Assessment of Student Satisfaction with Teaching Practices, Classroom Engagement, and Learning Environment of Tikapur Multiple Campus

Academic Year: 2024/25
STUDENT SATISFACTION SURVEY REPORT

FAR WESTERN UNIVERSITY
सुदूरपश्चिम विश्वविद्यालय
TIKAPUR MULTIPLE CAMPUS
टिकापुर बहुमुखी क्याम्पस

Submitted to:

Internal Quality Assurance Committee (IQAC)

Tikapur Multiple Campus

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This report is prepared as part of the academic quality enhancement initiative to support evidence-based planning and continuous improvement at Tikapur Multiple Campus.

Acknowledgement

We, the surveyors of this study, would like to express our sincere gratitude to all those who contributed to the successful completion of this student satisfaction survey and report. First and foremost, we extend our heartfelt thanks to the Campus Administration of Tikapur Multiple Campus for providing us with the institutional support and resources necessary to carry out this research. We are equally grateful to the Internal Quality Assessment Committee (IQAC) for their continuous guidance, technical input, and commitment to academic excellence. Their constructive feedback and oversight helped ensure the quality and rigor of the study process. Special thanks go to our colleague teachers, whose cooperation and open-mindedness created a collaborative environment conducive to collecting and interpreting valuable data. Your willingness to reflect on and engage with student perceptions is commendable and instrumental for institutional development.

We are especially thankful to the students who participated in the survey with honesty and enthusiasm. Your voices are at the heart of this study, and your insights have provided a meaningful foundation for future improvements in teaching and learning at our campus. Lastly, we acknowledge all staff members who assisted in data collection, coordination, and logistical arrangements. Without your support, this work would not have been possible.

This collaborative effort reflects our shared dedication to continuous improvement in higher education, and we hope the findings serve as a valuable resource for enhancing academic quality and student satisfaction at Tikapur Multiple Campus.

The Authors

Executive Summary

This Student Satisfaction Survey, conducted at **Tikapur Multiple Campus** for the academic year 2024/25, aimed to evaluate students' perceptions of teaching practices, classroom engagement, learning outcomes, and overall academic experience. The survey was aligned with four core objectives: assessing the overall level of student satisfaction with teaching practices, classroom engagement, and learning outcomes, evaluating how teachers' pedagogical strategies, use of technology, and classroom management impact student academic and personal development, examining student perceptions of inclusivity, respect, and empowerment in the classroom, and gathering student recommendations for improving teaching and learning practices. Responses revealed that a majority of students expressed satisfaction with teachers' communication skills, punctuality, course completion, and supportive behavior. Teachers were recognized for fostering inclusive, respectful, and motivational learning environments. Additionally, students reported growth in personal discipline, confidence, and academic engagement.

However, the survey also identified areas for improvement, including the need for greater use of modern technology, interactive teaching methods, clearer communication, and individual attention. Students recommended balancing theory with practical exposure, improving inclusivity, and promoting personalized mentorship. Overall, the findings highlight the effectiveness and dedication of the teaching faculty while underscoring the importance of continuous innovation, inclusivity, and responsiveness to student needs. These insights will help guide institutional strategies for academic improvement and quality assurance at Tikapur Multiple Campus.

Major Findings of the Survey

The major findings of the survey are precisely presented here under:

- ➢ Most students are satisfied with the overall quality of teaching and learning.
- ➢ Teachers communicate effectively and simplify complex concepts.
- ➢ High appreciation for teachers' punctuality and course completion.
- ➢ Teachers maintain discipline and classroom energy throughout the semester.
- ➢ Students perceive teachers as mentors who support personal and academic growth.
- ➢ Teaching methods are mostly inclusive and student-centered.

➢ Teachers reflect on feedback and strive for continuous improvement.

➢ Students report enhanced confidence, responsibility, and time management.

➢ Classroom environments are largely respectful, equitable, and inclusive.

➢ Practical teaching methods and real-life examples are well received.

➢ Technology use in teaching is appreciated but underutilized.

➢ Some students feel the pace of instruction can be too fast.

➢ Personalized attention for weaker students is limited.

➢ Students recommend improving communication and class notifications.

➢ Majority would recommend Tikapur Multiple Campus to friends and relatives.

Policy Recommendations

Based on the feedback of students, the following policy implication are made

➢ Enhance integration of digital tools such as projectors, Learning Management System, smart boards in classroom teaching.

➢ Offer regular training for teachers on student-centered and inclusive pedagogical approaches.

➢ Encourage balanced use of theoretical and practical content across courses.

➢ Strengthen support systems for academically weaker students.

➢ Use feedback mechanisms through surveys and student panels to inform teaching strategies.

➢ Promote field visits, presentations, and group projects to improve engagement.

➢ Establish clear and timely communication channels such as social media, notices, emails.

➢ Maintain course completion deadlines and structured academic calendars.

➢ Encourage classroom environments that support open discussion and diversity.

➢ Foster a continuous quality improvement culture through regular monitoring by IQAC.

CHAPTER 1

INTRODUCTION

Background

Student's learning achievement and their satisfaction with academic achievement is central objective of higher education institution. Therefore, understanding student satisfaction is critical for enhancing the quality of teaching and learning in higher education institutions. As direct stakeholders in the educational process, students' feedback provides rich insights into the efficacy of pedagogical methods, classroom environments, and overall instructional quality. Student satisfaction surveys are widely used across institutions to assess how well faculty meet the educational, emotional, and developmental needs of students (Richardson, 2005; Harvey, 2003).

In the context of this study, a comprehensive student satisfaction survey was conducted in a Tikapur Multiple Campus, a leading higher education institution in Nepal, involving students across various faculties and academic levels. The structured questionnaire containg close-ended and open-ended questions was designed to assess students' perceptions of their teachers' effectiveness, classroom engagement, inclusive practices, professional development, use of technology, and overall contribution to student growth.

The rationale of this survey is twofold: first, it acts as a diagnostic tool to help institutions identify teaching strengths and areas for improvement; second, it offers a platform for students to voice their experiences and influence future teaching practices (Umbach & Wawrzynski, 2005). The results of this study will serve as a feedback mechanism for faculty development and curriculum improvement while fostering a student-centered learning environment.

Introduction of Tikapur Multiple Campus

Tikapur Multiple Campus (TMC), established in 2058 B.S. (2001 A.D.), is a pioneering community-based higher education institution located in Tikapur Municipality Ward No.1, Kailali District, in the Sudurpashchim Province of Nepal. Initially, it was established as affiliated community campus of Tribhuvan University with overwhelming community participation.

Therefore, founded through the collective efforts and aspirations of local educators, community leaders, and citizens, the campus has emerged as a symbol of academic empowerment and inclusive development for the underserved population of Western region of Nepal. TMC was awarded as QAA certified campus since 2014 as per the higher education quality standard of University Grants Commission of Nepal. However, it is affiliated as constituent campus of Far Western University as per the provision Far Western University Act 2067 article 20. Therefore, currently It operates under the affiliation of Far Western University (FWU) and serves as a vital academic hub for higher education across the region.

The campus currently offers a wide range of academic programs across faculties of Management, Education, Humanities and Social Sciences, and Science and Technology. TMC provides quality education with a strong emphasis on local relevance, practical skill development, and community engagement at both the undergraduate and postgraduate levels. In alignment with the mission of Far Western University, TMC strives to enhance access to higher education, particularly for students from marginalized and disadvantaged backgrounds.

TMC's commitment to academic excellence is supported by a dedicated team of faculty members, administrative staff, and a growing student body. The campus actively promotes student-centered teaching, research activities, extracurricular engagement, and collaboration with local institutions and development organizations. Equipped with essential infrastructure such as libraries, ICT labs, and seminar halls, the campus aims to foster a vibrant academic environment. As a constituent institution of Far Western University, Tikapur Multiple Campus continues to contribute to regional development through education, innovation, and social transformation. Its vision is to become a center of excellence in higher education by addressing the educational, economic, and cultural aspirations of the Far Western communities.

Objectives of the Study

The major objectives of the study are as follows:

a. To assess the overall level of student satisfaction with teaching practices, classroom engagement, and learning outcomes.

b. To evaluate how teachers' pedagogical strategies, use of technology, and classroom management impact student academic and personal development.

c. To examine student perceptions of inclusivity, respect, and empowerment in the classroom.

d. To gather student recommendations for improving teaching and learning practices.

Methodology of the Survey

Survey Design

This survey employed a descriptive survey design using a structured questionnaire administered to students enrolled in undergraduate and postgraduate programs across various faculties.

Population Sample and Sampling

All the students enrolled in undergraduate and postgraduate programs across three faculties are population. A stratified random sampling technique was used to ensure representation across faculties, gender, and semester levels. A total of 111 students participated in the survey.

Tools and techniques of Data Collection

The structured questionnaire including open-ended and close-ended questionnaire was administered through Google form. The questionnaire was written in both Nepali and English languages. The instrument included 22 items, primarily Likert-scale based, measuring student responses on a five-point scale from *strongly disagree* to *strongly agree*. The items were categorized into thematic areas: teaching effectiveness, classroom engagement, inclusivity, professional development, and institutional support. Thus, the questionnaire was distributed online using a Google Form. Participation was voluntary and anonymous.

Tools and Techniques of Data Analysis

Excel and SPSS software was used for data analysis. Quantitative data were analyzed using Table and Barograph to understand the perception of students towards teaching and learning environment of the campus. Open-ended responses were thematically analyzed to identify patterns in qualitative feedback.

Reliability and Validity of Instruments

The Cronbach's alpha is widely used to assess the internal consistency reliability of a set of scale or test items. Therefore, Cronbach's Alpha is employed to test the reliability and validity of the item included in the instruments used in the survey. Cronbach's Alpha Formula is presented as follows:

Cronbach's Alpha Formula $\alpha = \left(\frac{K}{K-1}\right) * \{1 - \frac{\Sigma\sigma^2(Y_i)}{\sigma^2 X}\}$

Where,

K = Number of items used in the survey questionnaire

$\sigma^2(Yi)$ = Variance of each items used in survey questionnaire

$\sigma^2 X$ = variance of the total scores of items used in survey questionnaire

It is to be noted that Cronbach's alpha coefficient ranges from 0 to 1. The general guidelines for interpretation of the Cronbach's Alpha coefficients is given below:

Table 1

Interpretation of Cronbach's Alpha

Value of Coefficient(α)	Internal Consistency
Less Than 0.5	Poor Reliability
0.5 - 0.6	Questionable Reliability
0.6 - 0.7	Acceptable Reliability
0.7- 0.8	Good Reliability
0.8 - 0.9	Very Good Reliability
More than 0.9	Excellent Reliability

Limitations of the Survey Report

There is made best efforts were to ensure the robustness of the study. However, some limitations should be acknowledged:

- Self-reporting Bias**:** The reliance on self-reported data may be subject to social desirability bias of the respondent students.
- Time Constraints: The cross-sectional nature of the study provides a snapshot view, limiting insights into changes over time.
- Contextual Factors**:** The study's findings may be influenced by specific contextual factors at Tikapur Multiple Campus, potentially limiting generalizability to other higher education institutions.

Despite these limitations, the comprehensive nature of the study and the high response rate provide valuable insights students perception towards satisfaction of teachers' teaching and learning activities at Tikapur Multiple Campus.

CHAPTER 3

## Result and Discussion

Introduction

This chapter presents the students survey data in descriptive form to draw inference to meet objectives of the survey. The presentation is particularly focused on to present table and figure followed by interpretation of the data.

Gender Distribution of Respondents

The bar diagram above presents the gender distribution of the respondents for student survey 2025. Evidently, female respondents make up approximately 54.1 percent of the total. And followed by male respondents account for about 45.9 percent. This shows a slightly higher participation of female students in the satisfaction survey, suggesting relatively balanced gender representation

Figure 3.1

Gender Distribution of the Respondent Students
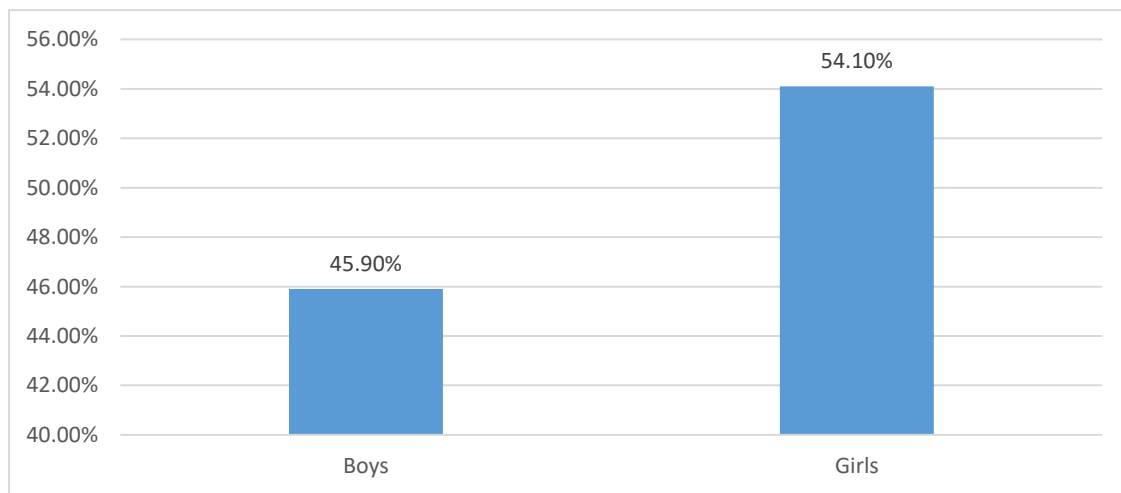
Note. This Figure presents gender distribution of respondent students based on the Students Survey, 2025.

Level of Respondent Students

Out of a total of respondents, the majority (77.5%) were bachelor's level students, while 22.5% were from the master's level. This indicates that feedback on teaching and learning practices predominantly reflects the experiences and perspectives of undergraduate students. The higher representation of bachelor-level respondents may be due to their larger enrollment numbers or more active participation in academic feedback processes. These insights are valuable in understanding the teaching-learning environment, particularly at the undergraduate level, and suggest that improvement strategies should be responsive to their needs and expectations while still addressing concerns of postgraduate learners (Table 3.1).

Table 3.1

Distribution of the Respondent Students by Level of Education

Level	Frequency	Percentage
Bachelor	86	77.5
Master	25	22.5
Total	111	100.0

Note. This Table presents distribution of respondent based on level of enrollment, Data Source: Student Survey, 2025.

Respondent Faculty of Affiliation

Among the respondents, the highest number (55.9%) were from the Management faculty, followed by 32.4% from the Education faculty, and 11.7% from Humanities and Social Sciences. This distribution shows that feedback on classroom teaching and learning is predominantly influenced by students from the Management stream. The Education faculty also contributed significantly, while the Humanities and Social Sciences faculty had comparatively fewer respondents. These proportions highlight the importance of tailoring teaching improvement strategies to the needs of Management and Education students, who form the bulk of the participants, while also considering the perspectives of Humanities students (Table 3.2).

Table 3.2

Faculty Affiliation of Respondent Students

Faculty	Frequency	Percent
Humanities and Social Sciences	13	11.7
Management	62	55.9
Education	36	32.4
Total	111	100.0

Note. This Table presents distribution of respondent based on faculty affiliation, Data Source: Student Survey, 2025.

Perception Analysis of Students

The survey questionnaire contained with 18 statements covering various aspects of teaching and learning activities of teacher to illicit perception of students regarding such activities. Firstly, reliability test of the items used is done. The report is present subsequently.

Reliability Test of the Items Used in the Students Survey

The Reliability Statistics Table 3.3 presents the internal consistency of your 18-item survey scale using Cronbach's Alpha. This value indicates excellent internal consistency among the 18 items in your questionnaire. According to conventional thresholds, if is ≥ 0.90 implies excellent, if it lies between 0.80–0.89 then, Good. When value ranges between 0.70–0.79, then acceptable. If it is <0.70, then questionable or poor. Evidently, the alpha of 0.924 means that the items in our student satisfaction survey are highly correlated and consistently measure the same underlying construct. (e.g., student satisfaction with teaching effectiveness, engagement, and classroom environment).

Table 3.3

Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
.924	.923

Note. This Table presents reliability test result based on the items used in the survey, Data Source: Student Survey, 2025.

This value confirms that even when item responses are standardized (i.e., scaled to have equal variances), the internal consistency remains almost the same. It further validates the reliability and stability of the scale, showing that item scoring patterns are consistent across different metrics. To sum up, the high Cronbach's Alpha (0.924) indicates that the survey instrument is statistically reliable. We can confidently use this scale to measure overall student satisfaction, and the results can be considered trustworthy and replicable for institutional or academic decision-making.

Students Declaration of Regular Attendance in the Class as per Semester Norms

The figure 1 below present the perception of students regarding regularity in the as semester norms. The statement was *"I maintain my regular attendance in my class as per semester system norms"* that received an overwhelmingly positive response from students. Evidently, a combined 94.60 percent (58.56% strongly agree and 36.04% agree) affirmed that they attend classes regularly in alignment with the semester system requirements (Figure 3.2). This high level of agreement suggests that students are highly committed to their academic responsibilities and value consistent participation in classroom activities.

Figure 3.2

*Response of Students for Regularity in the class*
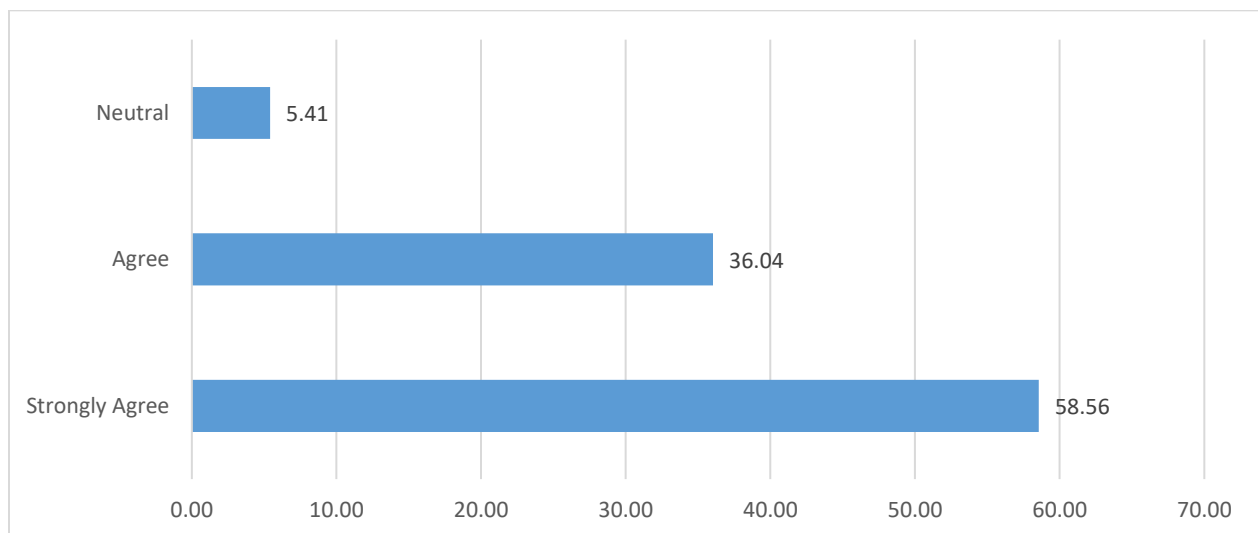
Regular attendance is often associated with better academic performance, greater engagement, and stronger student-teacher interaction. Only 5.41 percent of students responded neutral, indicating a small portion may have variable attendance patterns or are uncertain about their adherence to attendance norms. Notably, no students disagreed with the statement, highlighting a collective commitment to maintaining discipline and fulfilling institutional expectations. Overall, the findings indicate a strong culture of regular class attendance among students, which reflects positively on their academic motivation and the institution's emphasis on attendance compliance.

Perception of Students on Effective Fulfillments of Learning Needs of Students

The survey results indicate a high level of satisfaction and confidence in a teacher's ability to meet the learning needs of all students. The majority of respondents strongly agree with the statement, with 82.88 percent of respondents agreeing with it, followed by small fraction of respondents as neutral, meaning they neither agree nor disagree, suggesting they may have no strong opinion or lack sufficient information to judge. Likewise, a small fraction disagrees, suggesting minimal dissatisfaction or concerns about the teacher's ability to meet all students' learning needs. A tiny percentage strongly disagrees, indicating isolated cases of dissatisfaction or specific issues.

Figure 3.3

Perception Respondent Students on Effective Fulfillments of Learning Needs of Students
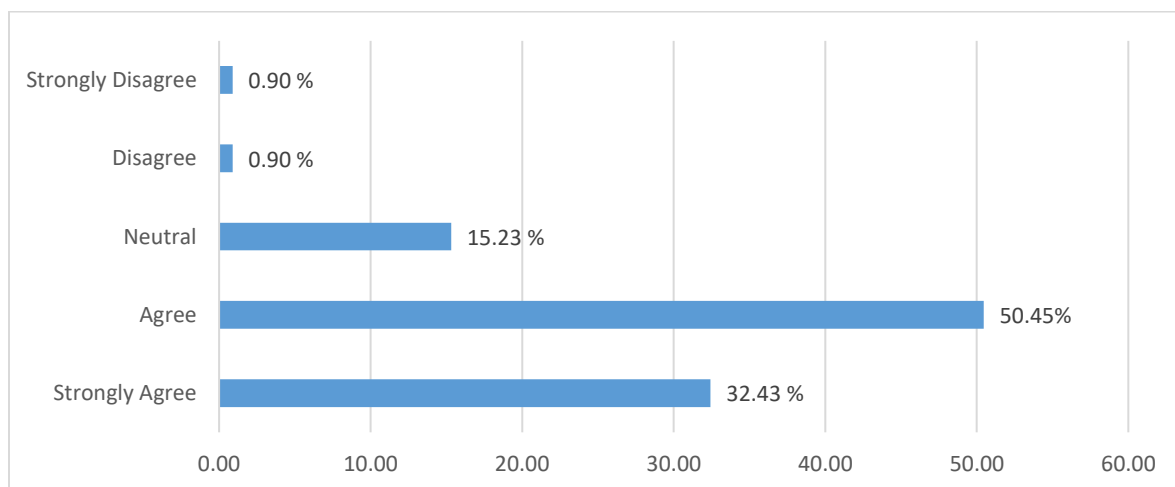
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.
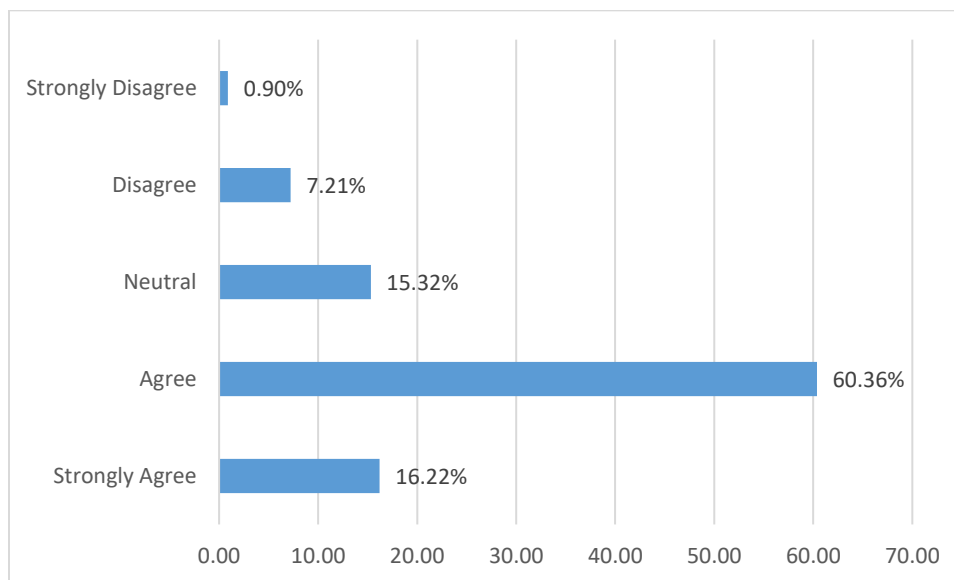
Overall, the majority of respondents believe the teacher is effective in addressing the learning needs of all students. The "Disagree" and "Strongly Disagree" responses are negligible but could be explored further to address specific concerns. The neutral responses suggest room for improvement in communication or engagement to convert these respondents into satisfied ones.

Perception on Learning and Engagements in the Classroom

The survey results indicate that the majority of respondents are satisfied with the learning and engagement level in the classroom. The majority of respondents are satisfied with the learning and engagement, with a small percentage of respondents being neutral. The remaining respondents are either indifferent or dissatisfied, suggesting areas for improvement. A small minority disagrees, indicating dissatisfaction with the current level of learning or engagement. A very small fraction strongly disagrees, possibly representing isolated but strong dissatisfaction.

Figure 3.4

Perception Respondent Students on Learning Engagement in the Class

Note. This Figure presents perception of respondent students based on the Students Survey, 2025.
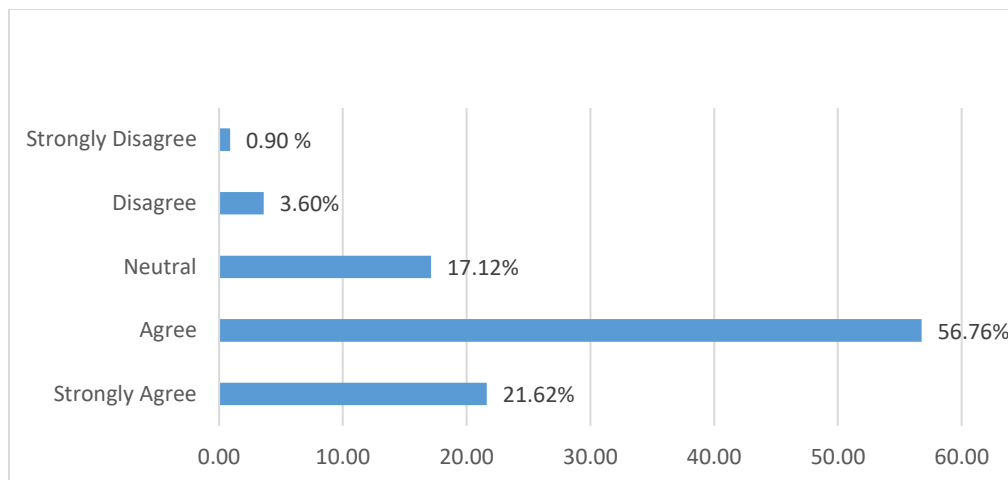
Overall satisfaction is combined "Strongly Agree" and "Agree" responses (76.58%) show that the majority of respondents are satisfied with the classroom's learning and engagement. This is a positive outcome. However, the "Neutral" (15.32%) and "Disagree" (7.21%) responses suggest that a portion of the audience is either indifferent or dissatisfied. This could indicate areas where the classroom experience could be enhanced. There is minor dissatisfaction, the "Strongly Disagree" (0.90%) is negligible but worth noting for outlier concerns. To address the issues, it is recommended to leverage strengths, engage neutral respondents, investigate the concerns of the 7.21percent who disagree, and consider continuous feedback through follow-up surveys or focus groups.

Perception of Students on Effectiveness of Teacher's Teaching Methods

The data in the Figure 3.5 reflects the perceptions of students regarding the effectiveness of their teacher's teaching methods in achieving educational goals. Evidently, the majority of students (56.76 %) agree that the teaching methods are effective, followed by a significant portion of students (21.262 %) strongly believe that the teacher's methods are very effective in meeting educational objectives. This suggests a general positive consensus on the teacher's approach. This suggests a general positive consensus on the teacher's approach. However, a smaller segment of students (7.12 %) are neutral, indicating that they neither view the methods as particularly effective nor ineffective. This could imply uncertainty or mixed feelings about the methods. A small portion of the students (3.60 %) do not find the teaching methods to be effective, demonstrating a minor level of dissatisfaction. A very few students (0.90 %) have strong negative perceptions of the teaching methods, suggesting that outright dissatisfaction is rare.

Figure 3.5

Perception of Students on Effectiveness of Teacher's Teaching Methods

Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

To sum up, the majority of students either agree or strongly agree that the teacher's methods are effective, pointing to overall satisfaction and effectiveness. The relatively low percentages for disagreement or strong disagreement indicate that most of the teaching methods are well-received and successful in achieving educational goals. However, the presence of neutral and negative responses suggests there might be room for improvements or adjustments to address diverse student needs.

Level of Student Engagement and Participation in the Class.

The figure 3.6 below shows that the statement "I am satisfied with the level of student engagement and participation in the class" received a generally positive response from the participants. A significant majority, 61.26 percent (12.61% strongly agree and 48.65% agree), expressed satisfaction, indicating that they perceive a good level of student involvement in classroom activities. This reflects positively on teaching practices, classroom environment, or student motivation. Meanwhile, 21.62 percent of respondents chose a neutral stance, suggesting some uncertainty or mixed experiences regarding student participation.

Figure 3.6

Perception of Students on Level of Engagements and Participation in the Class
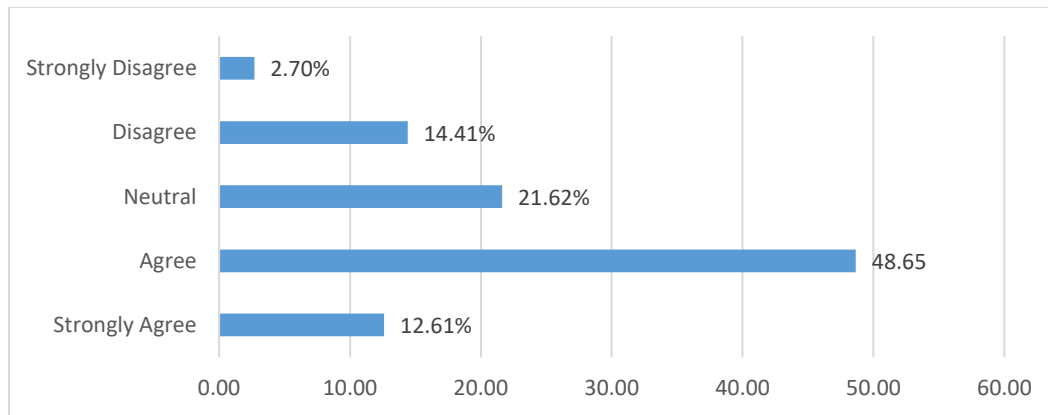
Strongly Disagree — 2.70%
Disagree — 14.41%
Neutral — 21.62%
Agree — 48.65
Strongly Agree — 12.61%

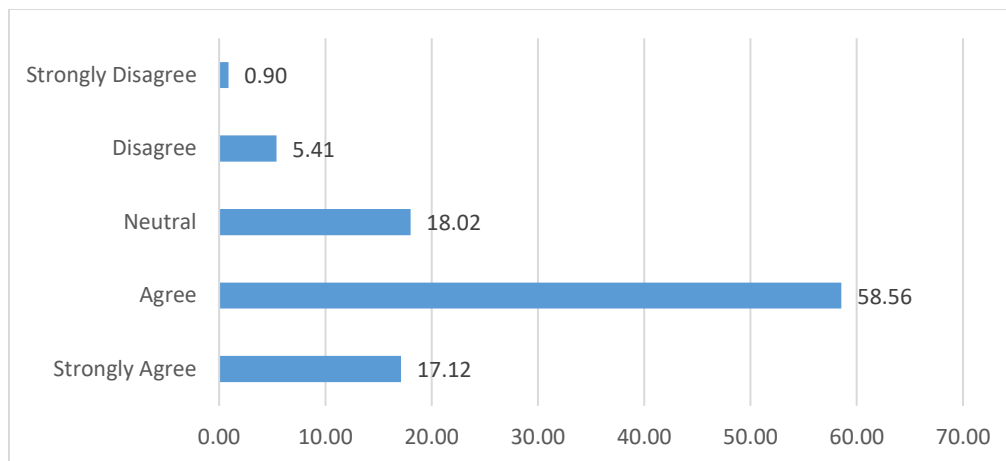*Note.* This Figure presents perception of respondent students based on the Students Survey, 2025.

On the other hand, 17.11 percent (14.41% disagree and 2.70% strongly disagree) indicated dissatisfaction, which highlights that not all respondents are equally content with student engagement. These differences may be influenced by teaching methods, subject complexity, or student characteristics. Overall, the data suggest that while most respondents are satisfied with engagement levels, there is a need to explore the underlying reasons for dissatisfaction among a minority and to find ways to enhance participation across the board.

Satisfaction of Teaching Methods to Meet the Diverse Needs of Students

The Figure 3.7 below shows response of students on the statement "I think that my teacher's teaching methods address the diverse needs of students" and the statement received a predominantly positive response from the participants. A combined 75.68 percent of respondents (17.12% strongly agree and 58.56% agree) believe that their teacher's teaching methods are inclusive and cater to a variety of student needs. This indicates a strong perception that the teacher is employing differentiated instructional strategies, likely accommodating diverse learning styles, academic levels, and individual interests within the classroom.

Figure 3.7

Perception of Students on Level of Satisfaction on Teaching Methods

Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Furthermore, 18.02 percent of the respondents selected a neutral response. This group may neither strongly agree nor disagree, possibly due to limited exposure to alternative teaching methods or uncertainty about what constitutes inclusive pedagogy. Only 6.31 percent (5.41% disagree and 0.90 percent strongly disagree) expressed dissatisfaction, suggesting that very few students feel their needs are not being met.

Overall, the results reflect a highly favorable view of the teacher's responsiveness to diversity in the classroom. However, the presence of neutral and negative responses, although minimal, signals an opportunity for teachers to further assess and adapt their teaching methods to ensure that all students, including those who may feel left out, are fully supported in their learning experience. Continuous reflection and feedback can help improve inclusivity further.

Professional Development, Growth, and Reflection of Teaching and Learning Commitment

The Figure 3.8 below shows the response of students on the statement "I see that my teacher continuously improves their teaching through professional development and self-reflection" and the statement received a highly positive response from students. A combined 76.58 percent of respondents (30.63% strongly agree and 45.95% agree) indicated that they observe their teacher engaging in continuous improvement. This suggests that a large majority of students recognize efforts made by the teacher to enhance their teaching practices through ongoing learning, training, and reflective practices. Such perceptions reflect a teacher's dedication to professional growth and their commitment to adapting and refining instructional strategies to better serve students.

Meanwhile, 15.32 percent of students responded neutrally, which could mean they are either unsure about the teacher's engagement in professional development or have not observed clear evidence of it. A small minority, 8.11 percent, disagreed with the statement, pointing to some students who may feel their teacher's methods remain static or unchanged over time.

Figure 3.8

Perception of Students on the Professional Development and Growth
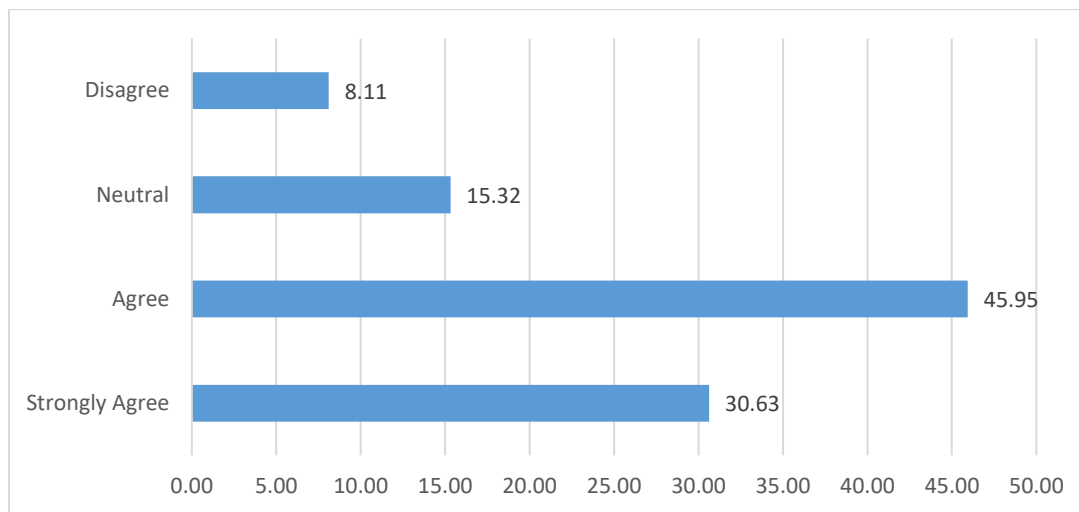
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Overall, the findings indicate a strong recognition of the teacher's proactive approach to self-improvement and professional learning. While the majority hold positive views, the presence of neutral and disagreeing responses suggests there is still room for the teacher to more visibly demonstrate or communicate their professional growth to all students to reinforce transparency and trust in continuous improvement.

Perception of Students on Effective Management of Classroom Environment

The Figure 3.9 below shows effective management of classroom activities and maintains a positive learning environment based on the perception of respondent students. The data reflects students' responses to a positively worded statement though the exact statement is not specified, the response distribution indicates a strong consensus in favor of it. Evidently, a combined 86.49 percent of respondents (29.73% strongly agree and 56.76% agree) expressed clear agreement, demonstrating overwhelming support and a high level of satisfaction regarding the subject of the statement. This

suggests that the majority of students hold positive perceptions and affirm the presence or effectiveness of the aspect being assessed, likely related to teaching quality, classroom environment, or teacher behavior.

Additionally, 12.61 percent of students responded neutrally. This group may not have observed enough evidence to form a strong opinion or may feel indifferent toward the issue. Only **0.90%** of respondents disagreed, and notably, there were no responses of strong disagreement**,** indicating minimal dissatisfaction.

Figure 3.9

Perception of Students on the Effective Management of the Classroom
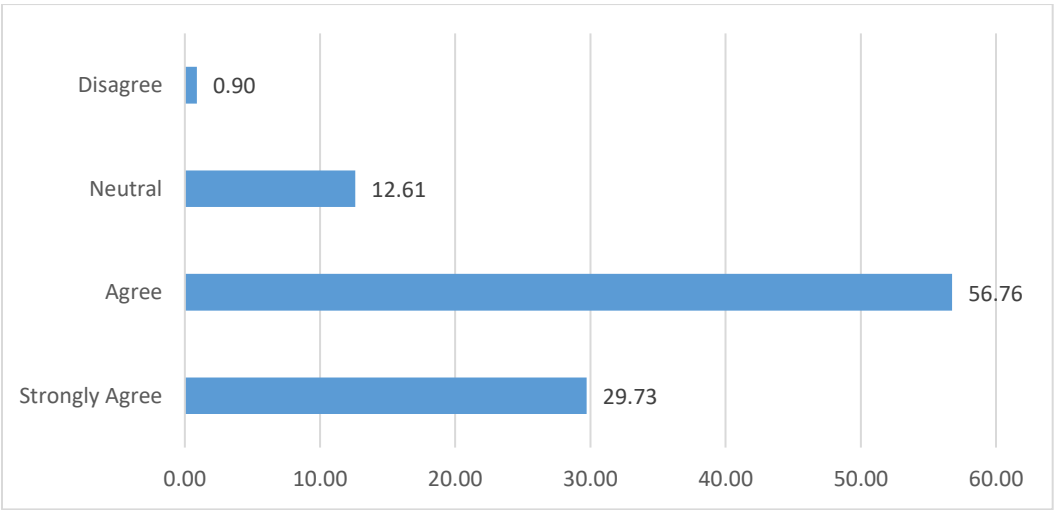
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Overall, the results reflect a highly favorable outcome, suggesting that the teacher or educational element under evaluation is performing exceptionally well in the eyes of most students. However, the small portion of neutral and negative responses signals that continued attention to inclusive and visible practices could help convert undecided or less satisfied students into strong supporters. Continuous improvement and student feedback mechanisms could further reinforce these positive trends.
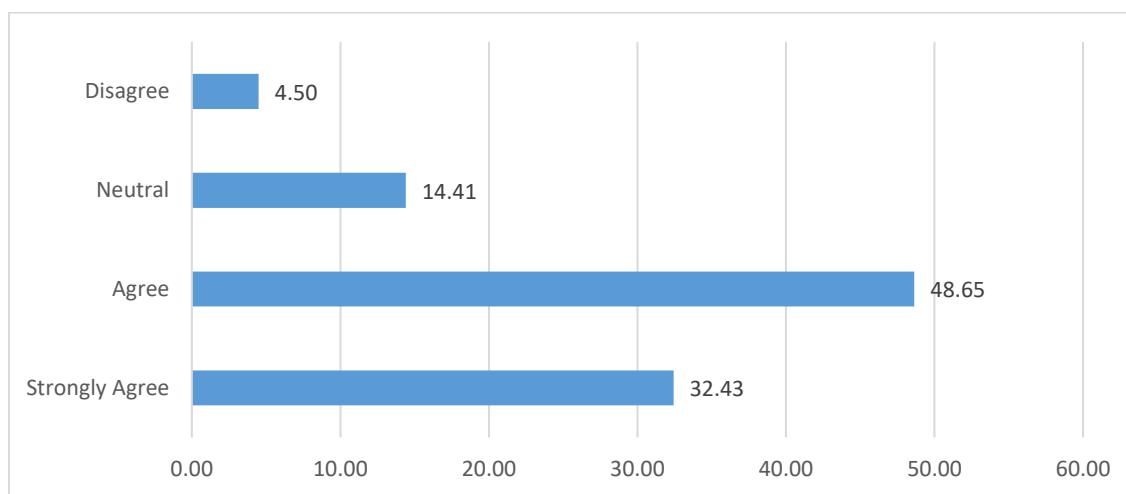
Perception of Students on Teachers' Contribution on Academic and Personal Development

The Figure 3.10 below shows the response of students for the statement "I feel that my teacher contributes significantly to my academic and personal development" and received a highly positive response from the students. Evidently, a substantial 81.08 percent of respondents (32.43% strongly agree and 48.65% agree) affirmed the teacher's influential role in shaping both their academic progress and personal growth. This suggests that the teacher is perceived as not only effective in delivering subject matter but also supportive in fostering students' confidence, motivation, critical thinking, and values. Such a high level of agreement reflects strong teacher-student rapport and the presence of a nurturing learning environment.

Meanwhile, 14.41 percent of respondents remained neutral. These students may not have directly experienced personal or academic support or may be unsure about the impact of the teacher on their overall development. A small proportion, 4.50 percent, disagreed with the statement, indicating that a few students feel disconnected or unsupported in their learning journey.

Figure 3.10

Perception of Students on Teachers' Contribution on Academic and Personal Development

Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Overall, the findings demonstrate that the majority of students recognize and appreciate their teacher's meaningful contribution to their growth. However, the presence of neutral and negative responses highlights the importance of maintaining open communication, providing individualized

attention where possible, and continuing efforts to ensure that all students feel equally supported in both their academic and personal development.

Perception of Students on the Effective Use Technologies to Enhance Learning

The data presented in the Figure 3.11 indicates students' responses to a positively framed statement though the exact statement is not provided, the distribution suggests a generally favorable perception. Evidently, a combined 71.17 percent of respondents (27.03% strongly agree and 44.14% agree) expressed positive agreement, indicating that a majority of students hold a favorable view of the issue being assessed, likely related to the teacher's effectiveness, classroom environment, or support provided. This suggests that most students acknowledge the teacher's role positively and are satisfied with their experience.

Figure 3.11

Perception of Students on Effective Use Technologies to Enhance Learning by Teachers
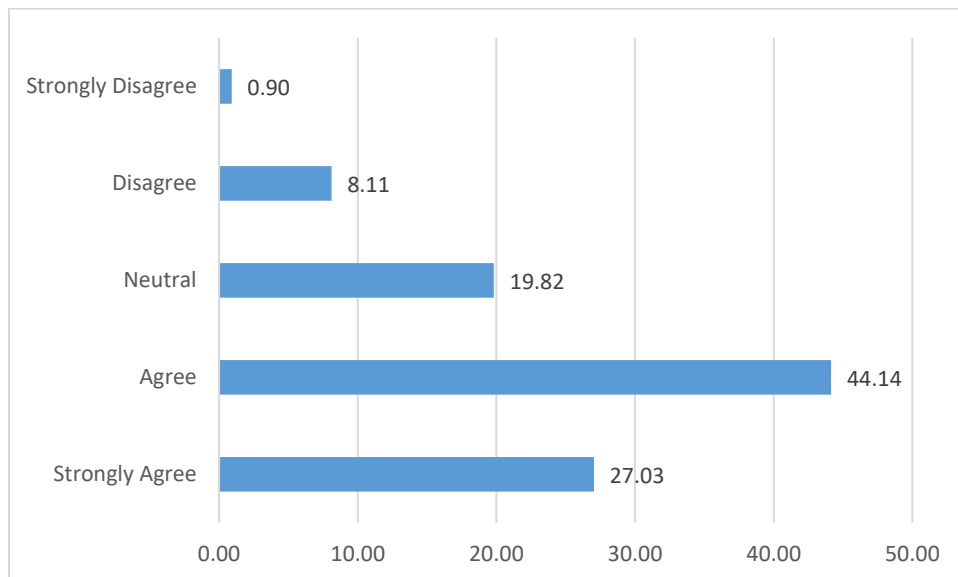
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Meanwhile, 19.82 percent of respondents selected the neutral option. This group may be undecided, indifferent, or not fully informed about the aspect in question. Additionally, 9.01 percent of respondents expressed disagreement (8.11% disagree and 0.90% strongly disagree), indicating that a small minority of students are not satisfied or do not perceive the same level of effectiveness or support.

Overall, the interpretation shows a generally positive response, with a strong majority recognizing and appreciating the teacher's performance or contribution. However, the noticeable portion of neutral and disagreeing responses suggests the need for further engagement, personalized support, or communication strategies to ensure that all students feel acknowledged, supported, and positively impacted.

Perception of Students on Regular Reflection of Teaching for Necessary Improvements

Perception of students as a response for the statement *"My teacher regularly reflects on their teaching and makes necessary improvements"* is presented in Figure 3.12 below and received a largely positive response from students. Evidently, a combined 79.28 percent (19.82% strongly agree and 59.46% agree) believe their teacher actively engages in self-reflection and implements improvements in their teaching methods. Essentially, this high level of agreement suggests that most students perceive the teacher as being committed to professional growth and responsive to classroom needs. It indicates that the teacher likely adapts their instructional strategies based on feedback, classroom experiences, and evolving student needs, followed by 14.41 percent of respondents chose a neutral stance, which may reflect uncertainty or lack of visible evidence regarding the teacher's reflective practices. These students might not be fully aware of how the teacher evaluates or adjusts their teaching. Only a small portion, 6.31 percent (5.41% disagree and 0.90% strongly disagree), expressed dissatisfaction, suggesting that very few students feel their teacher does not sufficiently reflect or improve.

Figure 3.12

Perception of Students on Regular Reflection of Teaching for Necessary Improvements
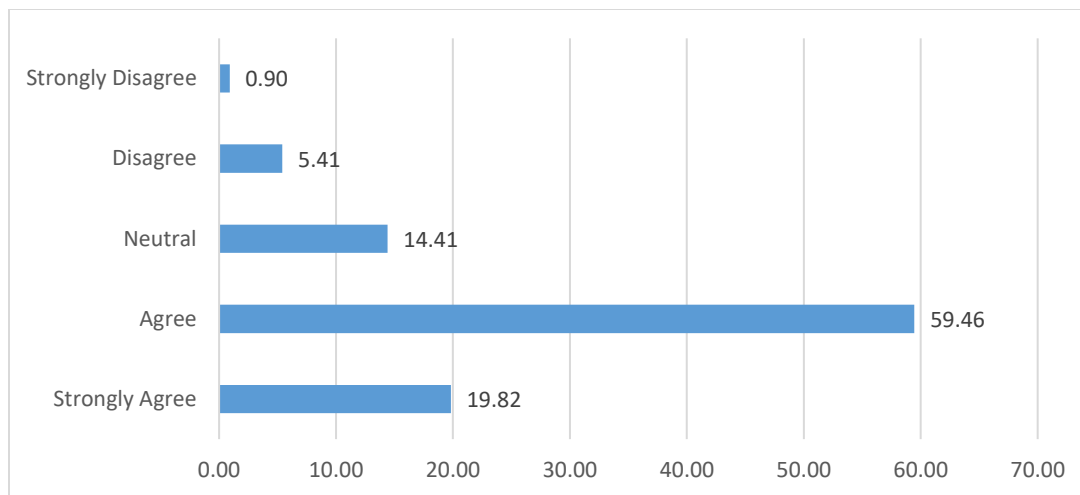
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Overall, the results portray a positive image of the teacher's professionalism and willingness to grow, though the presence of neutral and disagreeing responses suggests a need for more transparent communication or visible demonstration of reflective practices to ensure all students perceive and benefit from continuous teaching improvements.

Perceived Support and Appreciation to Teacher by College and Staff

The Figure 3.13 below shows perceived support and appreciation to teacher by college and staff provided, the response distribution, 15.32 percent, 66.67 percent, 16.22 percent, and 1.80 percent corresponds to the categories strongly agree, agree, neutral, and disagree, respectively. This pattern suggests that a combined 81.99 percent (15.32% strongly agree and 66.67% agree) of students expressed positive agreement, indicating strong approval or satisfaction. This result reflects that the majority of respondents appreciate or affirm the teacher's efforts, performance, or behavior related to the given statement possibly about teaching effectiveness, support, or classroom management.

Figure 3.13

Perception of Students on Regular Reflection of Teaching for Necessary Improvements
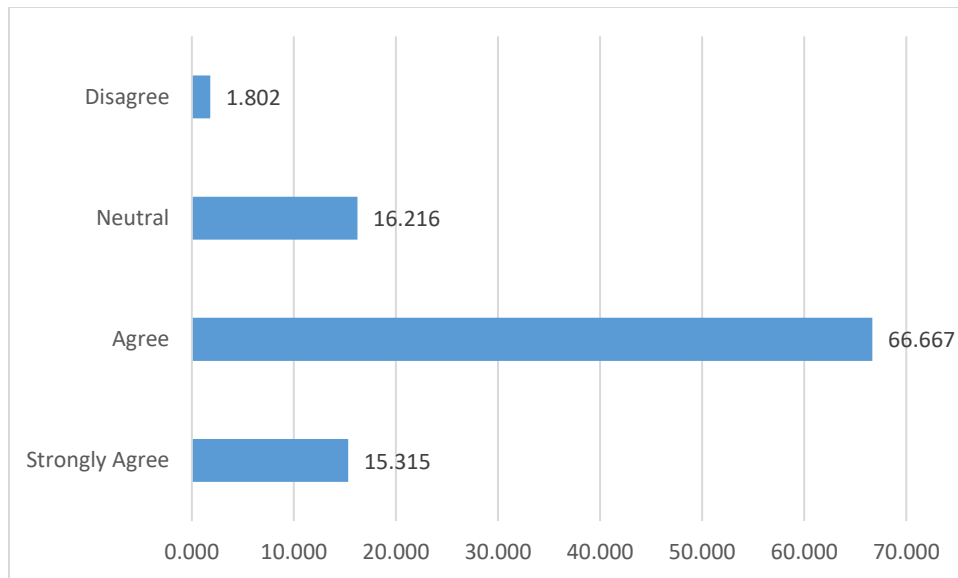
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Meanwhile, 16.22 percent responded neutrally, implying that these students are either unsure, indifferent, or have mixed experiences. This segment may not have sufficient interaction or clarity to form a strong opinion. Only 1.80 percent of students disagreed, and notably, there are no strongly disagree responses, suggesting minimal dissatisfaction.

In summary, the results demonstrate a high level of student approval, with most recognizing the positive aspect in question. The relatively small proportion of neutral and negative responses indicates room for improvement, particularly in making teacher efforts more visible and inclusive to ensure that all students feel engaged and supported. Continuous communication and feedback can help bridge these gaps.

Perception of Students Towards Handling Classroom in Professional Way

Figure 3.14 shows response of students on the statement *"I believe that my teacher handles classroom challenges in a professional and constructive way"* and received a highly positive response from the students. Evidently, a combined 81.98 percent of respondents (27.03% strongly agree and 54.95% agree) indicated that they perceive their teacher as capable of managing classroom issues with professionalism and a constructive attitude. This suggests that most students feel confident in their teacher's ability to resolve conflicts, maintain discipline, and address student concerns fairly and effectively. It reflects positively on the teacher's emotional intelligence,

classroom management skills, and ability to create a supportive and respectful learning environment.

Figure 3.14

Perception of Students Towards Handling Classroom in Professional Way
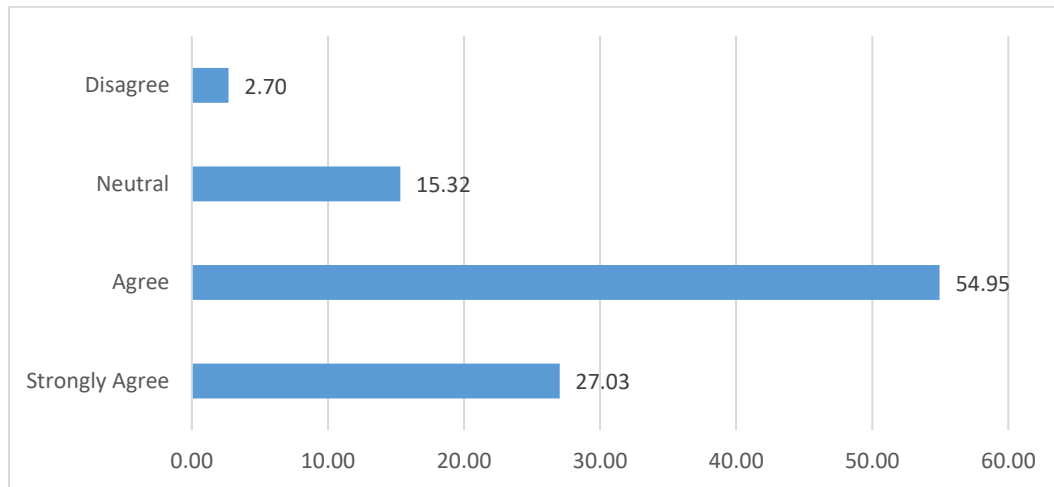
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Meanwhile, 15.32 percent of respondents remained neutral, possibly indicating limited exposure to classroom challenges or uncertainty about how the teacher responds in such situations. This group may not have witnessed enough examples to form a strong opinion. Only 2.70 percent of students disagreed, suggesting that very few students view the teacher's approach to classroom challenges as inadequate or unprofessional. Overall, the results reflect a strong endorsement of the teacher's professionalism in handling difficulties. However, the presence of neutral and disagreeing responses highlights the importance of maintaining consistent communication and transparent strategies, so that all students feel reassured and included in a well-managed and respectful classroom environment.

Perceived Confidence of Students' on Teachers Teaching based Students' feedback

The Figure 3.15 shows the response of students on the statement *"I am confident that my teacher adapts their teaching based on student feedback and performance"* and received a largely positive response from students. A combined 76.58 percent of respondents (18.92% strongly agree and 57.66% agree) expressed confidence that their teacher adjusts teaching strategies in response to

student input and learning outcomes. This reflects a strong perception of responsiveness and adaptability, indicating that most students believe their teacher is attentive to their needs and actively works to improve learning effectiveness. However, 18.02 percent of students responded neutrally, which may suggest uncertainty or limited visibility of how feedback and performance data are used to modify instruction. These students might not be aware of the adjustments being made or may feel the changes are not clearly communicated. A small portion, 5.40 percent (3.60% disagree and 1.80% strongly disagree), expressed doubt or dissatisfaction, indicating that a few students feel their feedback or performance does not significantly influence teaching practices.

Figure 3.15

Perceived Confidence of Students' on Teachers Teaching based Students' feedback
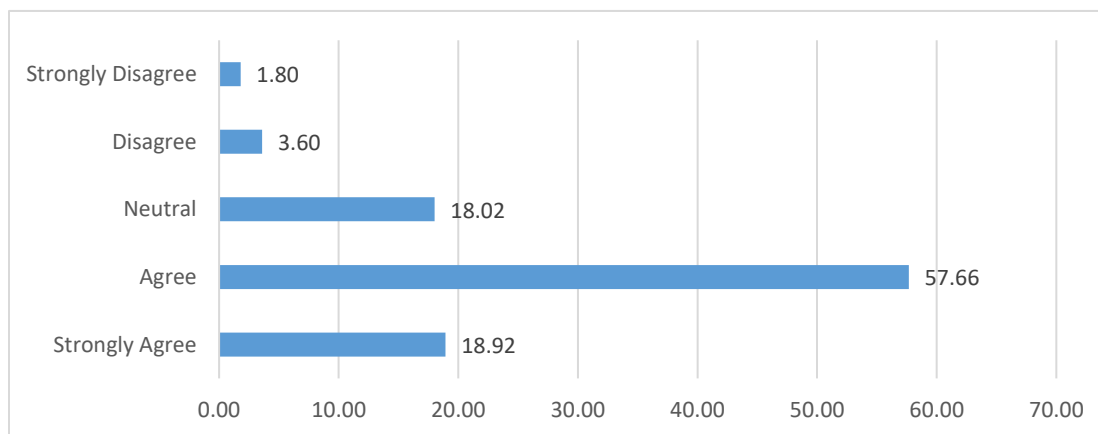
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Overall, the results suggest that the teacher is generally viewed as reflective and student-centered. However, enhancing transparency around how student feedback is incorporated—through open discussions or visible instructional changes could help convert neutral and dissatisfied respondents into more confident and engaged learners.

Perception of Students towards Teachers Enthusiasm and Energy in Teaching

The statement *"My teacher maintains enthusiasm and energy in teaching throughout the semester end"* received a predominantly positive response from students. Evidently, a combined 80.18 percent (24.32% strongly agree and 55.86% agree) indicated that their teacher consistently

demonstrates enthusiasm and energy in teaching, even toward the end of the semester. This suggests that the majority of students perceive their teacher as highly motivated, committed, and engaged throughout the academic term qualities that can significantly enhance student learning, motivation, and classroom environment. However, 11.71 percent of respondents selected neutral, which could imply either uncertainty or lack of noticeable difference in teaching energy over time. These students may not have clearly observed changes in the teacher's enthusiasm or may be indifferent to the teacher's delivery style (Figure 3.16).

Figure 3.16

Perception of Students towards Teachers Enthusiasm and Energy in Teaching
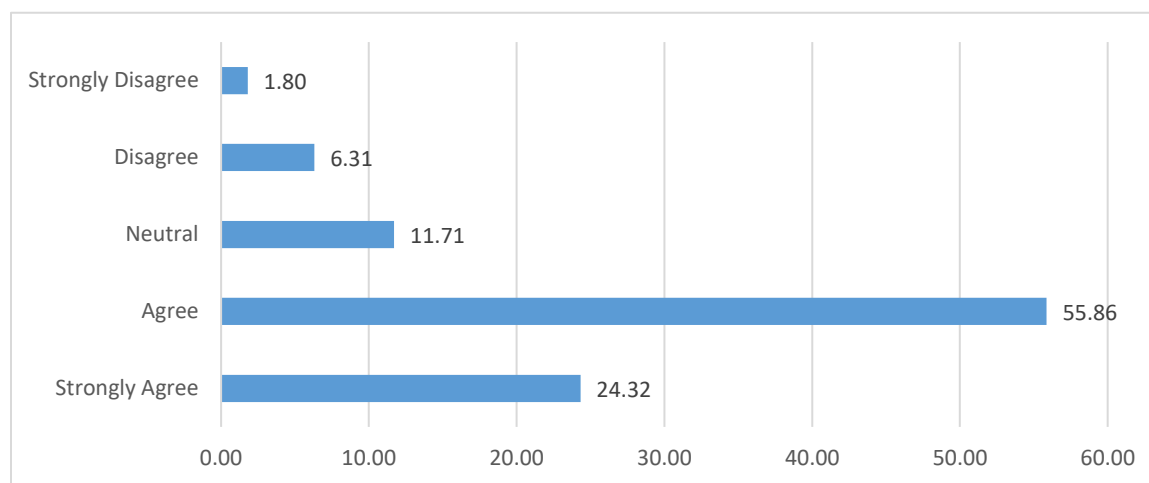
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Similarly, a smaller group, 8.11 percent (6.31% disagree and 1.80% strongly disagree), felt that the teacher does not maintain the same level of energy and engagement throughout the semester. This may reflect a perceived drop in teaching quality or effort as the semester progresses. Overall, the responses reflect a strong appreciation for the teacher's sustained enthusiasm. However, the presence of neutral and negative views highlights the importance of consistency and visible energy, especially during the latter part of the academic calendar when student fatigue may also increase.

Perception of Students Regarding Alignment of Teachers' Work with Professional Values

The Figure 3.17 below present perception of students regarding alignment of teachers' work with professional values. The statement *"I feel that my teacher's work aligns with their personal and professional values"* received a generally positive response from students. Evidently, a combined 74.77 percent (11.71% strongly agree and 63.06% agree) believe that their teacher's teaching practices reflect integrity, ethical commitment, and consistency between values and actions. This suggests that most students perceive their teacher as authentic, principled, and professionally responsible, which likely contributes to a trustworthy and respectful classroom environment. However, 18.92 percent of students responded neutrally, indicating that some are unsure or have not clearly observed how the teacher's values are reflected in their work.

Figure 3.17

Perception of Students Regarding Alignment of Teachers' Work with Professional Values
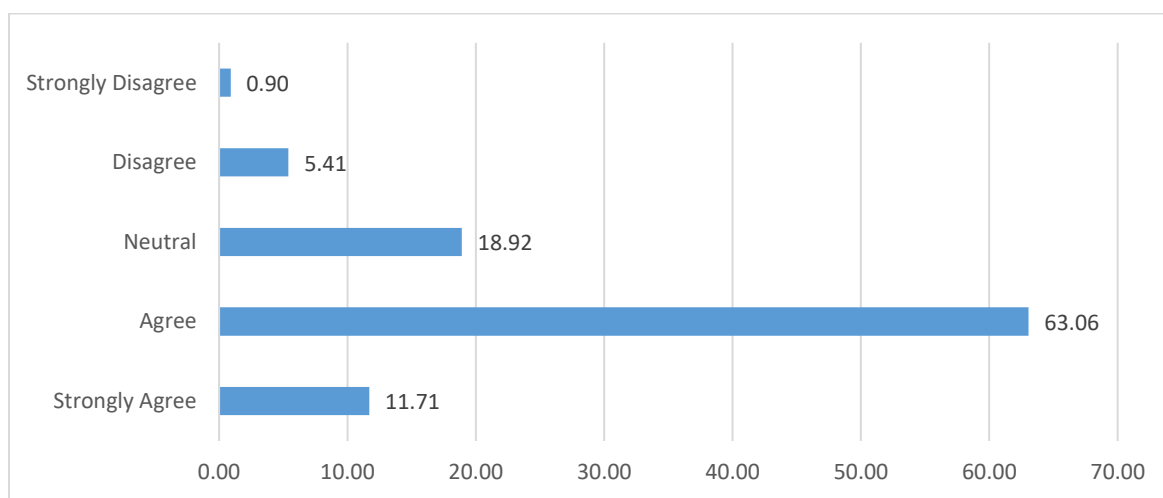
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

However, a small minority, 6.31 percent (5.41% disagree and 0.90 percent strongly disagree), expressed skepticism about this alignment. Overall, the results highlight that the teacher is widely seen as value-driven in their work. However, enhancing communication of personal and professional values through actions and classroom behavior may help further strengthen students' perceptions and trust.

The overall responses indicate a strong level of student agreement that the teacher's work aligns with their personal and professional values. A significant majority of students perceive the teacher as ethical, consistent, and committed to principled teaching practices. This alignment fosters trust, respect, and a positive classroom environment. While a small portion of students remain neutral or disagree, the results suggest that the teacher is largely successful in embodying and demonstrating their values through their teaching. Continued transparency, consistency in actions, and open communication can help reinforce this perception and further enhance the teacher's impact on students.

**Perception of Students to Create Inclusive Classroom by Teacher**

The Figure 3.18 below presents perception of students to create inclusive classroom by teacher. The statement *"My teacher is committed to creating an inclusive classroom where all students feel respected and empowered"* received a strongly positive response from students. A combined 75.68 percent (19.82% strongly agree and 55.86% agree) affirmed that their teacher actively fosters an inclusive learning environment. This suggests that most students feel their identities, backgrounds, and voices are valued and respected in the classroom, and that the teacher promotes equal participation and support.

However, 18.92 percent of respondents selected neutral**,** indicating that some students are unsure or have not clearly perceived the teacher's efforts toward inclusion. Additionally, a small proportion, 5.40 percent (4.50% disagree and 0.90% strongly disagree), expressed dissatisfaction, suggesting that a few students may not feel fully respected or empowered.

Overall, the findings reflect a positive perception of inclusivity in the classroom. To further improve, the teacher may consider making inclusion efforts more visible and engaging all students in open, respectful dialogue.

Figure 3.18

Perception of Students to Create Inclusive Classroom by Teacher
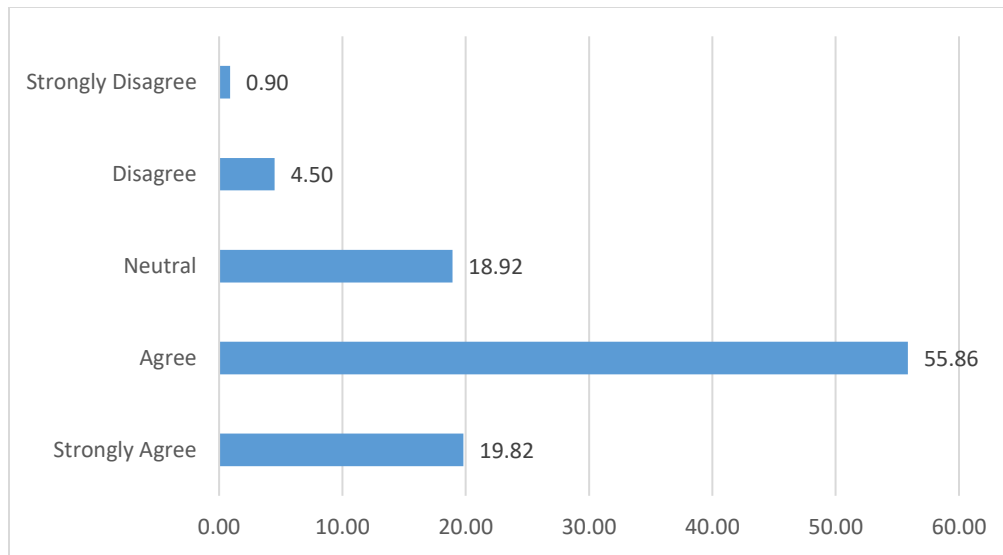
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Students Ready to Recommend their Relatives to Enroll TMC

The Figure 3.19 below presents students ready to recommend their relatives to enroll Tikapur Multiple campus for imparting higher education. The statement *"I recommend my siblings, other relatives, and friends to join my campus for graduate and master level study"* received a highly favorable response from the majority of students, reflecting a strong level of satisfaction and institutional loyalty. A combined 81.98 percent of respondents (48.65% strongly agree and 33.33% agree) indicated that they would confidently recommend their campus to others. This suggests that students generally perceive the campus as providing quality education, a supportive learning environment, and valuable academic or personal development opportunities.

In fact, such a high recommendation rate is often associated with positive experiences related to teaching effectiveness, campus facilities, academic reputation, student-teacher relationships, and extracurricular or support services. It also implies that students trust the institution enough to suggest it to close family members and friends, which is a significant indicator of satisfaction and confidence.

Figure 3.18

Students Ready to Recommend their Relatives to Enroll TMC
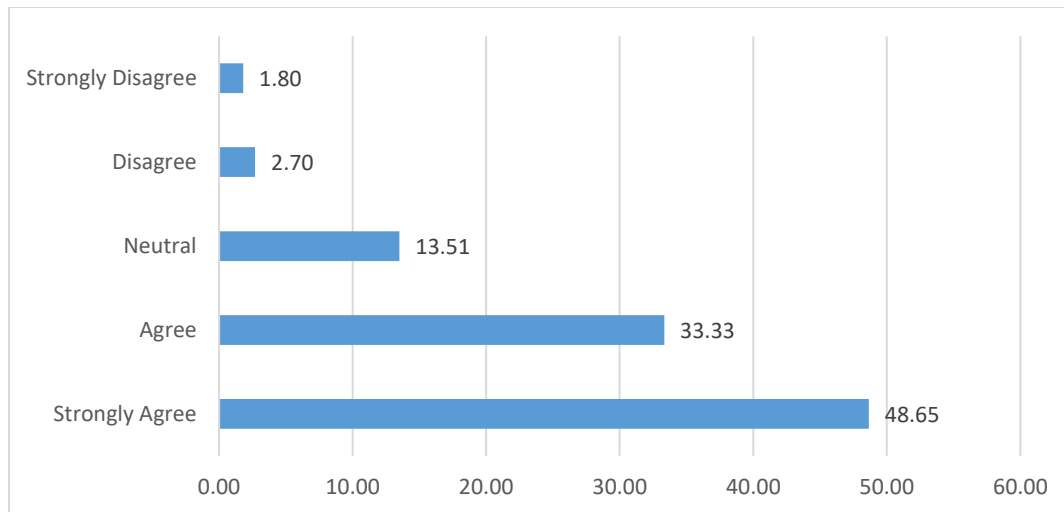
Note. This Figure presents perception of respondent students based on the Students Survey, 2025.

Meanwhile, 13.51 percent of students responded neutrally, possibly indicating mixed experiences, limited exposure to other institutions for comparison, or a cautious attitude toward making recommendations. A small minority, 4.50 percent (2.70% disagree and 1.80% strongly disagree), expressed dissatisfaction and reluctance to recommend the campus, which might be due to individual negative experiences, perceived academic limitations, or unmet expectations.

In conclusion, the results clearly reflect a strong positive image of the campus, with most students willing to promote it to others. However, to further strengthen this endorsement, campus leadership may consider addressing areas of concern, improving visibility of academic achievements, and engaging the neutral or dissatisfied group through feedback mechanisms and inclusive development efforts. Such measures will not only enhance the reputation of the institution but also foster a more unified and enthusiastic student body.

Perceived Strength of Teacher'

The strengths of the teacher highly appreciated by students revolve around their communication skills, punctuality, and educational qualifications. Students highlight the teacher's ability to explain complex topics in simple, relatable ways, fostering an environment where learning feels approachable and enjoyable. Regular presence and punctuality are noted, creating consistency in the classroom. The emphasis on completing courses on time is considered invaluable,

demonstrating dedication and responsibility. Teachers are commended for their supportive and friendly nature. Students appreciate the encouragement provided, akin to parental guidance, promoting a positive learning atmosphere. The teacher's equity, equality, empathy, and expertise are recognized, enhancing their effectiveness in addressing diverse student needs. Their style of teaching is often cited as both practical and student-centric, employing interactive methods and always updating themselves according to the demand of time.

Several students specifically mention how the teacher makes learning interesting with real-life examples while maintaining discipline and passion. This creates a positive and energetic classroom ambiance. The teacher's ability to solve students' problems and personalize attention to each student is applauded. Overall, the teacher is seen as a leader and mentor who is approachable and humble, providing inspiration and motivation for personal and academic growth. This holistic approach is praised for not only imparting knowledge but also fostering respect, equality, and encouragement among students.

Table 3.4

Perceived Strength of Teachers

Strength	Description
Communication	Clear explanation, ability to simplify complex topics, effective teaching methods.
Consistency	Regular presence, punctuality, and timely completion of courses.
Educational Qualifications	High academic qualifications and expertise.
Supportive and Friendly Nature	Encouragement, approachability, friendly demeanor akin to parental guidance.
Equity and Equality	Equity in treatment of all students, fairness in classroom management.
Teaching Methods	Use of interactive and practical methods, student-centric teaching, and integration of real-life examples.
Problem-solvingand Personal Attention	Ability to address individual student needs and provide solutions to problems.

Inspirational and Motivational	Provision of encouragement, motivation, and fostering a positive learning environment.
Passion for Teaching	Passionate about teaching, maintaining discipline and enthusiasm, creating an engaging classroom atmosphere.
Humility and Leadership	Ability to lead, mentor, and motivate students through approachable and humble behavior.

Note. This Table presents perception of respondent students based on the Students Survey, 2025.

Respondent Students Feedback to Teacher for Improvement

Students suggest that teachers can enhance their effectiveness by refining teaching methods to be more engaging and relatable, particularly through the use of practical and real-world examples. Embracing technology and incorporating interactive teaching methods such as seminars, presentations, and field visits are recommended to increase student engagement and understanding. Teachers should maintain clear communication and update students about class schedules, utilizing social media for timely notifications. Individual attention is highlighted as an important area for improvement, ensuring that the needs of each student are met. The pace of teaching sometimes feels too quick, and more time should be allotted for complex topics, allowing students to digest information thoroughly. Creating a supportive and comfortable environment where students feel encouraged to ask questions is also emphasized.

Moreover, it's suggested that teachers balance theoretical knowledge with practical skills, using modern technology to enhance the learning experience. Regular feedback and fostering an inclusive and participatory educational approach would benefit student experiences. Improvements in communication skills, technology integration, and providing varied teaching strategies that cater to different learning styles can help in making the classroom more interactive and engaging. expanding teachers' presence in the classroom, even when attendance is sporadic, is seen as essential, with an emphasis on completing courses timely and adequately preparing students for exams. Overall, fostering a student-centric approach, focusing on both academic and personal growth, alongside maintaining professionalism and discipline, is advised to elevate teaching effectiveness.

Table 3.5

Areas for Improvement Table

Area of Improvement	Description
Teaching Methods	Incorporate engaging, practical, and interactive teaching methods; use real-world examples.
Technology Integration	Utilize technology to improve engagement and teaching effectiveness.
Communication	Keep students informed about classes, use social media for timely notifications.
Individual Attention	Provide personalized support and ensure each student's needs are addressed.
Pace and Clarity	Slow down when necessary, spend more time on complex topics, use clear explanations.
Supportive Environment	Create a comfortable atmosphere for students to ask questions and engage freely.
Practical Knowledge	Balance theoretical lessons with practical, real-life applications and field activities.
Feedback and Interaction	Seek regular student feedback; employ inclusive, interactive teaching approaches.
Professionalism and Discipline	Maintain a consistent, punctual classroom presence, ensuring course completion before exams.
Personal Growth Focus	Promote both academic and personal development in students, utilizing empathetic teaching approach.

Note. This Table presents perception of respondent students based on the Students Survey, 2025.

Perceived Influence of Students from Teachers Personal Growth

Based on the response of students, teachers play a pivotal role in shaping both academic and personal growth for students. Many students appreciate their teachers' dedication to providing guidance and motivation that extends beyond mere academic lessons. Teachers have influenced

students by encouraging self-confidence, instilling discipline, and fostering a strong sense of responsibility. They create an environment where students are motivated to regularly study and challenge themselves, never settling for surface-level understanding. Teachers help build confidence in students by pushing them to speak up and encouraging them in their classes. Their supportive nature often inspires students in various ways, such as boosting their willpower and providing insightful advice for personal growth. Additionally, they provide comprehensive academic support, offering notes, practical knowledge, and teaching beyond the syllabus, emphasizing real-world applications.

Teachers' positive behaviors and personalities serve as role models, encouraging students to adopt good habits like time management and self-discipline. The motivational stories shared by teachers and their energy in the classroom foster a positive mindset in students. Often, teachers help students develop the ability to handle complex topics more effectively and improve in areas such as problem-solving. Personal anecdotes reveal that many students have been motivated to overcome public speaking fears due to teachers' supportive environments. Overall, teachers act as mentors and friends, guiding students through challenges and helping them to achieve their full potential. Their contribution is seen not only through improved academic performance but also in the long-term personal development of their students. This multifaceted influence underscores the significant and enduring relationship between teachers and their students.

Table 3.6

Perceived Influence of Students from Teachers Personal Growth

Area of Influence	Frequency	Description
Confidence Building	High	Teachers help students gain confidence, overcome self-doubt, and speak up.
Personal Growth Guidance	High	Provide personal growth advice, motivate, and instill discipline and responsibility.
Academic Support	High	Teachers provide comprehensive support, including subject knowledge, notes, and practical examples.
Motivational Influence	Medium	Inspire students with motivational stories and teaching style, fostering a positive mindset.

Teaching Style	Medium	Influence students with effective presentation and engaging educational methods.
Problem-Solving Skills	Medium	Enhance students' problem-solving abilities and critical thinking through varied teaching methods.
Discipline and Management	Medium	Promote good habits like discipline, time management, and self-regulation.
Real-world Application	Low	Help students connect academic concepts with real-world applications and experiences.
Communication Skills	Low	Encourage effective communication and interaction in classroom settings.
Supportive Environment	Low	Create an environment where students feel comfortable and supported to learn and grow.

Respondent Students Suggestions for Improving Classroom Teaching

Students have provided a variety of suggestions to enhance classroom teaching and learning experiences. A significant emphasis is placed on incorporating modern and practical teaching methods, such as team projects, presentations, and strategic learning approaches inspired by foreign educational models. Many suggest integrating technology to make lessons more engaging and visually appealing, utilizing tools like smart boards, projectors, animations, and online platforms.

To cater to diverse learning needs, teachers are encouraged to focus on weaker students by assigning targeted assignments and providing equal attention to all. The inclusion of real-life examples and group activities is recommended to foster a better connection between theoretical concepts and practical application. Creating a positive classroom environment is highlighted, with suggestions to incorporate humor, positive discipline, and interactive learning strategies to maintain student interest. Regular attendance and timely completion of the syllabus are emphasized, alongside the need for practical exposure through field visits and industry interactions. Teachers are also urged to improve communication by being clear, approachable, and supportive, while promoting inclusive teaching that respects different student backgrounds.

Regular assessments, feedback, and structured guidance are recommended to track progress and address learning gaps effectively.

Ultimately, students advocate for a balance between theoretical knowledge and practical skills, urging teachers to adapt their approaches to accommodate modern educational demands and create an engaging, inclusive learning atmosphere. These suggestions aim to bridge the gap between conventional methods and evolving educational needs, fostering an effective and enriching academic experience for all students. The following frequency table summarizes the key suggestions for improving classroom teaching and learning, based on the frequency of mentions:

Table 3.7

Respondent's Key Suggestions for Improving Classroom Teaching and Learning

Suggestion Category	Frequency	Description
Modern Teaching Methods	High	Incorporate team projects, presentations, and strategic learning inspired by foreign practices.
Technology Integration	High	Use smart boards, projectors, animations, and online platforms to enhance engagement.
Practical and Real-life Examples	Medium	Use real-life examples, industry interactions, and field visits for practical exposure.
Support for Weaker Students	Medium	Provide assignments, personalized attention, and focus on students who need more help.
Interactive Learning Environment	Medium	Create a positive environment with humor, discipline, and interactive strategies.
Equal Attention and Inclusivity	Medium	Ensure equal treatment for all students, respecting diverse backgrounds and needs.
Regular Assessment and Feedback	Low	Conduct regular assessments, provide feedback, and track student progress.

Timely Completion	Syllabus	Low	Ensure the syllabus is completed on time with adequate student preparation for evaluations.
Improved Communication		Low	Enhance clarity, approachability, and supportiveness in teacher-student interactions.

Note. This Table presents perception of respondent students based on the Students Survey, 2025.

This table highlights the key areas where students see opportunities for improvement, with a focus on modern educational techniques and a supportive, inclusive classroom environment.

In general, the findings of this study align with global research that underscores the importance of teacher-student relationships, classroom climate, and differentiated instruction in improving student satisfaction (Chen & Hoshower, 2003). Teachers who demonstrate adaptability and ongoing professional growth were especially appreciated by students, affirming the value of reflective teaching practices (Brookfield, 2017).

The relatively high satisfaction with inclusivity suggests that teachers are mindful of creating equitable learning environments, which is crucial in diverse educational contexts like Nepal. However, the results also point to areas for development, such as the need for more personalized learning strategies and greater use of feedback for instructional adaptation.

The use of technology remains an evolving strength, but students suggested further enhancement, such as integrating digital assessments and virtual collaboration tools. These findings are in line with studies that emphasize the transformative impact of EdTech on higher education (Laurillard, 2013).

Interestingly, students' strong willingness to recommend their institution based on teaching quality underscores the broader institutional reputation attached to faculty performance. This also implies that investment in teacher training and classroom resources could yield broader institutional benefits, including improved enrollment and retention.

CHAPTER 4

Summary of Findings Conclusions and Recommendations

This chapter presents summary of findings conclusions and recommendations based on the students' survey data to meet objectives of the survey. They are presented subsequently.

Summary of Findings

The summary of the findings based on the survey data is presented hereunder:

- Demographic Composition of Respondents: The survey reflects relatively balanced gender representation, with 54.1 percent female and 45.9 percent male respondents. The majority of students (77.5%) were from the bachelor's level, while 22.5 percent were from the master's level, indicating that feedback primarily reflects the undergraduate student experience. Most students (55.9%) belonged to the Management faculty, followed by Education (32.4%) and Humanities (11.7%), suggesting dominant representation from the Management stream.

- Reliability and Validity of Survey Instrument: The student satisfaction survey demonstrated excellent internal consistency with a Cronbach's Alpha of 0.924, indicating that the items used were reliable and valid in capturing students' perceptions across various teaching and learning dimensions.

- Students' Academic Commitment and Teacher Effectiveness: According result, a large majority (94.6%) of students reported maintaining regular attendance, reflecting strong academic discipline. Most students expressed satisfaction with teachers' efforts, including inclusive practices, responsiveness to feedback, and use of effective teaching methods, though some neutral or dissatisfied responses suggest the need for targeted improvements.

- Student Engagement and Learning Experience: Most students (76.58%) were satisfied with learning and engagement in the classroom, and 82.88% felt their learning needs were being fulfilled. However, the neutral (15–21%) and dissatisfied (6–17%) segments across responses suggest a need to enhance communication, engagement, and differentiation to support all learners effectively.

- Satisfaction with Inclusive Teaching Methods: A strong majority of students (75.68%) believe their teacher's teaching methods effectively address diverse learning needs. This

reflects positively on differentiated instruction and inclusivity. However, 18.02 percent remained neutral, and 6.31 percent expressed dissatisfaction, indicating scope for greater inclusiveness and responsiveness.

- Commitment to Professional Growth and Self-Reflection**:** About 76.58 percent of students recognized that their teacher engages in professional development and self-reflection. While this shows widespread appreciation of the teacher's commitment to improvement, 15.32 percent remained neutral, and 8.11 percent disagreed, suggesting that professional growth should be more visible to all learners.

- Effective Classroom Management**:** A large majority (86.49%) of students positively rated classroom management practices. Only 0.90 percent expressed disagreement, and 12.61 percent were neutral, reflecting overall satisfaction but also highlighting the potential to engage those who are indifferent or uncertain.

- Contribution to Academic and Personal Growth**:** According result, 81.08 percent of students agreed that their teacher supports their academic and personal development. However, 14.41 percent were neutral, and 4.50 percent disagreed, showing that while most feel supported, a small group may require more individualized attention and guidance.

- Use of Technology to Enhance Learning: According result, 71.17 percent of students were satisfied with how technology is used to support learning. Still, 19.82 percent were neutral and 9.01 percent expressed dissatisfaction, suggesting that digital tools could be used more effectively or accessibly for some students.

- Teacher's Ongoing Reflective Practice: Most students (79.28%) perceived that their teacher regularly reflects and improves their teaching. The remaining 20.72 percent (14.41% neutral, 6.31% disagreeing) suggest the need to make these efforts more transparent and impactful.

- Overall Teaching Quality Perception: Across indicators, students reported strong satisfaction with teaching quality, engagement, responsiveness, and support. However, neutral and disagreeing responses across items reveal the importance of ongoing dialogue, inclusivity, and adaptation to ensure all students feel equally supported and empowered.

- High Student Perception of Teacher Support and Classroom Management: A strong majority of students (81.99%) expressed satisfaction with how teachers are supported and appreciated by the college and staff, while 81.98 percent agreed that teachers handle

classroom challenges in a professional and constructive manner. These responses reflect a positive view of both the institutional support system and teachers' classroom management skills.

- Teachers' Responsiveness to Feedback and Reflective Practice: Students reported confidence (76.58%) in teachers adapting their methods based on feedback and performance, and 79.28 percent believed teachers regularly reflect and make necessary improvements. However, around 18% responded neutrally, suggesting the need for more visible communication of these efforts to all students.

- Consistent Enthusiasm and Energy in Teaching: About 80.18 percent of respondents felt their teacher maintained enthusiasm and energy throughout the semester. Still, 11.71 percent were neutral and 8.11 percent expressed dissatisfaction, indicating the importance of sustaining motivation and energy to engage all students consistently.

- Alignment with Professional and Ethical Values: A combined 74.77 percent of students agreed that their teacher's work aligns with personal and professional values, fostering trust and respect. Neutral (18.92%) and disagreeing (6.31%) responses point to a need for more visible demonstrations of these values in daily teaching practices.

- Commitment to Inclusive Teaching: The majority (75.68%) agreed their teacher fosters an inclusive environment. However, nearly 19 percent were neutral, and 5.40 percent disagreed, suggesting the need for more targeted actions and open dialogue to ensure all students feel equally valued and empowered.

- High Institutional Recommendation Rate by Students: A strong 81.98 percent of students would recommend Tikapur Multiple Campus to others, indicating high satisfaction with the institution's academic quality and support environment. Still, a 13.51 percent neutral and 4.50 percent dissatisfied response highlights areas where improvement could enhance institutional reputation and student advocacy.

- Recognized Strengths of Teachers: Students highly appreciated teachers for their strong communication skills, punctuality, and educational qualifications. Teachers were praised for making learning enjoyable and understandable through real-life examples, being consistent and supportive, promoting equality, and employing practical, interactive, and student-centric teaching methods. Many students saw their teachers as mentors and role

models who provide personalized support, maintain discipline, and inspire personal and academic growth.

- Areas for Teaching Improvement: Key areas suggested for improvement include the need for more engaging and practical teaching methods, better integration of technology, clearer communication, and greater individual attention. Students also emphasized slowing the pace of teaching, fostering a more supportive classroom, and balancing theoretical knowledge with practical application. Teachers were advised to provide regular feedback, maintain discipline, and stay updated with modern educational demands.

- Teacher's Role in Student Development: Teachers were reported to influence both academic and personal growth. Students felt more confident, motivated, and disciplined due to their teacher's efforts. Teachers helped students overcome challenges like public speaking, instilled time management skills, and provided guidance that extended beyond academics, contributing significantly to student development.

- Student Suggestions for Classroom Improvement: Students suggested using modern teaching tools (smart boards, animations), engaging formats (projects, presentations), and real-life examples to make lessons more relatable. They encouraged more field visits, better support for weaker students, equal treatment, and a positive, humorous, yet disciplined environment. Enhancing communication and conducting regular assessments were also recommended.

- Holistic Teacher Impact and Student-Centered Growth: Teachers were perceived not only as educators but also as mentors and motivators. Their ability to blend academic content with emotional support, real-world relevance, and inclusive practices created an enriching learning environment. Students valued a student-centered approach that balanced professionalism, compassion, and modern pedagogy.

Conclusions

The findings of the student satisfaction survey at Tikapur Multiple Campus offer meaningful insights into the strengths and areas for improvement in teaching practices, classroom engagement, and learning outcomes. Across all key dimensions, students expressed high levels of satisfaction, demonstrating a generally positive perception of the academic environment and teaching faculty.

Firstly, in assessing overall satisfaction, the majority of students acknowledged that teaching methods were clear, inclusive, and well-structured. Teachers were appreciated for their ability to explain complex topics in understandable ways, maintain regularity and punctuality, and complete the course within the academic calendar. These attributes contributed to a stable and dependable classroom environment.

Secondly, the study highlights how pedagogical strategies, classroom management, and use of technology impact student development. Most students observed that teachers actively reflected on their teaching, responded to feedback, and adopted new methods to improve learning. Students found their teachers passionate and motivational, often describing them as mentors who support not just academic performance but also confidence, responsibility, and personal discipline. Nonetheless, there was a recurring suggestion to enhance the use of interactive technology, real-world applications, and seminar-style engagement to deepen learning outcomes.

Thirdly, the classroom climate regarding inclusivity, respect, and empowerment was perceived positively by a large portion of the respondents. Many students felt that teachers fostered respect and equity, encouraging participation from all students. However, a significant minority were neutral or uncertain, indicating the need for more visible and consistent inclusive practices.

Fourthly, the study captured student feedback for improvement. Respondents called for more practical, engaging, and student-centered methods. Suggestions included integrating technology tools (e.g., smart boards, animations), providing additional support to weaker students, improving communication via online platforms, and incorporating field visits. Students also emphasized the importance of teachers maintaining a professional and approachable demeanor while fostering a supportive environment for open discussion.

In conclusion, Tikapur Multiple Campus is delivering teaching that is largely effective and well-received. The dedication and influence of the teaching faculty are evident, both in academic and personal spheres of student life. However, to maintain and enhance this momentum, the institution must adopt a forward-thinking, student-centered approach, integrating modern teaching technologies and inclusive strategies. Strengthening these areas will not only improve satisfaction levels but also ensure better academic performance, equity in learning, and comprehensive student

development. The findings serve as a roadmap for institutional planning and continuous quality improvement in higher education delivery.

Policy Recommendations for the Effectiveness of the Programme

Based on the students' survey and perceived need assessment, following policy are need to be considered for drafting and implementing:

- Introduce structured faculty development programs focused on student-centered pedagogy and inclusive teaching practices.
- Incorporate modern educational technology tools such as smart boards, projectors, LMS platform into routine teaching.
- Conduct regular classroom observations and feedback sessions to ensure reflective teaching practices.
- Balance theoretical teaching with practical exposure, including field visits, case studies, and industry interactions.
- Establish a digital communication system (e.g., class groups, social media pages) to inform students about schedules and updates.
- Implement regular formative assessments and feedback loops to track and support student learning.
- Encourage use of real-life examples and interactive methods like seminars, group work, and presentations.
- Provide special mentoring and academic support for students who struggle with course material.
- Ensure course completion timelines are met across all subjects to facilitate exam preparedness.
- Promote inclusive classroom environments that respect diversity in language, ability, and background.
- Reward and recognize faculty for excellence in teaching, innovation, and classroom management.
- Ensure equitable teacher-student interaction**,** avoiding favoritism and maintaining fairness.

- Train faculty on emotional intelligence and motivational communication to improve student-teacher relationships.
- Encourage teacher collaboration across faculties for sharing best practices and innovative strategies.
- Establish a student advisory board to continuously gather feedback and co-create improvements in academic practices.

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ANNEX 1

Far western University

Tikapur Multiple Campus

Student's Feedback Survey 2025

Dear Students (प्रिय विद्यार्थीहरू)

This questionnaire is designed to gather your honest feedback about the teaching and learning activities and classroom environment of your teachers. Your responses will help improve the quality of teaching and learning at our institution. Please answer each question sincerely. Your responses will remain confidential and will only be used for academic and quality enhancement purposes. (यो प्रश्नावली तपाईंका शिक्षकहरूको शिक्षण अभ्यास र कक्षा वातावरण सम्बन्धी तपाईंको ईमानदार प्रतिक्रिया संकलन गर्न तयार पारिएको हो। तपाईंका उत्तरहरूले हाम्रो संस्थामा शिक्षण र सिकाइको गुणस्तर सुधार गर्न मद्दत गर्नेछ। कृपया प्रत्येक प्रश्नमा सत्यतासाथ उत्तर दिनुहोस्। तपाईंका प्रतिक्रिया गोप्य राखिनेछ र केवल शैक्षिक तथा गुणस्तर सुधारको प्रयोजनका लागि प्रयोग गरिनेछ।)

Thank you for your participation! (तपाईंको सहभागिताको लागि धन्यवाद!)

Individual Information of Respondents (उत्तरदाताको व्यक्तिगत विवरण)

कृपया प्रत्येक प्रश्नमा सत्यतासाथ उत्तर दिनुहोस्। (Please answer each question sincerely.)

The Likert questionnaire is designed to cover various dimensions and indicators of teaching and learning and collect student's feedback. (लिकर्ट प्रश्नावली शिक्षण र सिकाइका विभिन्न पक्षहरू तथा सूचकहरू समेट्न र विद्यार्थीहरूको प्रतिक्रिया संकलन गर्न डिजाइन गरिएको हो।) (Where, SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree(जहाँ, SA = पूर्ण रूपमा सहमत, A = सहमत, N = तटस्थ, D = असहमत, SD = पूर्ण रूपमा असहमत)

1. I maintain my regular attendance in my class as per semester system norms.

(म सेमेस्टर प्रणालीका नियमअनुसार कक्षामा आफ्नो नियमित उपस्थिति कायम राख्छु।)

2. I believe that my teacher effectively meets the learning needs of all students. (म विश्वास गर्छु कि मेरा शिक्षकले सबै विद्यार्थीहरूको सिकाइ आवश्यकतालाई प्रभावकारी रूपमा पूरा गर्नुहुन्छ।)

3. I am satisfied with the level of learning and engagement in the classroom. (म कक्षामा हुने सिकाइ र सहभागिताको स्तरबाट सन्तुष्ट छु।)

4. I think that my teacher's teaching methods are effective in achieving educational goals.
(म सोच्दछु कि मेरा शिक्षकका शिक्षण विधिहरू शैक्षिक लक्ष्यहरू हासिल गर्न प्रभावकारी छन्।)

5. I am satisfied with the level of student engagement and participation in the class. (म कक्षामा हुने विद्यार्थीहरूको सक्रियता र सहभागिताबाट सन्तुष्ट छु।)

6. I think that my teacher's teaching methods address the diverse needs of students. (म सोच्दछु कि मेरा शिक्षकका शिक्षण विधिहरू विद्यार्थीहरूको विविध आवश्यकतालाई सम्बोधन गर्छन्।

7. I see that my teacher continuously improves their teaching through professional development and self-reflection. (म देख्दछु कि मेरा शिक्षकले व्यावसायिक विकास र आत्म-प्रतिबिम्बमार्फत आफ्नो शिक्षण निरन्तर सुधार गर्दै जानुहुन्छ।)

8.My teacher effectively manages classroom behavior and maintains a positive learning environment. (मेरा शिक्षकले कक्षाको व्यवहार प्रभावकारी रूपमा व्यवस्थापन गर्नुहुन्छ र सकारात्मक सिकाइ वातावरण कायम राख्नुहुन्छ।)

9. I feel that my teacher contributes significantly to my academic and personal development.

(म महसुस गर्छु कि मेरा शिक्षकले मेरो शैक्षिक र व्यक्तिगत विकासमा महत्वपूर्ण योगदान गर्नुहुन्छ।)"

10. My teacher effectively uses new technologies and methods to enhance learning. (मेरा शिक्षकले सिकाइ सुधार गर्न नयाँ प्रविधि र विधिहरू प्रभावकारी रूपमा प्रयोग गर्नुहुन्छ।)

11. My teacher regularly reflects on their teaching and makes necessary improvements. (मेरा शिक्षकले नियमित रूपमा आफ्नो शिक्षणमा आत्म-प्रतिबिम्ब गर्नुहुन्छ र आवश्यक सुधार गर्नुहुन्छ।)"

12. I feel that my teacher is supported and appreciated by the college and other staff. (म महसुस गर्छु कि मेरा शिक्षक क्याम्पस र अन्य सहकर्मीहरूबाट समर्थन र प्रशंसा प्राप्त गर्नुहुन्छ।)

13. I believe that my teacher handles classroom challenges in a professional and constructive way. (म विश्वास गर्छु कि मेरा शिक्षकले कक्षामा आउने चुनौतीहरूलाई व्यावसायिक र सकारात्मक तरिकाले समाधान गर्नुहुन्छ।)

14. I am confident that my teacher adapts their teaching based on student feedback and performance. (म विश्वस्त छु कि मेरा शिक्षक विद्यार्थीको प्रतिक्रिया र प्रदर्शनका आधारमा आफ्नो शिक्षण पद्धति परिमार्जन गर्नुहुन्छ।)

15. My teacher maintains enthusiasm and energy in teaching throughout the semester end.

(मेरो शिक्षकले सम्पूर्ण सेमेस्टरभरि पढाउँदा उत्साह र ऊर्जा कायम राख्नुहुन्छ।)"

16. I feel that my teacher's work aligns with their personal and professional values.

(म महसुस गर्छु कि मेरा शिक्षकको कार्य उनीहरूको व्यक्तिगत र व्यावसायिक मूल्यहरूसँग मेल खान्छ।)"

17. My teacher is committed to creating an inclusive classroom where all students feel respected and empowered. (मेरा शिक्षक सबै विद्यार्थीहरूले सम्मानित र सशक्त महसुस गर्ने समावेशी कक्षा वातावरण सिर्जना गर्न प्रतिवद्ध हुनुहुन्छ।)

18. I recommend my siblings, other relatives, and friends to join my campus for graduate and master level study. (म आफ्ना दाजुभाइ, दिदीबहिनी, अन्य आफन्तजनहरू र साथीहरूलाई स्नातक र स्नातकोत्तर अध्ययनका लागि मेरो क्याम्पसमा भर्ना हुन सिफारिस गर्दछु।)

19. What are the strengths of your teacher that you appreciate the most? (तपाईंले आफ्ना शिक्षकको कुन पक्ष सबैभन्दा बढी सराहना गर्नुभएको छ?)

20. In what areas do you think your teacher could improve? (तपाईंका विचारमा शिक्षकले सुधार गर्नुपर्ने क्षेत्रहरू कुन हुन्?)

21. How has your teacher influenced your academic or personal growth? (तपाईंको शिक्षकले तपाईंको शैक्षिक वा व्यक्तिगत विकासमा कसरी प्रभाव पारेका छन्?

22. What suggestions would you give to your teacher to improve classroom teaching and learning? कक्षा शिक्षण र सिकाइ सुधार गर्न तपाईंले शिक्षकलाई के सुझाव दिनुहुन्छ?

"Thank you for completing the questionnaire.

(प्रश्नावली पूरा गर्नुभएकोमा धन्यवाद)"

ANNEX 2

सुदूरपश्चिम विश्वविद्यालय
टीकापुर बहुमुखी क्याम्पस
विश्वविद्यालय अनुदान आयोगबाट गुणस्तर प्रत्यायनकृत
(प्रत्यायनकृत वर्ष: वि.सं. २०७०)
टीकापुर, कैलाली

प. सं. २०८१/०८२

च. नं. ७६४

मिति : २०८२/०२/०१

सहप्रा. श्री खेमराज सुवेदी,
उपप्रा. श्री प्रेम प्रसाद भण्डारी,
टीकापुर बहुमुखी क्याम्पस
टीकापुर, कैलाली ।

विषय : जिम्मेवारी प्रदान गरिएको बारे ।

उपर्युक्त विषयमा यस टीकापुर बहुमुखी क्याम्पसले वार्षिक रूपमा सम्पन्न गर्ने तपसिलका अध्ययन प्रतिवेदनहरू तयार गरी आगामी २०८२ जेठ मसान्तभित्र क्याम्पसमा प्रस्तुत गर्नका लागि मिति २०८२/०१/३१ गते सम्पन्न आन्तरिक गुणस्तर सुनिश्चितता समितिको बैठकको निर्णयानुसार तपाईहरूलाई जिम्मेवारी प्रदान गरिएको व्यहोरा जानकारी गराउँदछु ।

तपसिलः
1. **Student Feedback Report**
2. **Teacher Reflection and Self Evaluation Report**

(सहप्रा. ढविन्द्र रावल)
क्याम्पस प्रमुख

बोधार्थ :
१. श्री लेखा शाखा
टीकापुर बहुमुखी क्याम्पस
टीकापुर, कैलाली ।