



Assessment of university teaching through critical analysis of student feedback

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Abstract

Student feedback has become a critical element in higher education, shaping the evolution of pedagogical strategies and academic practices. As universities increasingly emphasize student-centered approaches, understanding how faculty members perceive and respond to feedback is essential for improving teaching quality and educational outcomes. The objective of this study was to examine of faculty members' perceptions of student feedback at the Milagro State University (UNEMI). A quantitative, descriptive design was employed, utilizing stratified random sampling to collect data from 460 faculty members. A structured digital survey was used to gather responses, and data were analyzed using SPSS. The findings indicated that while student feedback is generally perceived as valuable, it is not always constructive. Direct interactions (83%) and written communication (71%) were the most common channels for feedback. Feedback moderately influenced teaching practices, with 22 percent of faculty acknowledging its contribution to teaching improvement. However, concerns about negative feedback and its potential impact on teaching methods persisted. The study concludes that institutional support is crucial for helping educators effectively interpret and apply feedback. Future research should broaden the scope to include diverse academic contexts and explore long-term feedback impact.

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Introduction

In contemporary educational systems, student feedback has emerged as a fundamental pillar in the design and implementation of pedagogical strategies across universities globally (González-Pérez & Ramírez-Montoya, 2022; Maringe & Sing, 2014). The literature has extensively documented the shift toward formalized evaluations of the educational process, with multiple studies underscoring the integration of structured feedback mechanisms supported by diverse methodological approaches (Hall et al., 2020; Marra, 2021). These formal assessments are critical for monitoring and improving teaching quality, aligning with institutional objectives, and enhancing the overall learning experience (Irons & Elkington, 2021). Furthermore, informal channels of feedback such as email, social media, and direct interactions have increasingly gained prominence, complemented traditional methods and provided real-time insights into student experiences and perceptions.

Historically, feedback in academic settings has primarily focused on the institutional perspective, emphasizing the role of evaluations in administrative decision-making and faculty development (Daniëls et al., 2019; Evans, 2013; McLaughlin & Marsh, 1978). However, a growing body of research highlights the evolution of the student's role, transitioning from passive recipients of education to active participants who increasingly view themselves as consumers of educational services (Budd, 2017; Matthews et al., 2018; Tomlinson, 2017). This shift has led to heightened expectations of quality, both at the institutional and individual faculty levels (Bovill et al., 2016; Díaz-Méndez et al., 2019; Leisyte & Dee, 2012). Consequently, universities have adopted commercial management practices to meet these expectations, occasionally prioritizing the achievement of academic credentials over substantive learning outcomes.

The problem addressed in this study lies in the tension between the increasing emphasis on student feedback and the need to maintain academic rigor. While positive feedback is often linked to administrative decisions concerning faculty hiring and compensation (Bovill et al., 2016; Díaz-Méndez et al., 2019), there is growing concern that catering excessively to student preferences could compromise educational standards. Teachers frequently encounter the challenge of balancing student suggestions with their professional judgment and curricular guidelines (Fejes et al., 2016; Wong & Chiu, 2019). This tension highlights a critical gap in current educational practices, where the quest for favorable

evaluations may overshadow the intrinsic goal of higher education: to provide quality learning experiences that foster critical thinking and intellectual growth.

Despite the abundance of research focusing on student perceptions, there remains a significant gap in understanding how these evaluations impact teachers' pedagogical decisions (DeCoito & Estaiteyeh, 2022; Parsons et al., 2018). Existing studies tend to prioritize student satisfaction as a primary outcome, often neglecting the perspectives of educators who are directly affected by feedback and are responsible for implementing changes (Brew, 2010; Larsen, 2024; Sinnema et al., 2017). This gap is particularly problematic given the increasing reliance on student evaluations in faculty assessments and the potential for such feedback to influence teaching strategies, curriculum design, and professional development.

The relevance of this study lies in the central role of the Milagro State University (UNEMI) within Ecuador's higher education system. As one of the country's leading public universities, UNEMI has a structured approach to student feedback, making it a representative case for analysing how these evaluations impact pedagogical practices. Additionally, its inclusive nature in serving students from diverse socioeconomic backgrounds reinforces its commitment to continuous academic quality improvement. Examining the perceptions of UNEMI's faculty allows for an exploration of a context where the democratization of knowledge and educational excellence converge. Although international research on student evaluations is extensive, there is limited evidence regarding their impact on Ecuadorian public universities. This study seeks to fill that gap and provide valuable insights into feedback systems in higher education.

The primary research question that underpins this study is: How does student feedback influence the professional development of university faculty, particularly in maintaining academic standards? This inquiry delves into the complex relationship between meeting students' immediate preferences and upholding the rigor required for high-quality education. It explores whether the feedback provided by students can serve as a constructive tool for enhancing teaching effectiveness without diluting academic content. Furthermore, the study also seeks to answer a secondary question: What are the most effective methods for receiving and integrating student feedback into teaching practices?

To address these questions, the study has as its primary objective the examination of faculty members' perceptions of student feedback at the Milagro State University. The research seeks to understand how these perceptions shape and inform pedagogical decision-making processes within higher education institutions.

Methodology

The methodology of this study follows a quantitative approach, aiming to systematically analyze measurable data concerning the relationship between student feedback and its impact on pedagogical practices. The research adopts a descriptive design, appropriate for capturing the current perceptions of faculty members and exploring the relationships between key variables, such as student feedback characteristics and the resulting teaching decisions.

This is a non-experimental study, with no variable manipulation, focusing on the observation and measurement of naturally occurring phenomena. The level of investigation is descriptive-explanatory, aiming to both describe existing perceptions and explore the potential influence of feedback on pedagogical practices in higher education institutions.

The population of this study consisted of all full-time and part-time faculty members at the Milagro State University. The faculty members included represented various academic departments, covering a wide range of teaching roles, experience levels, and subject disciplines. This diverse population was selected to ensure that the study's findings would be applicable across different educational contexts within the university. Given the broad scope of the population, it was essential to employ a method that would capture a representative sample.

To achieve this, the study employed stratified random sampling. This technique involves dividing the entire population into distinct subgroups or strata based on a characteristic in this case, academic departments. Each stratum (department) was proportionally represented in the final sample to ensure that the diversity of the faculty was accurately reflected. Once the strata were established, random selection was conducted within each stratum to select individual participants. This method ensures that the sample is both random and representative, reducing the risk of bias and improving the generalizability of the findings.

The sample size was set at 460 faculty members, a number determined based on the total population size and the need for statistical accuracy. This number was chosen to provide enough statistical power to detect relationships between variables while maintaining a manageable data set for analysis. The stratified random sampling method ensures that this sample is representative of the broader faculty population, accounting for differences in departments, academic rank, and teaching experience. [Table 1](#) is presented outlining the inclusion and exclusion criteria applied to the study subjects.

For data collection for [Table 1](#), a structured digital survey was distributed via Google Forms, ensuring anonymous participation. The survey link, sent via email, included a detailed introduction explaining the study's objectives and structure. Importantly, before accessing the questionnaire, participants were presented with an informed consent form at the beginning of the survey. This allowed respondents to review the ethical considerations and give their explicit approval before proceeding with the questionnaire.

The reliability of the instrument was statistically confirmed through Cronbach's alpha, which produced a coefficient of .87, indicating a high level of internal consistency across the survey items. This statistical validation assured the robustness and reliability of the data collection tool.

The interpretation scale of the questionnaire was based on a seven-point Likert scale, designed to measure the degree of agreement or disagreement of participants with the statements presented, providing a detailed quantitative assessment of their perceptions. This scale ranged from "Strongly Disagree" (1), which reflected a strong disagreement with the statement, to "Strongly Agree" (7), which indicated a high degree of agreement. The intermediate points included "Disagree" (2) and "Slightly Disagree" (3), which represented moderate levels of disagreement, as well as "Neither Agree nor Disagree" (4), corresponding to a neutral stance. On the positive side of the scale, there were "Slightly Agree" (5) and "Agree" (6), which indicated varying degrees of agreement with the statement.

Table 1 Inclusion and exclusion criteria for participation

Criteria	Description
Inclusion Criteria	Faculty members with at least one year of teaching experience at the university. Faculty who received formal student evaluations. Faculty actively employed during the study period.
Exclusion Criteria	Faculty members in administrative roles. Faculty without formal student evaluations. Faculty on temporary contracts.

For data analysis, the responses were processed using Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including means, frequencies, and standard deviations, were calculated to summarize the data. Additionally, correlational analyses were conducted to explore potential relationships between the variables of interest, providing a comprehensive understanding of how student feedback affects pedagogical decisions. Results were systematically tabulated and visualized using SPSS version 26 to facilitate clear interpretation and presentation.

Theoretical and Conceptual Framework

The assessment of university teaching through critical analysis of student feedback is a multidimensional process that integrates theoretical concepts and practical methodologies to improve teaching practices. This process is essential in higher education as it helps align pedagogical strategies with institutional quality standards. The foundation of this framework is based on three key elements: teacher evaluation, student feedback, and critical analysis. Each of these concepts provides a critical perspective for understanding how teaching performance is measured and how student input can be utilized to refine and enhance educational practices.

Teacher Evaluation

Teacher evaluation is the process by which the effectiveness and quality of a teacher's performance are measured, considering factors such as mastery of content, teaching methodology, and interaction with students (Gómez López & Valdés, 2019; Kulik & McKeachie, 1975; Tjabolo & Otaya, 2019). This evaluation is crucial for ensuring that pedagogical practices are effective and aligned with the institution's quality objectives. According to the theory of Total Quality Management (TQM), continuous improvement in educational processes is achieved through systematic assessment, helping institutions monitor and enhance teaching outcomes (Jasti et al., 2022; Kaiseroglou et al., 2024).

Teacher evaluations can be conducted through formal tools, such as structured surveys, or through informal methods like direct interactions with students (Donaldson & Firestone, 2021). Both approaches offer a comprehensive view of teaching performance, providing quantitative and qualitative data that inform decision-making. As noted by Yang (2024), this evaluation process contributes not only to improving faculty performance but also to optimizing student learning experiences.

Student Feedback

Student feedback refers to the comments and opinions that students provide regarding the teaching they receive. These inputs are essential for adjusting and improving pedagogical strategies (Carless & Boud, 2018; Wanner & Palmer, 2018). Over time, student feedback has evolved from being a passive component of the educational process to becoming a critical tool for refining teaching methods. Nel (2017) highlights that students now play a more active role, acting as critical consumers who provide valuable insights to enhance educational processes. This shift aligns with the constructivist theory of learning (Vaishali & Misra, 2020), which emphasizes the role of social interaction in the construction of knowledge.

Feedback can be obtained through formal channels, such as surveys, or through informal interactions, like verbal comments or emails. These contributions allow teachers to reflect on their practices and make necessary adjustments to improve the learning environment. As Dada et al. (2023) suggests, student feedback is key to promoting more personalized and student-centered teaching approaches.

Critical Analysis of Feedback

The critical analysis of student feedback involves a deep and reflective review of the comments received, allowing teachers to identify patterns, trends, and areas for improvement (Hallinger et al., 2014; Lee, 2017). This approach not only provides insights into student perceptions but also fosters a continuous process of improvement in teaching practices. According to Bennett (2011), critical analysis encourages reflective dialogue between students and teachers, enabling the identification of improvement areas without compromising academic standards.

Freire's critical analysis framework allows teachers to receive and contextualize feedback, adapting their practices to balance student expectations with academic goals (Ochuot & Modiba, 2018; Weninger, 2018). This reflective process is crucial for distinguishing between constructive criticism and feedback influenced by external factors, such as subjective or unrealistic student expectations (Panadero et al., 2016; Yan & Brown, 2017). By incorporating critical analysis into teacher evaluation, institutions promote an ongoing process of pedagogical adaptation and enhancement, ensuring that teaching practices evolve in response to meaningful feedback.

Results and Discussion

In this section, the findings regarding faculty perceptions of student feedback are presented and interpreted. Figure 1 illustrates the distribution of responses related to various aspects of student feedback, including its frequency, impact on teaching practices, and the attitudes of educators toward the feedback received. The results are organized based on a seven-point Likert scale, which measures the degree of agreement or disagreement with several statements about the nature and influence of student feedback.

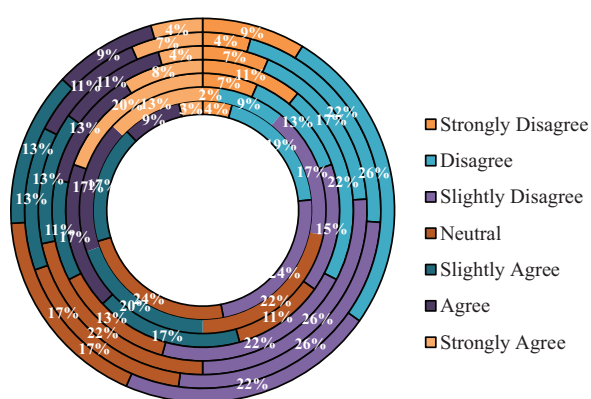


Figure 1 Student feedback

As shown in Figure 1, the data indicate that most teachers do not perceive feedback as insufficient. Specifically, 19 percent of participants slightly disagreed, 22 percent were neutral, and 19 percent disagreed with the statement that feedback is lacking. This supports Carless et al. (2023), who emphasized that the challenge with feedback often lies in its quality and specificity, rather than in its volume. While there is no strong consensus on the adequacy of feedback, the focus on enhancing its meaningfulness remains a priority.

The feedback emphasizing negative aspects shows a moderate tendency, with 22 percent agreeing and 26 percent slightly agreeing, while 17 percent remained neutral. This aligns with the findings of Harvey and Green (2022), who noted that negative feedback can disproportionately impact teachers' perceptions and their teaching strategies. The belief that feedback reflects the views of the entire student body was supported by 17 percent agreeing and 19 percent strongly agreeing, though Carey (2013) cautions that feedback can sometimes be skewed by more vocal students, raising questions about its representativeness.

Regarding the tone of feedback, 22 percent disagreed, 20 percent slightly disagreed, and 24 percent remained neutral on whether it was respectful and friendly, showing variability in experiences. Van der Kleij (2019) emphasized the importance of respectful feedback in fostering constructive communication between students and teachers. Additionally, feedback was seen as moderately influencing teaching, though not as the dominant factor, with 22 percent slightly disagreeing and 26 percent remaining neutral. Huang and He (2023) noted that feedback is just one of many factors educators consider when adjusting their teaching methods. Finally, although feedback contributes to teaching improvement, the degree of its impact remains limited, with Ryan et al. (2024) emphasizing the need for clear and actionable feedback to enhance its effectiveness.

The results of this study present a comprehensive analysis of the various sources of feedback received by university faculty. Table 2 provides an overview of the different channels through which feedback was delivered, highlighting the frequency of each source and the percentage of faculty members who received feedback through these mediums. The results offer insight into the preferences and behaviors of both students and educators when it comes to providing and receiving feedback, revealing trends in communication and interaction patterns.

The results reveal that the most frequently utilized channels for feedback are direct interactions and written communication, with 83.0 percent of teachers receiving feedback through face-to-face interactions and 71.1 percent via emails or course site messages. This preference for informal, immediate communication underscores the value placed on direct engagement between teachers and students, as real-time feedback facilitates prompt pedagogical adjustments (Lee et al., 2023). The high percentage of teachers relying on direct interactions highlights the importance of personal rapport and constructive feedback in educational settings.

In contrast, course evaluations, despite being more formalized and structured, are less frequently used, with only 29.8 percent of teachers receiving feedback through this method. This aligns with the findings of Fawns and Sinclair (2021), who suggest that course evaluations often lack actionable insights and may not fully capture the complexities of teaching effectiveness. The relatively low use of course evaluations may indicate a preference among faculty for more immediate and personalized feedback mechanisms, which are perceived as more effective for fostering improvements.

Table 2 Sources of feedback and faculty reception

Source of Feedback	Feedback (%)	Percentage of Teachers Who Received (%)	Total Number of Responses	Interpretation
Course evaluations	19.0	29.8	87	Feedback through course evaluations was received by 29.8 % of teachers, indicating moderate participation in this formal channel.
Written communication (emails or course site messages)	32.1	71.1	147	Written communication is the most common source of feedback, utilized by 71.1 percent of teachers, reflecting a preference for less formal channels.
Telephone conversations	4.8	47.0	22	Telephone conversations provided feedback to a smaller number of teachers, accounting for only 4.8 percent of the total responses.
Direct interactions (feedback at events or office visits)	38.1	83.0	175	Direct interactions are the most utilized source of feedback, with 83.0 percent of teachers reporting feedback received through personal interactions or events.
Other sources (please specify)	6.0	18.2	29	Other unspecified sources represented a smaller proportion of feedback received, with 18.2 percent of teachers reporting these channels.
Cumulative total	100.0	-	460	The total responses are distributed across various feedback sources, with direct interactions and written communication being the most prominent.

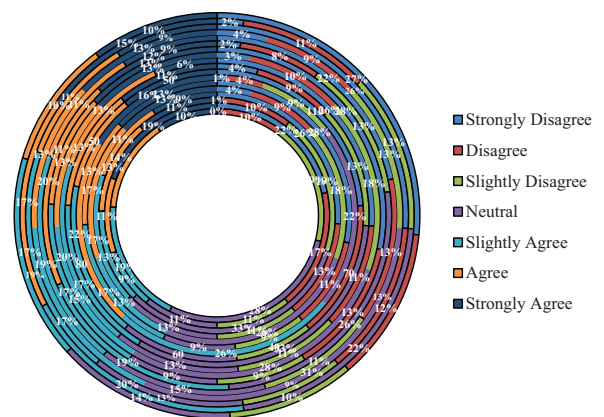
Telephone conversations, accounting for only 4.8 percent of feedback, demonstrate a low preference for this medium. As noted by Dawson et al. (2023), the effectiveness of feedback is closely linked to the medium used, with more direct forms being more impactful. Additionally, other channels, such as social media or peer evaluations, reported by 18.2 percent of teachers, remain marginal. These findings align with the broader diversification of communication tools in academic contexts, though their role in formal feedback processes remains limited, as described by Smith (2021).

This section presents the analysis of how student feedback contributes to changes in various aspects of teaching practices, focusing on adjustments in content delivery, teaching methods, and difficulty levels, as seen in Figure 2. The data highlight how faculty perceive and integrate student evaluations into their pedagogical strategies, with varying levels of agreement or disagreement across multiple areas.

As illustrated in Figure 2, the analysis of whether content should be decreased revealed that 26 percent of participants responded neutrally, while 20 percent slightly agreed, and 22 percent agreed with reducing content. This suggests that a significant portion of teachers supports limiting the amount of material covered in classes to allow for a more in-depth exploration of key topics. Schindler et al. (2017) observed that reducing content breadth in favor of depth enhances student comprehension and retention, as it provides more time for critical analysis and engagement with core concepts.

This trend reflects a broader shift in higher education toward prioritizing quality over quantity in teaching practices.

Conversely, the notion of increasing content was met with considerable opposition, with 26 percent of respondents strongly disagreeing and 22 percent disagreeing. Only 15 percent expressed support for increasing content in their teaching. This resistance aligns with the findings of Lee and Martin (2020), who warned that content overload can overwhelm students and impede their ability to focus on essential learning objectives. The reluctance to expand content suggests that educators are increasingly aware that excessive material may lead to superficial learning rather than deep understanding, highlighting a preference for more focused instruction.

**Figure 2** Contribution of student feedback to teaching practices

Regarding traditional lecturing, responses were divided, with 20 percent disagreeing with reducing lectures and 17 percent slightly agreeing with increasing them. This division reflects ongoing debates about the role of traditional lectures in modern pedagogy. While lectures are effective for delivering large volumes of information, they are often critiqued for their lack of interactivity. Sivarajah et al. (2019) highlighted the shift toward more participatory teaching styles that challenge the dominance of lectures. Despite this, the data indicate that some educators still advocate for traditional lectures, particularly in fields where structured content delivery is crucial.

The responses to tutorial sessions and lab exercises also showed varying perspectives. While 22 percent slightly agreed on increasing tutorials, 26 percent favored reducing them, indicating a split in how educators view the role of personalized instruction. Hill and West (2020) emphasized that tutorials provide opportunities for individualized feedback, but their frequency must be carefully managed. Similarly, 17 percent of respondents supported increasing lab exercises, and 15 percent agreed with reducing them. Viegas et al. (2018) stressed the importance of labs in reinforcing theoretical knowledge through hands-on experience, though a balance with theoretical instruction is necessary for comprehensive understanding.

As presented in Figure 3, this section introduces the results of teachers' perceptions regarding the contributions of student feedback to changes in their teaching practices. The results demonstrate how feedback influences various pedagogical decisions, from content modification to adjustments in lecturing and group work.

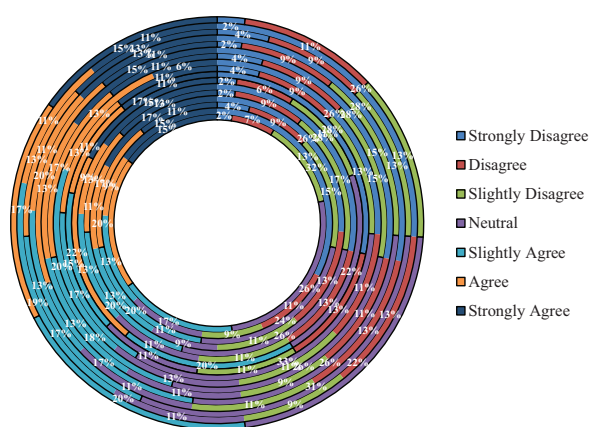


Figure 3 Feedback contributions to changes in teaching practices

As illustrated in Figure 3, the data illustrate the varying adjustments educators make in response to student feedback across areas such as content, teaching methods, tutorial sessions, lab exercises, industry lectures, and case studies. A notable 26 percent of participants agreed they had reduced content based on feedback, reflecting a broader trend toward a more streamlined curriculum. This aligns with Billett and Martin (2018), who argued that reducing content allows students to engage more deeply with key concepts. In contrast, the idea of increasing content was met with resistance, with 22 percent disagreeing, indicating concerns about cognitive overload, as emphasized by Uus et al. (2020).

Regarding teaching styles, the shift away from traditional lecturing methods is evident. While 20 percent of participants agreed with reducing traditional lecturing, 22 percent remained neutral, reflecting a moderate preference for less traditional approaches. Cendon (2018) highlighted the increasing trend toward interactive teaching, which encourages greater student engagement. Additionally, over 25 percent slightly disagreed with increasing traditional lecturing, reinforcing the move toward dynamic instructional methods that offer more interactivity and participation.

The responses concerning tutorial sessions and lab exercises reveal ongoing debates. While 20 percent supported increasing tutorial sessions, 13 percent disagreed, showing mixed opinions on the role of personalized instruction versus group learning. Pennington et al. (2021) pointed out the value of individualized feedback in tutorials, though the resource-intensive nature of such sessions may explain the division. Similarly, opinions on lab exercises were split, with 20 percent agreeing on increasing them and 15 percent supporting a reduction. Björck (2020) emphasized the importance of lab work and industry lectures in bridging theory and practice, further validating the role of practical learning in academic settings.

This section presents the findings regarding teacher attitudes and reactions to receiving student feedback. Figure 4 provides a visual representation of how educators respond emotionally and behaviorally to feedback, including their level of agreement or disagreement with various statements related to feedback's role in shaping teaching practices and decisions.

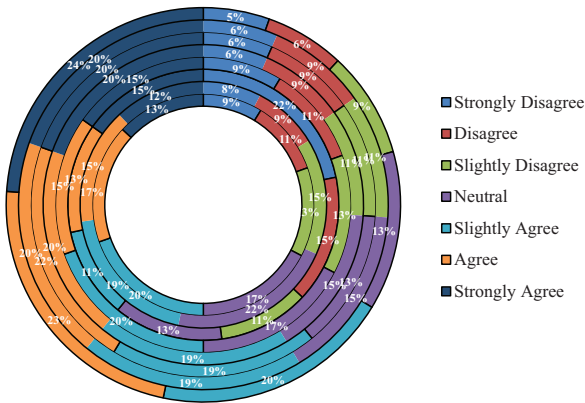


Figure 4 Teacher attitudes and reactions to student feedback

As illustrated in Figure 4, the data highlight diverse teacher reactions to student feedback, ranging from positive anticipation to anxiety. Specifically, 40 percent of teachers either disagreed or strongly disagreed with feeling happiness or curiosity before receiving feedback, while 60 percent agreed or strongly agreed, indicating a generally positive disposition toward feedback. This aligns with Hammer et al. (2018), who found that teachers with positive attitudes toward feedback are more likely to improve their teaching quality. However, 35 percent of teachers reported experiencing nervousness or anxiety before receiving feedback, which supports Hill et al. (2021), who noted that feedback can evoke emotional responses, particularly due to perceived criticism.

Regarding the significance of positive feedback, responses were mixed. While 100 participants strongly disagreed with its importance, 70 agreed or strongly agreed that receiving positive feedback was essential. This reflects a balance between teachers who are intrinsically motivated and those who may rely on external validation from students. Vermote et al. (2020) pointed out that dependence on positive feedback can be both motivating and detrimental, as it may lead teachers to avoid making necessary teaching changes in response to negative feedback, which could ultimately hinder their professional growth.

Interestingly, 30 percent of teachers admitted to avoiding beneficial changes in their teaching due to fear of negative feedback, consistent with Flodén (2017), who emphasized the potential compromises in teaching integrity when educators modify their strategies to secure favorable student evaluations. Conversely, 60 percent of teachers indicated they never avoided making necessary changes based on feedback concerns, demonstrating a division in how feedback impacts pedagogical decisions. Furthermore, 25 percent strongly disagreed with including non-essential elements to receive positive feedback, with 90 percent reporting they never

made such adjustments, echoing Winstone and Carless’s (2021) caution against compromising educational quality to appease student preferences. These findings illustrate the complex and varied ways feedback influences teaching practices and decision-making.

The results obtained reflect teachers’ perceptions of different evaluation methods based on student feedback. Figure 5 presents a detailed visual representation of the levels of agreement or disagreement regarding modifications in evaluation methods, such as reducing or increasing traditional written exams, group work, individual reports, and oral presentations.

As illustrated in Figure 5, the data indicate a strong preference for maintaining traditional written exams, with 70 percent of respondents disagreeing with the notion that such exams have been reduced. This finding is consistent with Alam et al. (2021), who argue that institutions often retain traditional assessment methods due to their structured nature and ease of performance measurement. Despite ongoing discussions about diversifying evaluation methods, written exams remain a central component in many educational settings.

In contrast, there is a clear interest in increasing collaborative learning methods such as group work and case studies, with 70 percent of participants slightly inclined toward expanding these practices. This trend aligns with constructivist theories (Moreira-Choez et al., 2023; Rodriguez-Salvador & Castillo-Valdez, 2023), which emphasize the value of teamwork and collaboration in modern education. Furthermore, 50 percent of teachers support the increase of oral exams and presentations, reflecting a shift toward interactive assessment methods that focus on communication skills (Bin Mubayrik, 2020; Zeng et al., 2018). Additionally, 60 percent of respondents indicated a rise in alternative evaluation strategies, highlighting a move toward more diverse and student-centered assessment approaches (Farrow et al., 2024; Kong & Wang, 2024; Wang, 2023).

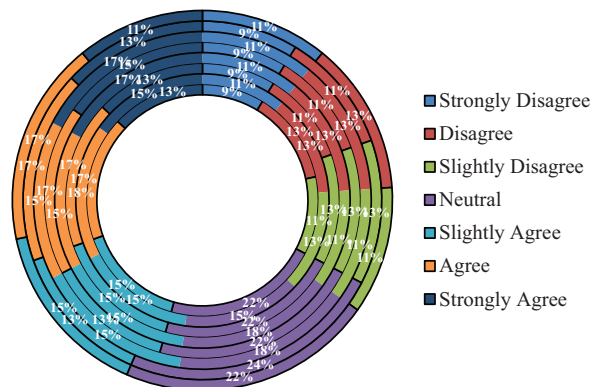


Figure 5 Teacher perceptions on evaluation methods

Conclusion

Evaluating student feedback and its influence on teaching practices has become a relevant topic in academia. Understanding how teachers perceive and apply this feedback is crucial for improving both teaching methods and educational outcomes. The main purpose of this study was to examine faculty members' perceptions of student feedback at the Milagro State University regarding the feedback received from students and its impact on pedagogical decision-making.

The findings of the study confirm that the research questions were addressed. The first question, regarding how student feedback influences professional development, was answered through data showing that although feedback is generally considered valuable by most teachers, its application in practice is inconsistent. Teachers tend to incorporate feedback into their methodology when it is constructive and presented in a respectful manner, underscoring the importance of both the content and tone of the feedback. However, many participants indicated a reluctance to make substantial changes to their teaching practices due to fear of receiving negative feedback, which ultimately limits the potential for student evaluations to drive significant pedagogical transformation.

The second research question, concerning the most effective methods for receiving feedback, revealed that direct interactions and written communication are the most frequently used channels, with 83 percent of teachers reporting feedback through face-to-face encounters and 71 percent through emails or course site messages. This highlights a preference for more immediate, informal modes of communication, although concerns were raised about the focus on negative aspects in the feedback, which contributes to teacher anxiety and resistance to change.

Despite the insights gained, the study has limitations, notably the focus on a single institution, which may restrict the generalizability of the findings to other academic settings. Additionally, the reliance on self-reported data could introduce biases, as faculty may have portrayed their experiences in a more favorable light. Future studies should aim to include a wider range of institutions and employ qualitative methods, such as interviews, to provide deeper insights into how feedback is interpreted and utilized by educators.

Moreover, future research could explore the role of institutional support in aiding teachers to effectively process and apply student feedback. Longitudinal

studies would also be valuable to examine the long-term effects of feedback on teaching efficacy, contributing to a more comprehensive understanding of the relationship between student evaluations and educational improvement.

Conflict of Interest

The authors declare that there is no conflict of interest.

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