (Esterhazy and Damşa, 2019; Ference et al., 2020). In this feedback, a student is provided with an opportunity to share his or her opinion regarding how a teacher can improve his or her performance (Blair et al., 2013; Cavanaugh and Song, 2014).

Formal feedback denotes a systematic way of taking feedback from students (Hyland, 2006; Burke, 2009; Hyland and Hyland, 2009). Generally, this kind of feedback is collected for teachers from the students and is based on specific assignments-related tasks and pre-defined benchmarks (Wiliam, 2012; Martin and Valdivia, 2017a, 2017b). *Formative feedback* is yet another popular kind of feedback (Sadler, 2010; Mulliner and Tucker, 2017). The main purpose of this feedback is to improve teacher's performance during the course (Winstone et al., 2017; Schillings et al., 2020). Hence, this feedback is collected from students either at partial completion of the course or at regular intervals (Wiliam, 2012; Martin and Valdivia, 2017a, 2017b). This feedback is collected before summative feedback (Esterhazy and Damşa, 2019; FERENCE et al., 2020).

Formative feedback keeps teachers from making the similar mistakes again and again (Crook et al., 2012; Rakoczy et al., 2013). It also helps teachers to progress effectively (Kyaruzi et al., 2019; Cutumisu and Lou, 2020). *Informal feedback* is collected anytime during the delivery of the lecture (Cavanaugh and Song, 2014; Esterhazy and Damşa, 2019). Hence, it becomes extremely crucial for the teachers to develop good reputation with the students (Altrabsheh et al. 2014a, 2014b; Carless, 2016). This type of feedback can be taken in the classroom or over the phone calls to the students (Bok et al., 2013; Lim et al., 2020).

Teacher's self-feedback is an introspection method, which includes various methods for self-assessment (Winstone et al., 2017; Schillings et al., 2020). This form of feedback has proved to be useful for teachers (Kyaruzi et al., 2019; Cutumisu and Lou, 2020), and has helped to improve the performance of teachers (Blair et al., 2013; Cavanaugh and Song, 2014). *Constructive feedback* is an observation-based feedback (Crook et al., 2012; Rakoczy et al., 2013; Winstone et al., 2017). This type of feedback can be segmented into four categories, which include negative assessment, positive assessment, negative feed forward and positive feed forward (Vattøy and Smith, 2019).

Significance of Kaizen Philosophy

A teacher falls in the category of a good teacher only if his or her teaching has positive learning outcomes for the students or whosoever is the audience (Cavanaugh and Song, 2014; Esterhazy and Damşa, 2019). The said concept is similar to customer satisfaction, which states that a customer will buy or extend a positive word of mouth only if the purchased products or availed services provide efficient or desired outcomes (Lim et al., 2020). To achieve this type of positive feedback, it becomes really crucial for the sellers to provide quality products and services (Ryan and Henderson, 2018; Wu and Schunn, 2020). The situation is not much different from that of the schools and educational institutions (Chauhan, 2019; Nicol, 2019). In the present era, students are not less than customers for the schools and teachers (Vattøy and Smith, 2019). The strength and originality of the Kaizen philosophy is based on three important pillars; (a) housekeeping, (b) waste minimisation or eradication and (c) benchmarking or standardisation (Sporer and Little, 2012). *Housekeeping* refers to the effective management of the work station or workplace (Singh and Singh, 2009). The Japanese term for housekeeping is 'Gemba' (Goyal et al., 2019), which means a real place where improvement can take place (de Sousa et al., 2020). This further denotes addition of value to the place of work (Carnerud et al., 2018). Housekeeping as a tool is explained by 'Five S', which means five processes or practices that are genuinely required for ensuring neat and clean workplace (Hosono, 2020). Since this work relates to schools or educational

institutions, the five practices are detailed accordingly as per educational institution in the Table 1.1 given below.

Table 1.1: Kaizen 5S Practices

Five S	Explanation
Seiri (Organisation)	Organize educational resources effectively. Use the red tag system for tagging unwanted items. Then, give everyone a chance to indicate if the items so tagged are really needed. Any red tagged item that has not been indicated as ‘desired’ by anyone is finally eliminated
Seiton (Tidiness)	Select what must be kept like markers, chalk boxes, etc. Make things visible. Put important tools on pegboard and outline the tool so its location can be readily identified. Follow the saying “a place for everything and everything in its place.”
Seiketsu (Cleanliness)	Clean everything that remains. Clean and paint to provide a pleasing appearance to the classroom. Follow the clean/check routine and maintain Cleaning and Checking Record. When others see the improvements in the Kaizen atta, give them the necessary training and the time to improve their work area or classrooms.
Shitsuke (Discipline)	Establish the culture of discipline in the classroom.
Seiso (Shine)	Efforts to keep the working environment and spaces neat and clean. It helps in doing the work in an organized manner.

Ho, S.K., Cicmil, S. and Fung, C.K. (1995) ‘The Japanese 5-S practice and TQM training’, *Training for Quality*, Vol. 3, No. 4, pp.19–24. (9) (PDF) *The 5S and kaizen concept for overall improvement of the organisation: a case study*.

Waste minimisation or eradication is the second pillar of Kaizen philosophy (Sporer and Little, 2012). Under this, it is assumed that the resources, be it people or machines, either contribute or add value to the system; or they do not contribute positively (Singh and Singh, 2009; Chiarini et al., 2018). Simply put, for Japanese, when it comes to assessing the utility of resources, it is either a complete yes or a complete no; there is nothing in between (Suárez-Barraza and Smith, 2014).

Benchmarking or standardization is generally defined by the top management of the organization, which here refers to the management of a school (Sporer and Little, 2012; Hosono, 2020). The benchmarks are not set once and for all, rather, it is expected that these standards must be revised from time to time or whenever needed (Carnerud et al., 2018). It has been observed that organizations can bring in dramatic improvements, only if they have the ability to change or alter or revise the benchmarks in parallel with the changing times (Suárez-Barraza and Smith, 2014). Such developments provoke school authorities to come up with more refined courses and

teaching fraternity in the schools (Goyal et al., 2019). However, the process does not end here; rather it enters into another competitive phase, where teachers are required to undergo evaluation in the form of student’s feedback (Chiarini et al., 2018). This formal process is called the PDCA Cycle (Plan, Do, Check, Act) (see Figure 1.2)., which is also known as the ‘Deming Cycle’ (de Sousa et al., 2020).

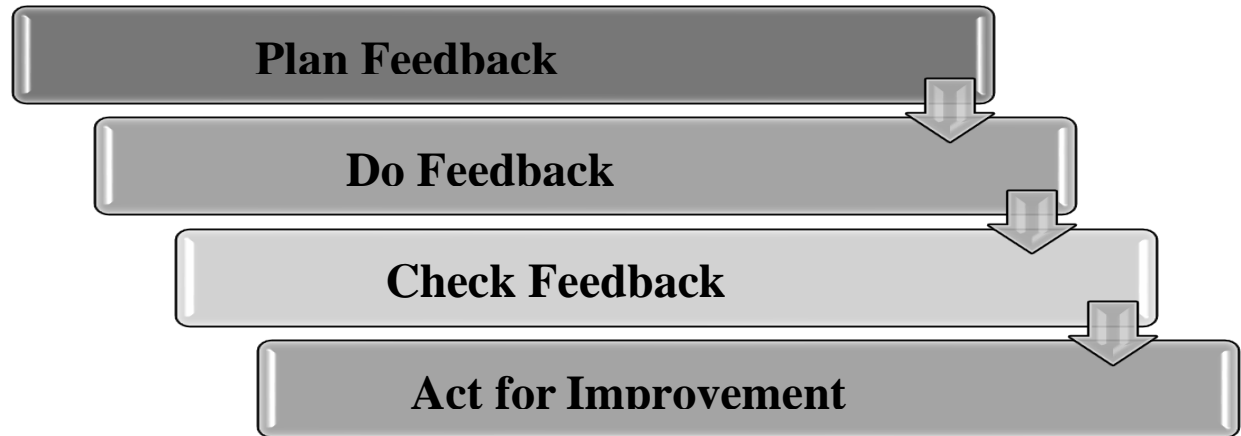


Figure 1.2: PDCA Process by Walter Shewart(1920)

A change model perspective to Teaching effectiveness

Quality and personalized attention are the major expectations of students as well as parents (Rakoczy et al., 2013; Winstone et al., 2017). Gradually, the teaching process is taking the shape of business at every big or small educational set-up (Kyaruzi et al., 2019; Cutumisu and Lou, 2020). The internal and external stakeholders of the school such as the high education school authorities, funding organisations and students play important role in assessing the performance of teachers in schools.(Winstone et al., 2020). Hence, it is pertinent to understand the importance of quality education in the schools or educational institutions (Esterhazy and Damşa, 2019). Figure 1.6 demonstrates a model for quality teaching in the school (Rindermann and Ceci, 2009). This model highlights several essential factors related to a teacher, student and school environment (Chauhan, 2019; Nicol, 2019), which collectively stand for the learning environment (Winstone et al., 2017). This model is one of the wonderful frameworks, which discusses the role and importance of all parties involved in delivering effective teaching to students (Ryan and Henderson, 2018). It explains the characteristics of a student, a teacher and a school (Urbano et al., 2020), which together form the learning cycle or process (Wu and Schunn, 2020).

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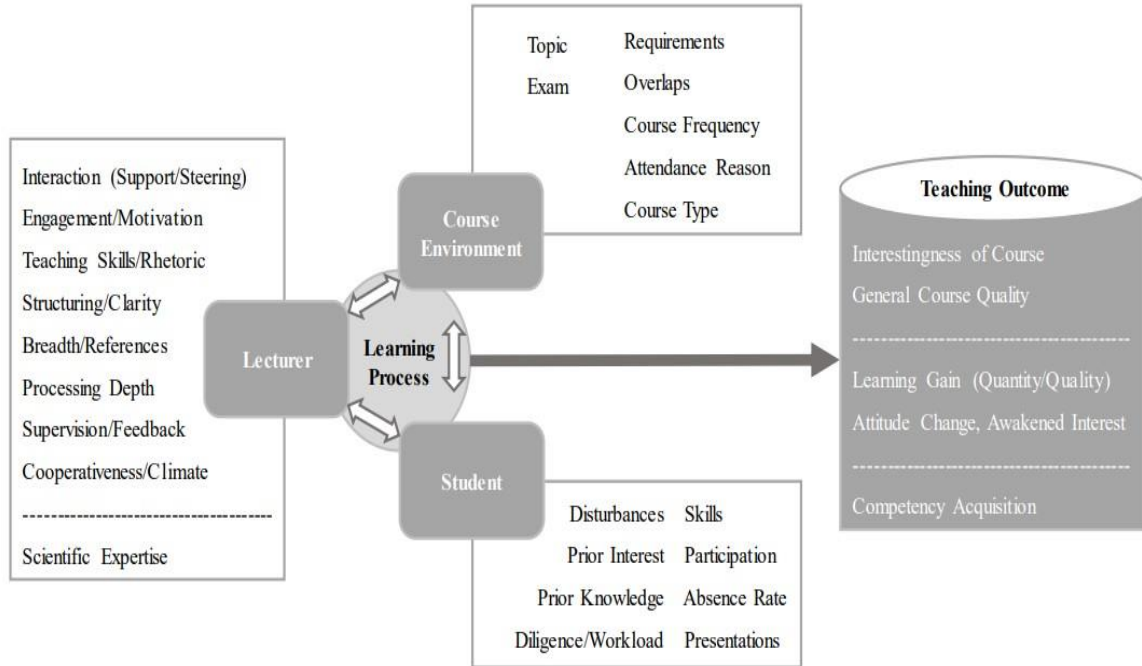


Figure 1.3: Course Quality Model (adapted from Rindermann and Ceci, 2009)

ented that students hesitate to discuss true observations about their teachers (Martin and Valdivia, 2017a, 2017b).

Analysis on need and use of feedback system for improving teaching effectiveness

A teacher falls in the category of a good teacher only if his or her teaching has positive learning outcomes for the students or whosoever is the audience (Cavanaugh and Song, 2014; Esterhazy and Damşa, 2019). In the present era, students are not less than customers for the schools and teachers (Vattøy and Smith, 2019). The days of considering ‘educating’ to be just a service have long gone (Dawson et al., 2019; Bakke et al., 2020). Now, Students’ satisfaction is extremely sought after (Burke, 2009). *School-level satisfaction with overall students or set of students* refers to the collection of feedback based on overall satisfaction of the students in schools (Cavanaugh and Song, 2014; Esterhazy and Damşa, 2019). This type of feedback focuses on the quality of education that is being imparted by the teachers to the students at a particular institution (Hölbl and Welzer, 2010). *Teacher-level satisfaction surveys* are the second popular form of student satisfaction surveys (Lim et al., 2020; Mulliner and Tucker, 2017). Like the previous category, the responses are pre-coded for this survey (Svinicki, 2001; Crisp, 2007). In the said survey, only those aspects are considered which a teacher can control and directly improve (Altrabsheh et al. 2014a, 2014b; Carless, 2016). A teacher is required to make a lot of efforts to deliver an effective lecture (Hölbl and Welzer, 2010). There are many factors which are in control of a teacher like what content is to be delivered and how (William, 2012; Martin and Valdivia, 2017a, 2017b). However, there exist certain external factors (like infrastructural facilities) upon which a teacher might not have any control (Ryan and Henderson, 2018; Wu and Schunn, 2020). For example, if a teacher is not provided with the latest technological equipments to teach at a smart school, then

she can't be expected to receive positive or good feedback from the students (Sadler, 2010; Mulliner and Tucker, 2017). Generally, these types of surveys might deliver biased opinions from students about teachers (Blair et al., 2013; Cavanaugh and Song, 2014). It is not possible for every student to be mature enough to understand and differentiate between controllable and uncontrollable factors while responding to the survey questions in the questionnaire (Dawson et al., 2019; Bakke et al., 2020). Also, this type of feedback mechanism is used by the authorities of secondary schools (Weaver, 2006; Burke, 2009). *Module-level satisfaction surveys* do not generally follow a question-based approach or use pre-defined questionnaires (Crook et al., 2012; Rakoczy et al., 2013). Rather, in these surveys, qualitative discussion sessions are organised for students where they are provided with an extremely comfortable environment to share and discuss their thoughts and opinions (Winstone et al., 2017). This feedback system might seem to follow the focus group discussion methodology; however it is not followed completely (Schillings et al., 2020; Winstone et al., 2020). During the qualitative discussion sessions, informal feedback is also sought by the facilitators (O'Donovan et al., 2019a, 2019b). The major aspect of this feedback is to understand student's opinion on whether the module has been organised properly by the teacher (Ryan and Henderson, 2018), and whether the content of the module ensures learning, growth and development opportunities for the students (Hujala et al., 2020). Selected students do extend their opinion about how the module is delivered in the class in terms of the language used (Cutumisu and Lou, 2020). All students might not feel comfortable with only one type of language like either English or Hindi (Boud and Molloy, 2013). There is a possibility that students might want the instructor to use more than one language i.e. English and Hindi (Mulliner and Tucker, 2017). Hence, this method proves to be very useful for obtaining effective feedback from students (Sinclair and Cleland, 2007; Zimbardi et al., 2017).

Unit-level satisfaction survey of students focuses on the continuous improvement of the teachers (Cavanaugh and Song, 2014; Esterhazy and Damşa, 2019), and forms a very important constituent of the student's feedback techniques for teachers (Ryan and Henderson, 2018). This category of feedback aims at individual units of the entire course, for example, if a module has six units, then each unit will be assessed and evaluated separately for the purpose of feedback (Hyland, 2006; Burke, 2009). can also be considered as one of the methods of formative assessment (Rakoczy et al., 2013; Winstone et al., 2017). The module teachers can still take advantages and benefits for their betterment. (Dawson et al., 2019; Bakke et al., 2020). *Appraisal of teachers by the students* extends an inter-programme comparison of teacher performance by the students (Altrabsheh et al. 2014a, 2014b; Dawson et al., 2019). This type of feedback is generally based on a pre-defined set of questions in the questionnaire, which hardly addresses the development of student learning (Martin and Valdivia, 2017a, 2017b). Such questionnaires are frequently called as 'happy forms' and usually address areas like teacher's knowledge, communication skills, motivation, reliability and enthusiasm (Esterhazy and Damşa, 2019; FERENCE et al., 2020).

Conclusion

The literature review concludes that the students' feedback remains imperative for assessing the performance of instructors as it highlights the areas of improvement and functional teaching tools that are being used by the teacher. In the current times, the profession of teaching equals business (Lizzio and Wilson, 2008; Wu and Schunn, 2020), where students are regarded as customers (Sadler, 2010; Boud and Molloy, 2013). Naturally, the students' contentment as customers is

strongly wished for (Burke, 2009). Pupils also expect specialised educating right from instructors (Winstone et al., 2017; Cutumisu and Lou, 2020). Taking the same into account, many schools have started carrying out satisfaction surveys for their students (Mutch, 2003; Crisp, 2007). From the present paper, the suitability of the different kinds of surveys viz. school-level, survey, module-level survey, unit-level survey, teacher-level survey and appraisal of teachers by students can be well-comprehended. The choice of the survey method should be made keeping in mind the goals and objectives of the survey. It should further be ensured that the questionnaires are able to extract good feedback from students or are able to collect goal-oriented, consistent, transparent, timely, actionable, specific, tangible and user-friendly feedback from the students. The feedback derived from the pupils may be used to better the performance of teachers. In this regard, the Kaizen Philosophy of Continuous Improvement has been explored, which expounds the various techniques of improving teaching effectiveness.

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