

Exploring Feedback Mechanisms in Higher Educational Governance: Learning from a Case Study¹

Min Bahadur Shahi & Nathu Ram Chaudhary

Abstract

Feedback mechanisms are critical elements of an institution's educational governance. This paper aims to explore the role of feedback mechanisms in the context of educational governance within the higher education system on campus. Utilizing a descriptive research design that incorporates a case study approach, the researchers identified four faculty members, and three non-teaching staff members as key informants, through purposive sampling. Additionally, 50 students from various programs across the three faculties and 42 corresponding guardians were selected as respondents using a random sampling method. Questionnaires, interview schedules, and non-participant observation forms were the basic tools for data collection. The researchers employed program theory as a theoretical framework. The research underscores the essential function of constructive feedback in improving educational results and emphasizes the necessity of incorporating stakeholder viewpoints into governance frameworks. A lack of a strong and effective feedback system is apparent in the educational governance at campus, particularly in relation to curriculum design, teaching methods, assessment systems, and services. This paper posits that feedback mechanisms are fundamental to ensuring quality education within the institution. It is imperative for campus administration to actively oversee and deliver feedback to the relevant educators, rather than solely to the teaching staff and students.

¹ Cite this article as: Shahi, M. B. & Chaudhary N. R. (2024). *Contemporary Research: An Interdisciplinary Academic Journal*, vol. 7 (2); DOI: <https://doi.org/10.3126/craiaj.v7i2.72166>
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Article history: Received on September 17, 2024; Accepted on Nov. 8, 2024; Published on Nov. 28, 2024
Peer reviewed under the authority of CRAIAJ, academic journal of Ghodaghodi Multiple Campus, Kailali, Nepal, with ISSN 2717-4611 (Print) and ISSN 2717-462X (Online).

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Keywords: Educational governance, evaluation system, feedback mechanism, pedagogical practices

Introduction

Educational governance refers to the structures, processes, policies, and decision-making mechanisms that guide and regulate the operation of educational institutions and systems (Daun, H., & Mundy, K., 2011). It encompasses a wide range of activities and responsibilities related to the planning, implementing, and evaluating of education at various levels, from local schools to national education systems. In the context of Nepalese higher education, the University Grants Commission (UGC) has made provisions and guidelines for quality assurance and accreditation of universities and campuses (UGC, 2022). Governance and leadership are some of the most pivotal criteria for higher educational institutions. Under the criteria, internal monitoring mechanisms and institutional systems for feedback, feed-forward, and grievance redress are the indicators of academic governance.

Chhotray and Stoker (2009) broadly noted that governance is about the rules of collective decision-making in settings where there is a plurality of actors or organizations and where no formal control system can dictate the terms of the relationship between these actors and organizations. In addition, Zaman (2015) indicates that governance indicators play a significant role in enhancing educational outcomes. In the same vein, Chaudhary (2017) highlighted the importance of institutional monitoring and feedback mechanisms in motivating faculty members to uphold their professional responsibilities in higher education. However, Subedi et al. (2018) asserted that effective governance and its metrics within campus administration are crucial for promoting positive educational outcomes in higher education. In this context, how does the higher educational institution operate the educational governance system for quality education?

The primary objective of this paper is to examine the educational governance pertaining to the feedback mechanism within the higher education system on campus. Feedback, as defined by Ende (1983), involves regulating a system by reintroducing the outcomes of its operations back into the system. In this context, does the feedback mechanism shape the campus governance, particularly in curriculum development, pedagogy, evaluation processes, and overall campus services? Feedback is commonly perceived as an intervention aimed at enhancing the performance of learners. To establish sustainable feedback practices, both learners and educators must exhibit dedication and

proficiency. Additionally, educators should gradually reduce the amount of didactic performance information provided to students as they demonstrate competence and self-assurance in self-monitoring (Molloy, 2014).

The monitoring process is another means of feedback mechanism in the organization. Monitoring is the continuing function that uses systematic data collection on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of progress and achievement of objectives and progress in using allocated funds (Kariuki, 2017). Moreover, the monitoring mechanism is one of the effective tools for the accountability of duty-holders (Shahi, 2023). On this subject, campuses as higher educational institutions, how does the monitoring mechanism function as a part of educational governance? In this regard, this study focuses on assessing the educational governance system, especially the feedback and monitoring system a case of constituent campus of Far-Western University Nepal.

UGC-Nepal has its key responsibilities to regulate and monitor the overall academic quality of universities and campuses. For quality assurance and accreditation certification, the governance system is one of the key aspects that should be up-to-date in higher education. The focus of the study is to assess the feedback system of higher education at the campus level as the key part of education governance. The feedback mechanisms are responsible for addressing various aspects of teaching and learning activities, such as the curriculum, teaching pedagogy, evaluation, and student facilities.

Statement of Problem

Tikapur Multiple Campus (TMC) represents one of the second-cycle programs offered by quality-accredited higher education institutions in the Far Western University. Additionally, it has developed a second five-year strategic plan that outlines its vision, mission, and key strategic areas. As an institution accredited by the UGC, TMC is keen to explore the nature of its educational governance for this study. The campus administration asserts that the institution delivers effective management and high-quality education to its students. However, there is a notable absence of objective, informative data derived from a systematic approach. This study aims to uncover genuine insights based on both statements and objective evidence.

On the other hand, the annual report of TMC (2023) shows that some indicators like student enrollment pass rate, number of pass-out graduates and employment ability are deteriorating. The feedback mechanisms of TMC would play a crucial role in

addressing multiple facets of teaching and learning activities, including the curriculum, instructional methods, assessment practices, and student amenities. Given its assertion as a provider of quality higher education, it is essential to examine the governance dimensions of the organization. To what degree does the campus administration assume accountability for responding to the concerns, requests, and recommendations of students, faculty, staff, and guardians? How effectively does the feedback mechanism function at TMC? Additionally, what are the views of key stakeholders regarding the feedback system at TMC?

Policy context

Far Western University has its acts, rules, regulations, and guidelines to run the university system. Far Western University Act defines the major roles and responsibilities of the overall university system, dean's office, department, campus, and committee. Far West University Organization and Academic Administration Regulations, 2069 have clearly defined the constituent campus's responsibility. The campus has to maintain a high level of quality in services such as teaching, research, and consulting services within the educational program and qualitatively enhance and manage them. Similarly, the campus is responsible for the expansion, promotion, and development of public participation, cooperation, and social relations necessary for institutional development. Furthermore, the campus makes the educational program effective and for the welfare of the staff, teachers, and students (Far Western University, 2068 BS).

The campus chief is the executive who runs the campus and takes full responsibility for academic, financial, and administrative functions. According to regulation (2068 BS) campus chief has monitored all administrative and educational activities. Likewise, the subject teaching committee head manages the grievances of teachers and students and teaching, learning, and coordination with student and faculty members. Individual faculty members must also be accountable for the teaching and research. Likewise, the UGC quality assurance and accreditation guideline (2022) has provision of six primary criteria and 80 indicators for the institution's quality accreditation. Under the governance and leadership criterion, the institution should have regular practice on monitoring and giving feedback to key stakeholders (students, teacher garden). This study's prime concern is how much such policy provision occurs in practice.

Theoretical underpinning

The issue of higher education governance can be observed through different theoretical lenses. Therefore, many relevant theories and approaches can underpin analysis and discourse. Program theory logically describes why the organization's activities lead to the expected results or benefits. Practical programming is the backbone of the success of any organization's project and program. The assessment of the monitoring and feedback system of the campus has been observed through the lens of program theory. A program theory is an explicit theory or model of how an intervention, such as a project, a program, a strategy, an initiative, or a policy, contributes to a chain of intermediate results and, finally, to the intended or observed outcomes. A program theory ideally has two components: a theory of change and a theory of action. As Jacobs et al. (2010) focus on *program theory*, the term *program* refers not only to something formally labeled as a program. It can refer to any intervention: a project, a strategy, a policy, a funding initiative, or an event. It includes interventions undertaken by a single organization, such as a direct service delivery project, and those undertaken by multiple organizations, such as a whole-of-government policy. It refers to preplanned, tightly specified, and broadly defined emergent interventions. The theory needs to explain how the program's activities contribute to the results (Jacobs, Barnett, & Ponsford, 2010).

Public sector reform in the 1980s and the 1990s has changed the various government roles. In traditional public governance, the government takes on several roles to allocate many goods and services to its population. Modern public governance separates these roles from each other based on a much more refined analysis of how government can fulfill various roles in the economy (Lane, 2000). New Public Management (NPM) theory is a new concept of reforms in public administration to improve public service delivery (Bevir, 2007) and result-based accountability (Firmassyas, 2001). It emphasizes efficiency, centrality of the citizen or customer, and accountability for public sector results (Kharel, 2020). Thus, it is closely incorporated with the new governance and public policy reform.

Methods and procedures

Research on feedback mechanisms in higher education regarding campus follows the descriptive research design. To gain a comprehensive understanding of the feedback mechanisms, the researchers collected data using questionnaires with students and their guardians, interview with teaching and non-teaching staff, and observation forms as

research tools. Utilizing the purposive sampling technique, the researchers chose four faculty members (from the Education, Humanities, and Management departments) of the constituent campuses of Far Western University as the primary informants. Likewise, three non-teaching staff members were selected for in-depth information through interviews. Additionally, 50 students from the three programs and 42 corresponding guardians were chosen as the sample respondents for the primary data collection. Secondary data sources like books, journals, and newspapers were also reviewed for the analysis and interpretation of the study.

In this study, descriptive analysis was employed as the primary technique for data interpretation. This method was utilized to process raw data by summarizing, organizing, categorizing, and presenting it in a more comprehensible format. Descriptive statistics were specifically applied to characterize the demographic profile of the respondents. Data analysis represents a critical component of the research methodology, serving to extract meaningful insights from the collected data. The data were manually tabulated and structured in a suitable format for further analysis. Furthermore, the SPSS software was employed to create charts and diagrams that visually illustrate the results.

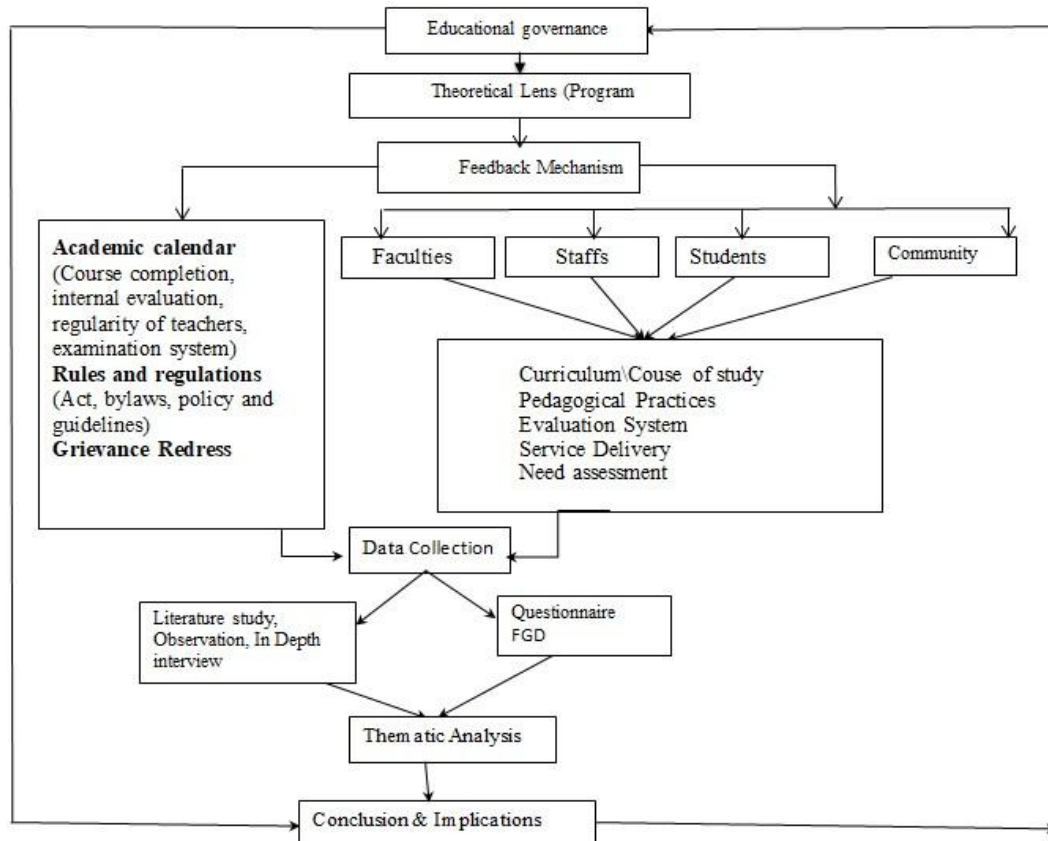
Variables and measures

In this study, the demographic information of the participants is represented by variables such as age, gender, educational level, and discipline. As for the research question, the variables pertain to the educational governance and include University policy and practices (involving the roles and responsibilities of campus chief, teaching committee, sub-committee, faculty and staff, and students), Curriculum (encompassing pedagogical practices and perception towards teachers and staff), Pedagogy (covering course, content, and class), Evaluation System (focusing on internal evaluation), Service Delivery (measuring satisfaction of service holders), and Grievance Redress (examining cases of grievances and the number of responses).

Conceptual framework

Figure 1

Conceptual Framework



Note. This conceptual framework is adopted from the program theory and new public management theory. (Firmassyah, M., 2001) and (Jacobs, Barnett, & Ponsford, 2010).

Results and findings

Feedback mechanism regarding curriculum

Educational governance and curriculum development are multifaceted processes that demand cooperation among diverse stakeholders. Efficient governance guarantees that educational policies and curricula are devised and put into practice to offer high-

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quality education to every student. The aim is to establish a system that promotes student achievement and readies learners for future challenges

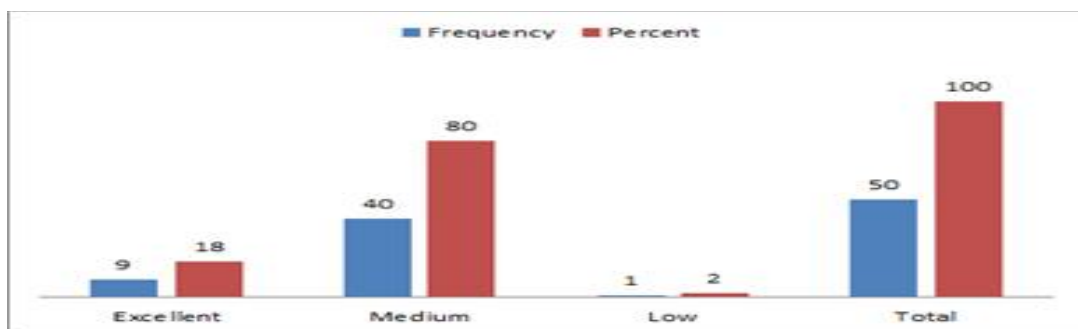
The educational standards are upheld through the implementation of the curriculum. A clearly outlined curriculum establishes a structure that ensures students obtain the essential knowledge, abilities, and proficiencies. It acts as a guide for instructors to offer uniform and top-notch education, which is essential for the institution's standing and validation. An intricately crafted educational program is in harmony with the requirements of the labor market and societal expectations, consequently improving the employability of students. Through the integration of pertinent competencies and information, the curriculum equips students to tackle professional obstacles and thrive in their chosen fields. This synchronization is crucial for the institution's efficacy in cultivating graduates who are well-prepared for the job market

Feedback on the Semester System

The semester system is a common academic calendar structure used in educational institutions around the world, particularly in colleges and universities. The higher education at Far Western University (FWU) Nepal is conducted using the semester system across its various faculties. This student-centered approach to teaching and learning has been implemented to enhance the educational experience. However, it remains to be explored how students from the social science wing perceive this particular method. Conceptually semester system provides a structured yet flexible framework for academic scheduling, balancing comprehensive learning experiences with manageable workloads over an extended period.

Figure 2

Students' Perceptions toward Semester System



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The data from the table 2 represents students' perceptions towards the semester system categorized into three levels: Excellent, Medium, and Low. The overwhelming majority, 80 percent perceive the semester system as "Medium." This suggests that most respondents find the system to be average or satisfactory. It indicates a level of acceptance but not high enthusiasm. About 18 percent of respondents view the semester system as "Excellent." This indicates a significant minority of people who are very satisfied and believe the system is highly effective. Only minimal negative perceptions only 2 percent of respondents rated the semester system as "Low." This suggests that very few students are dissatisfied or find the system inadequate. In this regard, it is crucial for educators to articulate their perspective that the semester system is not functioning according to its principles. It necessitates that students actively engage in teaching and learning activities, yet this is not evident in practice.

The faculties of the campus noted that the implementation of the semester system is not satisfactory according to the principles of the semester system. One of the professors claimed that "Semester is total engagement on behalf of teacher and student; we are in a traditional mindset, so we are not getting the expectation of the semester system." All respondents have accepted the principle of the semester system; however, it has not been institutionalized in social sciences subject.

Place of complaint at campus

Students on a campus have various options available to them when it comes to filing complaints or voicing concerns. The individuals or offices that students can turn to may include professors, administrative offices, campus authorities, student unions, or other platforms. While the names and structures of these offices may vary slightly from one campus to another, they typically fulfill similar roles. It is advisable for students to refer to their university's website or student handbook for detailed information on how to address specific types of complaints.

The data indicates that a significant majority of 52 percent of the students have expressed their grievances to their respective teachers. In contrast, 38 percent of the students solely approach the administration to voice their complaints; while a mere 6 percent seek assistance from their free student union. The remaining 4 percent of students opt to file their grievances with alternative sources. These findings clearly demonstrate that teachers or faculty members serve as the primary recipients of student complaints and seek their guidance.

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Addressing mechanism of complaint of the students

An effective system for managing student complaints is crucial within the campus environment to uphold a responsible educational framework. This mechanism offers students a structured avenue to voice their grievances, guaranteeing that their concerns are acknowledged and resolved in a suitable manner. By addressing issues in a timely and efficient manner, it elevates the quality of the student experience, resulting in increased satisfaction levels and retention rates. Furthermore, it serves as a means to hold faculty, staff, and administration responsible for their conduct and practices, thereby fostering a culture of ethical standards.

The response of the field survey data appears to be about student satisfaction regarding how their complaints are addressed on campus. A large majority of students (76%) find the complaint resolution process to be satisfactory. This indicates that while the process is generally acceptable and meets a reasonable standard, there might still be room for improvement. About 10 percent of students feel neutral about the complaint-handling process. This group likely has no strong opinions either way, suggesting that their experiences have neither been particularly positive nor negative. Although a significant majority of students (80%) consider the complaint-handling process to be at least satisfactory, a noteworthy minority (20%) expresses neutrality or dissatisfaction, highlighting potential areas for the campus to enhance its complaint-resolution systems.

Implementing semester activities per academic calendar

Academic schedules play a crucial role in educational institutions, aiding students, faculty, and administrators in organizing their academic year effectively. They outline key dates such as semester start and end dates, holidays, registration periods, and exam schedules, enabling students to plan their studies and time efficiently. Moreover, these calendars facilitate the coordination of classes, exams, and other academic events, reducing conflicts and maximizing the use of resources like classrooms and faculty. Additionally, academic calendars are essential for meeting educational standards and regulations established by accrediting bodies and government entities.

The majority of students (60%) concur that both the campus and the teacher have successfully concluded the course within the designated timeframe. However, 40 percent of the students expressed disagreement, asserting that the course was not completed on time. It is of utmost importance to consider the reasons behind the failure to complete a course within the designated timeframe. A faculty member of management has expressed

his view that the academic calendar has not been followed due to the gap between the theoretical and practical requirements of the courses in various subjects.

In the light of the inquiry regarding measures to ensure timely completion of the course, 34 percent of respondents highlighted the necessity of organizing supplementary classes, whereas the remaining 64 percent emphasized that the class should be regular.

Monitoring of course completion by the campus

Campus administration regularly monitors course completion status to ensure effective academic management. This process involves tracking and evaluating students' progress throughout their academic journey to ensure that they are on track to meet their educational goals. Regularly checking on course completion helps keep students engaged and motivated, which can lead to higher retention and graduation rates. This proactive approach not only supports student success but also strengthens the institution's overall academic standing.

The students were questioned regarding whether the campus administration had monitored the completion of courses. Their responses indicated that 44 percent were unaware of any monitoring, while 18 percent had no knowledge about campus monitoring. Only 38 percent of students agreed that the campus had indeed monitored the progress of course completion. The majority of students at the field level reported that they had never witnessed any campus monitoring activities related to the status of course completion.

During the interview conducted with the key informant, who is a teacher, three professors from the campus observed that the campus administration shows no concern for teachers' failure to complete their courses within the semester. Furthermore, it appears that there is no established formal mechanism in place to monitor this issue. This observation highlights the absence of a monitoring and feedback system to ensure that teachers fulfill their academic responsibilities within the designated timeframe.

Feedback on teaching pedagogy

The integration of effective teaching strategies and educational theories into educational governance is essential for ensuring high-quality education and improved learning outcomes. By aligning policies and practices with sound pedagogical principles, governance decisions can be informed by the best educational research and practices. This holistic approach promotes inclusivity, continuous learning, and stakeholder engagement, ultimately leading to a more equitable and effective educational system. To

ensure effective teaching pedagogy within educational governance, a comprehensive approach is necessary, which integrates diverse teaching methods and educational policies to cultivate a supportive, inclusive, and effective learning environment.

It is evident that 32 percent of the students' responses can be classified as satisfactory. This finding suggests that approximately one-third of the responses have met the minimum acceptable criteria or expectations. Around 60 percent of the responses fall under the category of good. On the other hand, 8 percent of the responses are categorized as needing improvement. This indicates that a small proportion of the responses did not meet the satisfactory criteria and require additional enhancements in the teaching methods employed by their teachers. The distribution of these categories provides a comprehensive overview of the overall quality of the responses and highlights areas that have potential for improvement. In contrast to the claims made by faculty members during the key informant interview, the instructional methods employed by professors at TMC have not demonstrated their effectiveness. As one of the educational faculty members said, “The learners should be active in teaching-learning activities through interaction in the semester system, but the instructional method is different from the purpose of the semester.

The students were asked about the teaching activities of the subject teachers, which can be tabulated as follows:

Table 1

Students' views on teaching activities of the subject teachers

Express your response to the following statements about teaching and learning

Categories of Responses	Regularity of Teacher in Class	Class Preparation	Teacher Presentation Skill in Class Room	Content Explanation Skill of Teacher	Evaluation Skill	Student Teacher Relationship	Extra curriculum Activities
Poor	2	10	6	16	34	12	38
Neutral	24	22	28	24	20	32	22

Good	64	46	54	50	36	34	30
Very good	10	22	12	10	10	22	10
Total	100	100	100	100	100	100	100

The data presents a detailed evaluation of various aspects of teaching and learning, reflecting student responses categorized into four levels: Poor, Neutral, Good, and Very Good. Here is a descriptive analysis of each aspect based on the percentages provided.

Regularity in the class. The majority of students (64%) rated the regularity of the teacher in class as good, indicating that teachers are generally punctual and consistent in attending classes. A smaller percentage (10%) rated it as very good, showing high satisfaction. Only a minimal percentage (2%) found it poor, suggesting occasional issues with regularity.

Class preparation of the teacher. Class preparation by teachers was rated as good by 46 percent of students, showing a positive perception of teachers' readiness for classes. A substantial 22 percent rated it very good, while 22 percent remained neutral, indicating some variability in perceived preparation quality. However, 10 percent of students felt it was very poor, pointing to room for improvement in preparation.

Teacher presentation skill in classroom. A majority (54%) of students deemed teacher presentation skills good, and 12 percent rated them very good, suggesting effective lesson delivery. However, 28 percent remained neutral, and 6 percent found the presentation skills very poor, indicating that, while generally positive, presentation skills could still be enhanced for some teachers.

Content explanation skill of the teacher. Half of the students (50%) rated the content explanation skill of teachers as good, with 10 percent rating it very good. A significant 24 percent were neutral, and 16 percent rated it very poor, suggesting that while many students are satisfied with how the content is explained, there is a notable portion that feels it could be much better.

Evaluation skill. The evaluation skills of teachers received mixed reviews. 36 percent of students rated it good, and 10 percent very good, showing some confidence in teachers' evaluation methods. However, a notable 34 percent rated it very poor, indicating significant dissatisfaction with how evaluations are conducted, while 20 percent were neutral.

Student teacher relationship. The student-teacher relationship was viewed positively by 34 percent of students who rated it good, and 22 percent who rated it very good, indicating generally healthy interactions. However, 32 percent were neutral, and 12 percent found the relationship very poor, suggesting some variability in how students perceive their interactions with teachers.

Extra-curricular activities. Thirty eight percent of students rated extracurricular activities very poorly, highlighting significant dissatisfaction in this area. However, 30% rated them good, and 10 percent rated them very good, showing that some students do appreciate the extracurricular offerings. With 22 percent neutral, the data indicates a need for substantial improvement in the provision and quality of extracurricular activities.

The overall analysis of the data indicates that while there are areas of strength, such as regularity of teachers and their presentation skills, there are notable areas needing improvement, particularly in evaluation skills and extra-curricular activities. The mixed ratings across all categories suggest that there is variability in teacher performance and student satisfaction, pointing to the need for targeted interventions to address the weaker areas while maintaining and enhancing the strengths.

Challenges of teaching pedagogy

The semester system and modern educational environments encounter various challenges when it comes to teaching and learning. These challenges primarily revolve around integrating technology into the classroom, adequately preparing teachers, monitoring of campus activities, ensuring regular attendance, and providing access to library resources. Overcoming these obstacles necessitates a comprehensive strategy that includes investing in infrastructure, continuous professional growth, and the enforcement of supportive policies and initiatives. By concentrating on these aspects, educational establishments can establish more efficient and diverse learning atmospheres.

The study team endeavored to comprehend the perspective of TMC students regarding the challenges associated with teaching pedagogy. The participants were presented with four predetermined statements and were given the options of agreeing, remaining neutral, or disagreeing with each statement.

Table 2

Challenges of the teaching learning system at TMC

Statements	Yes (%)	No(%)	Total (%)
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Lack of use of information technology in teaching and learning	44	56	100
Lack of Teacher's class note preparation	38	62	100
Lack of Campus Administration Monitoring	72	28	100
Lack of regularity of teacher in class room	54	46	100
Lack of sufficient books in library	70	30	100
Irregularity of students	86	14	100

Lack of Use of information technology in teaching and learning

A significant portion of students (44%) feel that there is a lack of information technology (IT) integration in teaching and learning. This could indicate a need for more digital tools, online resources, and modern teaching methods that utilize IT to enhance the learning experience. However, the majority (56%) do not see this as an issue, suggesting that IT usage might be sufficient for some students or traditional methods are still effective for them.

Lack of teacher's class note preparation

Only 38 percent of students feel that teachers are not adequately preparing class notes. This indicates that most students (62%) believe their teachers are well-prepared, which is a positive sign. However, the 38 percent still represents a significant minority that might benefit from more structured and prepared class notes to aid their learning.

Lack of campus administration monitoring

Most students (72%) perceive a lack of effective campus administration monitoring. This suggests that students feel there is inadequate oversight and involvement from the administration in academic and perhaps non-academic activities. This could lead to issues such as lack of rule enforcement, poor facility maintenance, and overall inefficiency in campus operations.

Lack of regularity of teacher in classroom

Over half (54%) of the students feel that teachers are not regular in the classroom. This is a critical issue as it directly impacts the continuity and quality of education. Regular attendance of teachers is fundamental for maintaining academic standards and ensuring students receive consistent instruction.

Lack of sufficient books in the library

A large majority (70%) of students feel there are not enough books in the library. This points to a significant gap in the available resources for students to support their

studies. Adequate library resources are essential for research, reference, and supplementary learning, and this shortage could hinder students' academic progress.

Irregularity of students

The most concerning finding is that 86 percent of students perceive irregularity among their peers. This could indicate widespread issues with attendance, punctuality, and engagement in the academic process. Student irregularity can disrupt the learning environment and affect the overall academic performance of the class.

Addressing these challenges would likely involve improving administrative oversight, increasing library resources, enhancing IT infrastructure, and fostering a culture of regular attendance and engagement among students and teachers. The information gathered from interviews with faculty members shows that there is a lack of monitoring of the pedagogical practices of the relevant faculties by the campus administration. Along with this, there is also a lack of proper utilization of information technology in teaching. One of the faculty members stated that “The technology used by the teacher in the classroom is insufficient, and the campus administration lacks the capability to oversee its usage effectively”.

Key stakeholders inputs on feedback mechanism

Faculty member's inputs

The researchers interviewed with four key informants- faculty members of TMC- on components of educational governance like curriculum of semester system, pedagogy, internal evaluation system and services provided by the campus. The information gathered from them is summarized and analyzed separately.

Key Informant 1 emphasized several key strategies for improving educational outcomes at their institution. One primary strategy involves continuous monitoring by the campus chief. Another crucial aspect highlighted is the importance of teacher training. By investing in the professional development of educators, the institution ensures that teachers are equipped with the latest pedagogical techniques and subject matter expertise. Addressing students' interests is also a significant focus. This student-centered approach can lead to increased student satisfaction and better academic outcomes. Lastly, the key informant pointed out the value of field-based teaching. By incorporating field experiences into the curriculum, the institution prepares students for practical challenges and helps them develop critical thinking and problem-solving skills.

The key informant 2 emphasizes the critical importance of robust monitoring mechanisms to ensure teachers' performance is consistently evaluated and improved. He advocates for the integrity and honesty of teachers as fundamental to the educational process. Additionally, the informant 2 highlights the necessity of providing adequate facilities and incentives to motivate and support teachers effectively. Furthermore, the informant underscores the need for a well-resourced library, suggesting that access to comprehensive educational materials is crucial for both teaching and learning. These combined elements are seen as essential to fostering a productive and effective educational environment.

Key informant 3 emphasizes the importance of student engagement and the adoption of alternative teaching methods. Teachers should actively apply their acquired knowledge and skills in the classroom, ensuring that learning is dynamic and interactive. Integrating Information and Communication Technology (ICT) is crucial, as it enhances the learning experience and keeps it relevant to the digital age. Additionally, establishing robust feedback mechanisms for both students and teachers is essential. This allows for continuous improvement, personalized learning experiences, and effective teaching practices, fostering a supportive and responsive educational environment. He focused on the provision of feedback mechanisms for students and faculty members, which should be managed immediately by the administrators.

The key informant 4 contrasts traditional thinking with the new realities of the educational landscape, indicating a significant shift in attitudes and approaches. The informant observes a decline in reading habits and a pervasive loss of faith in the value of education, attributing these issues partly to societal and individual responsibilities. The informant stresses the need for embracing modern tools such as digital libraries to adapt to contemporary needs. Additionally, he emphasizes the importance of the reward and punishment system, suggesting that this discrepancy could be a factor in the existing difficulties in upholding educational standards and fostering motivation among students and teachers.

Guardians' inputs

The guardians suggest several initiatives to enhance educational governance in TMC. They recommend organizing regular meetings with guardians to foster open communication and collaboration. Gathering feedback through letters and from students is proposed to gain valuable insights into educational governance. Involving social

leaders in curriculum development is highlighted as a way to ensure that the curriculum remains relevant. Key. Recognizing and celebrating the achievements of students who graduate with high ranks by acknowledging their guardians is suggested as a motivational tool. Additionally, implementing apprenticeship teaching methods is recommended to provide practical, hands-on learning experiences that better prepare students for their future careers.

Non-teaching staffs' inputs

Staff -A offers suggestions to enhance campus services and improve the academic experience. They emphasize the importance of students consulting reference books in addition to their standard textbooks to broaden their understanding and deepen their knowledge. Effective library management is crucial to ensure students have access to these resources. Teachers should actively recommend additional reading materials to students, guiding them toward useful resources. Faculty members are encouraged to provide lecture notes, which can serve as valuable study aids. Finally, fostering self-motivation among students is essential for their academic success through consulting library services.

Staff -B emphasizes the importance of students staying informed by regularly reading campus notices, which contain essential information about available services and important deadlines. They suggest that students should adhere to these guidelines to fully benefit from the campus resources and services. Timely payment of tuition and examination fees is also stressed, as procrastination and last-minute payments can create administrative challenges and disrupt services. By staying informed and managing their responsibilities proactively, students can contribute to a more efficient and supportive campus environment.

Staff C suggests that enhancing campus services begins with ensuring students are well-informed about what the campus offers. Despite the provision of effective services, students often lack awareness of the specific materials and processes required to access these services. To address this, Staff C recommends better communication about the nature and scope of campus services. Additionally, implementing citizen charters in the administrative building can help clarify service standards, expectations, and procedures, thereby improving transparency and accessibility for students. This approach aims to empower students with the knowledge they need to efficiently utilize campus resources.

Implication of program theory

The findings on educational governance practices in feedback mechanisms and evaluation systems can be better understood through the lens of program theory, which emphasizes the importance of systematic feedback loops and stakeholder engagement. Program theory, also known as the theory of change or logic model, is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve. Program theory evaluation is essential for determining not just the outcomes of a program but also understanding the processes and reasons behind those outcomes (Brousselle & Champagne, 2011). The issue of the validity of intervention theory becomes increasingly crucial, as it is commonly acknowledged that programs are frequently inadequately designed, often reflecting the beliefs of current stakeholders rather than being grounded in solid evidence. It explains the logic behind why a program is expected to work and helps stakeholders understand how the program is intended to achieve its goals (Brousselle & Champagne, 2011). The Program theory advocates for input, process and theory can be compared with feedback mechanism in terms feedback system at TMC.

Conclusion

The research on educational governance and feedback mechanisms within teaching and learning on campus reveals several critical insights. This study highlights the critical role of effective feedback in enhancing educational outcomes and the importance of integrating stakeholder perspectives into governance processes. The absence of a robust and constructive feedback mechanism is evident in the realm of educational governance, specifically in relation to curriculum, pedagogy, evaluation systems, and services at campus. The findings indicate that while many campus facilities are deemed moderately satisfactory by students, there are significant areas needing improvement, particularly in the provision of incentives and free-ships, as well as extra-curricular activities.

Career counseling services are currently inconsistent, with a notable portion of students feeling underserved. Additionally, the evaluation of teaching activities shows a need for improvement in teachers' evaluation skills and the student-teacher relationship, emphasizing the need for targeted interventions to address these weaknesses. Furthermore, the internal evaluation system could benefit from increased student

engagement and active learning, rather than solely focusing on teacher proactivity. Enhancing the transparency and accountability of campus stakeholders, along with better communication about available services, are essential steps for meeting student expectations and improving overall campus service delivery. Similarly, the internal evaluation lacks proactivity and fails to be formative. Teachers should engage in self-evaluation regarding their pedagogical practices. Conversely, campus administration should diligently monitor and provide feedback to the respective teachers, rather than the teaching staff and students. Inputs from faculty, guardians, and non-teaching staff at Tikapur Multiple Campus highlight key improvements for educational governance and service delivery. Faculties emphasize the need for continuous monitoring, teacher training, and student-centered approaches that include field-based learning and ICT integration. Guardians suggest increased parent engagement, community input in curriculum design, and recognition of student achievements for motivation. Non-teaching staff advocate for clearer communication about campus services and improved library management. These insights collectively point to a more responsive and supportive academic environment, enhancing the campus's ability to provide quality education.

Acknowledgements

We extend our sincere gratitude to the Research Management Committee of Tikapur Multiple Campus, FWU, for their financial support of this research. Additionally, we wish to thank the faculty members, staff, students, and their respective guardians for their valuable insights and information that contributed to our study.

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