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Scholar's Insights on Management Course Work: A Feedback Analysis Approach

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ABSTRACT

This article discussed feedback analysis of management coursework. It aimed to have three objectives: to provide detailed feedback about the course work of management, identify gaps in the course work of management and to find the relationship between instructors' effectiveness and participants' satisfaction level. A feedback survey form is created, shared, and based on participants' willingness to identify and analyze the perceptions of participants. This feedback analysis has the potential to be beneficial for the institution, instructors, and participants by improving their efficiency as well as engagement, quality, and motivation. Data has been critically evaluated and interpreted. This article concludes with positive results and suggests some appropriate recommendations.

Keywords: Feedback, Feedback analysis, Management, Education, Course work.

INTRODUCTION AND MOTIVATION

Feedback has been essential as it acknowledges e orts, helps in improving weaknesses, gives the feeling of empowerment, encourages communication, and provides future direction. Ramaprasad (1983) defined feedback as information about the gap between the actual level and the reference to the level of a system parameter which is used to alter the gap in some way. This article has shared valuable thoughts and insights about the management coursework program organized at the Institute of Management Studies, Devi Ahilya Vishwavidyalaya (DAVV), Indore for the students selected through the Doctorate Entrance Test (DET) 2023. DAVV is a well-known state university situated in Indore, Madhya Pradesh India. Which offers various certification, diploma, and degree courses that include more than thirty undergraduate and ninety-plus post-graduation programs. The DET has been a significant part of the DAVV education

curriculum and a gateway for aspiring researchers to do doctoral studies. DET is a process to shortlist the most suitable candidates for doctoral programs. Information about DAVV DET:

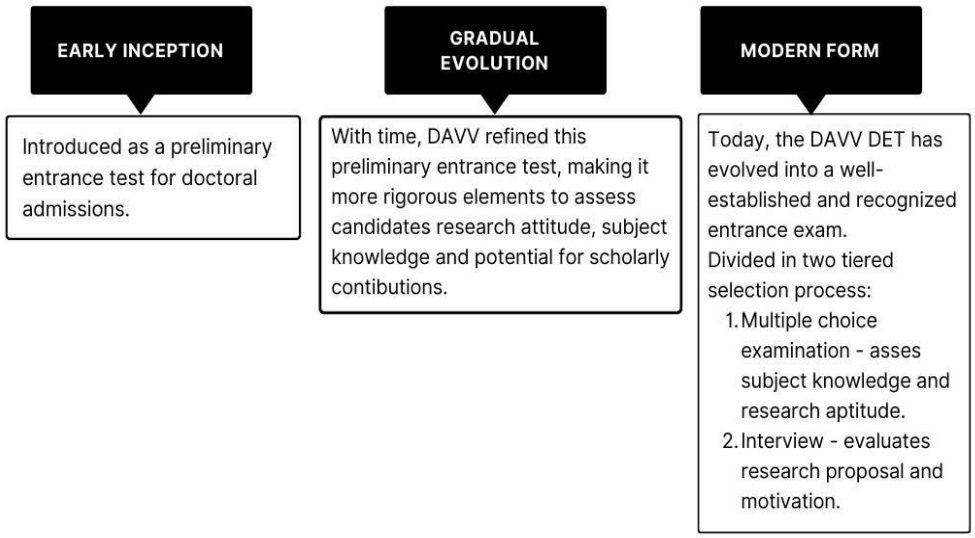
Eligibility: Postgraduate degree, M.Phil degree or NET/JRF qualified

Exam Pattern: Multiple choice questions

Admission Process: Candidate should qualify DET Exam and Final selection based on Interview.

Exam Frequency: Conducted once a year.

Figure 1. Evolution of DAVV DET

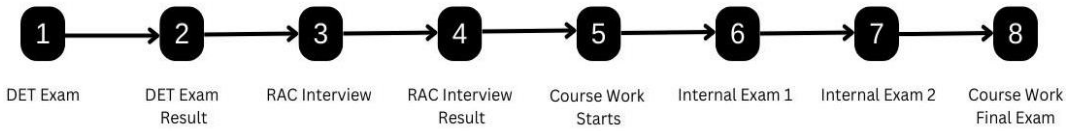


This article discussed DET 2023, more specifically the management coursework. This coursework has been a program where selected students have been taught about researchrelated subjects by particular instructors. This article has not been just a feedback but it has represented the voice of students. It is essential to look at and understand the learning and teaching process of the coursework through feedback as it affects the result outcomes. Those who have attended this program. This article has provided overall feedback about the course structure, instructor, teaching methods, etc. Additionally, suggested areas of improvement. Every piece of feedback has its importance.

The DET 2023 exam was held in December 2023, and the result was declared in January 2024. The Research Advisory Committee (RAC) interviewed shortlisted candidates in March 2024, Interview result was declared in May 2024. Coursework in management started in the month of July 2024, with classes held on weekends. Coursework has covered four different subjects research methodology, research publication and ethics, computer applications, and advances in management. Internal Exams 1 and 2 were conducted in August and

November 2024 respectively. Final exam for the coursework conducted in December 2024. Figure 2 represents the step-by-step journey from DET to the final exam of coursework.

Figure 2. Journey from DET to Final Exam of Course Work



This article has been organized as follows: Section 2 provided an overview of literature reviewed and Section 3 discussed about research objective. The overall research methodology in Section 4. Final discussion and whole result has been communicated and interpreted in Section 5. Ultimatly Section 6 concluded the article with some recoomendations.

REVIEW OF LITERATURE

This section highlights the literature associated with feedback specially in education filed. So¨derstr¨om and Palm (2024) Studied the feedback characteristics associated with mathematics education. The author has reviewed over 135 articles using the PRISMA flowchart. This article has characterized feedback at a task level, process level, self-level, and selfregulation level. Used feedback as a relative reference and suggested focusing on effectiveness and diverse applications of feedback.

Carless et al. (2024) Provided conceptual knowledge of authentic feedback and feedback literacy. Data was collected from 20 doctoral supervisors through a semi-structured interview. This article explained the potential use of feedback and discussed feedback as socialization in doctoral education. Highlighted the importance of feedback and explored its wide view beyond the context of the supervisor-student relationship. This article has provided a framework for better doctoral supervision practices. Also discussed the silent features of congruence with sociocultural theories.

Kerman et al. (2024) Discussed the importance of online feedback in higher education. Also discussed its effectiveness and how it has impacted the learning process. Used PRISMA flowchart to shortlist 83 relevant literature papers and analyzed them. Student characteristics, learning environment, learning process, and learning outcomes were discussed. It has been found that gender, attitude,

and language influenced the effectiveness of feedback. Also presented a conceptual framework to guide the use of online peer feedback. This article has suggested working on behavioral outcomes and feedback literacy.

Parker et al. (2024) Studied the use of LLM (large language models) in feedback analysis, especially for educational surveys. This article studied various challenges and approaches of machine learning in analyzing feedback education. Discussed about its performance and transparency. Sentiment analysis has been found a challenge in educational feedback. It suggested working on High-level analysis and Focused analysis for classification and suggestions respectively.

Gao et al. (2024) Evaluated 73 research papers following the PRISMA flowchart and adopted the MISCA (Message, Implementation, Student Characteristics, Context, Agents) model to study components such as Content, Function, Student Characteristics, Presentation, and Source. Which influences feedback in higher education and shared relevant insights with researchers and educators. The study enhanced once understanding of online peer feedback and provided valuable guidance for instructors, practitioners, and scholars in the field. This article has found that online peer feedback has notable advantages such as improved feedback, engagement, and flexibility. Lack of emotional tone has been a key challenge.

RESEARCH OBJECTIVE

Motivated from the aforementioned literature, our aim to achieve the following objectives:

(1) To provide detailed feedback about the course work of management.
(2) To identify gap in the course work of management.
(3) To find relationship between instructor's effectiveness and satisfaction level of participants.

RESEARCH METHODOLOGY

This article has used both qualitative and quantitative approaches of research design.

Data collection: Feedback data was gathered from 57 participants enrolled in management coursework. A well-structured survey questionnaire was used for this purpose. The questionnaire consisted of both open-ended questions, which allowed participants to express their thoughts in their own words, and closed-ended questions, which provided specific response options for participants to

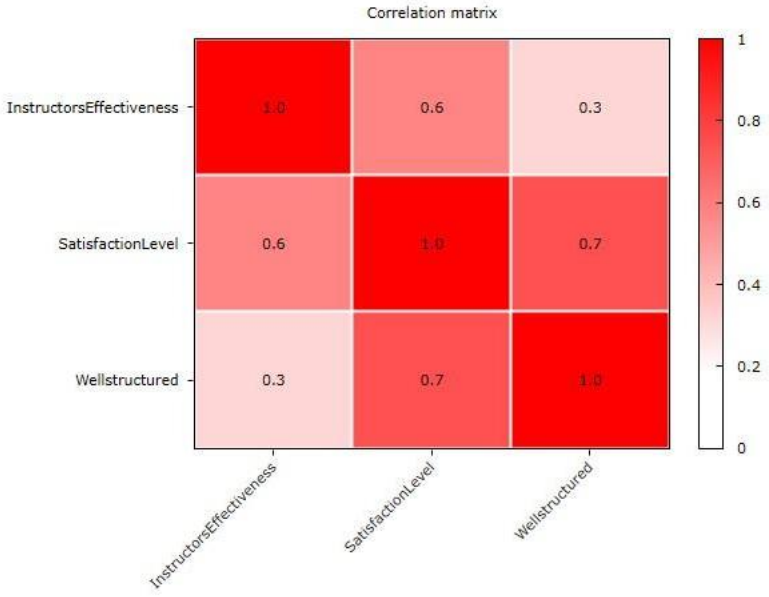
choose from. This combination aimed to capture both quantitative data for statistical analysis and qualitative insights for richer context.

Sampling: Purposive sampling was employed to select participants who were directly relevant to the study. This method ensures that the sample includes individuals with specific characteristics or experiences that align with the research objectives. The sample size of 57 participants was determined to be adequate for achieving meaningful insights and drawing relevant conclusions from the data collected.

DATA ANALYSIS AND INTERPRETATION

The feedback data from participants has been analyzed using statistical software, resulting in a correlation matrix and a scatter plot. Various characteristics were recorded, including demographic details (such as gender and age), academic or professional background, choice of learning platform, and satisfaction levels. The study aimed to determine which gender or age group had a more significant influence on coursework feedback, as well as how their academic or professional backgrounds, preferences for learning platforms, and satisfaction levels affected their responses.

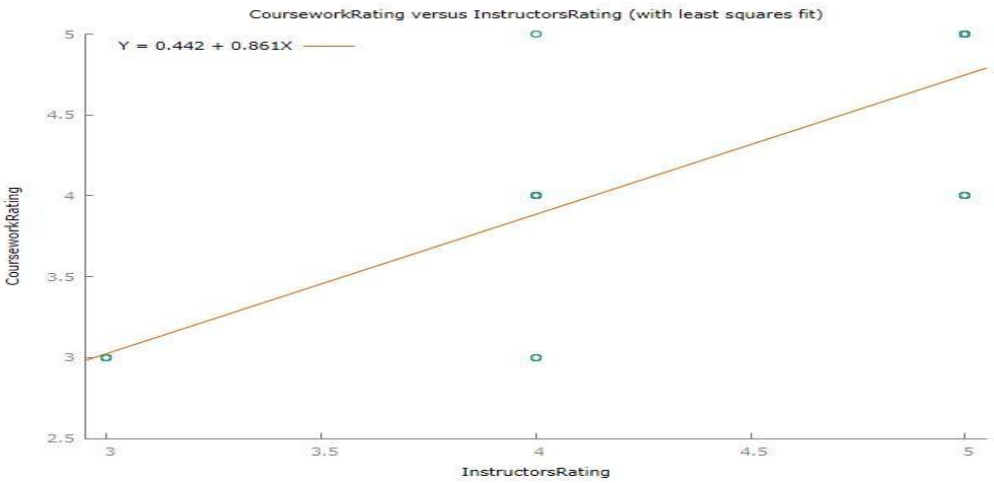
Figure 3. Correlation Matrix



The analysis revealed that there were more female participants than male participants, with the majority falling within the age range of 26 to 30 years. Approximately 50 percent of the participants had a teaching background, and it was also noted that many participants were not UGC NET/JRF qualified. Among the subjects offered, research methodology, research publication, and ethics were the most favoured by the participants. Additionally, in-person or offline classes

were preferred over online classes, and participants felt that the coursework added value to their research knowledge. The instructors were found to be engaging and employed effective teaching methods.

Figure 4. Scatter Plot



A correlation analysis was conducted to explore the relationship between instructor effectiveness, participant satisfaction levels, and the coherence and organization of the course. As illustrated in Figure 3, values of 0.7, 0.6, and 0.3 indicate strong, moderate, and low positive relationships, respectively. Figure 4 presents a scatter plot depicting the relationship between instructor ratings and coursework ratings. The equation illustrates the linear relationship between these variables, where X represents the instructor's ratings and Y represents the coursework ratings. A slope value of 0.861 suggests a positive relationship: as the instructors rating increases, so does the coursework rating. Furthermore, the P-value for both variables is less than 0.05, indicating statistical significance.

CONCLUSION AND RECOMMENDATION

This article discussed the feedback in detail. The primary function of feedback in most cases was related to improving task performance. Here also, authors have tried to perform systematic statistical analysis using assessment tools such as a properly framed survey questionnaire to collect feedback to enhance the content and present participant feedback in a quality manner. Implementing feedback for coursework or classes is important for participants and institutions as it provides opportunities for improvement and relevant dialogue. This coursework feedback analysis can benefit the institution, and instructors to efficiently evaluate and track the individual responses allow instructors to identify the learning needs of participants and the batch as a whole, empower instructors to adopt effective teaching strategies, and improve performance. Also, it can alleviate the

instructor's workload. It has found whether instructors have positively or negatively affected the satisfaction level of coursework participants. A few gaps have been identified based on which the recommendations are more sessions can be added, Practical workshops need to be organized to train the effective use of research software like SPSS, R, Vos Viewer, etc. to the participant, also course work structured can be improved and logically organized. Overall, we can say that the coursework satisfied the participants.

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