

# Teachers' Adequacy from Students' Perspective: A Case Study of JS Murarka Campus

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## Abstract

*Teacher adequacy involves possessing the necessary skills and knowledge to effectively facilitate students' learning and development. This research investigates B.Ed. students' perceptions of teachers' adequacy at JS Murarka Multiple Campus Lahan, Siraha, focusing on dimensions such as knowledge, skills, teaching methods, and communication. Employing a case study design with qualitative and quantitative approaches, data was gathered from 35 purposively selected students through a structured questionnaire and unstructured observation. The findings revealed positive sentiments regarding teachers' preparedness and communication, but also highlight areas for improvement, including diversified teaching methods and enhanced technology use. Despite limitations like being confined to B.Ed. Program, this study offers valuable insights for educational policies and strategies at this Institution, emphasizing the importance of continuous teacher training and innovative pedagogical approaches for an effective learning environment.*

**Keywords:** B.Ed. students, Case study, JS Murarka Multiple Campus, Teacher adequacy

## Introduction

Teacher adequacy can compromise the quality of education (Boyd & Barbarin, 2008). Effective teachers are the backbone of quality education, shaping the academic success and future prospects of their students. In the context of B.Ed. programs, which prepare aspiring educators for their crucial role in the classroom, the adequacy of teachers takes on an even greater significance. Ensuring qualified and pedagogically proficient teachers not only impacts students' learning but also lays the foundation for a thriving educational system. 'No single element is more essential to students' success than excellence in teaching. Fine buildings, equipment, and textbooks are important, but it is the skill and dedication of the teacher that creates a place of learning' (Hickok, 1998, as cited in Gautam, 2016).

Education is a fundamental pillar in the development of individuals and societies, and the role of teachers is pivotal in shaping the learning experience. The effectiveness of education is closely tied to the adequacy of teachers in various dimensions, as perceived by students.

The concept of teacher adequacy encompasses various facets, including knowledge and skills, teaching methods and delivery, rapport with the students as well as communication and feedback. The contemporary educational paradigm places a strong emphasis on the effectiveness of teaching and its direct correlation with student success. Mulyasa (2008, p. 5) states 'Teachers largely determine the success of students, especially in relation to the teaching-learning process, and are the most influential component towards the creation of quality educational processes and outcomes.' Understanding the components that contribute to teacher adequacy is vital for educational institutions seeking to enhance the overall quality of learning. As the educational landscape continues to evolve, the need for effective teaching becomes increasingly paramount. Teacher adequacy not only influences academic achievement but also plays a significant role in shaping students' attitudes towards learning. In the contemporary educational landscape, teacher adequacy in knowledge and skills serves as the bedrock for fostering an enriching learning environment. The proficiency of educators in their subject matter not only influences students' understanding but also plays a crucial role in igniting curiosity and passion for the subject. Furthermore, the methodological approaches employed by teachers significantly contribute to the overall learning experience. Notably, effective communication and constructive feedback are integral components of the teacher-student dynamic.

Research by Keane and Labhrainn (2005) indicates that evaluation systems lead to improvements in results. In support of this perspective, Ferguson (2012) argued that university administrators contend that students' responses enhance teaching and learning, extending the argument to elementary and secondary school contexts. Using a substantial sample of secondary school students, Ferguson (2012) measured effective teaching, analyzing data from 1264 English Language Arts classrooms and 1094 math classrooms. The study found that students' responses were consistently valid and stable over time at the classroom level. This discussion highlights that student perceptions and opinions can be crucial inputs for enhancing teaching and learning across elementary, middle, and high schools.

This research specifically focuses on B.Ed. students of JS Murarka Multiple Campus who are actively preparing to become teachers themselves. It aims to provide nuanced insights into teacher adequacy from the perspective of the primary stakeholders-the students. According to the Annual Report 2079-80, published by J.S. Murarka Multiple Campus was established in 2044 BS which now

stands as a beacon of research-based education at Lahan, Nepal. From +2 levels to postgraduate levels in Humanities, Education, Management, and Science, the campus empowers graduates to tackle societal challenges. Acclaimed for its QAA accreditation and the distinction of Nepal's best community campus (2076), the Campus remains steadfast in its commitment to enhancing quality education, mobilizing local resources, and expanding research activities. This unwavering dedication serves as the cornerstone for our research, drawing inspiration from the campus's rich history and the ever-evolving educational landscape. Annual Report (2079/80) showed there were altogether 942 students enrolled in B.Ed. program in 2080 BS and 23 teachers were involved in teaching them. This work was designed around finding out how effectively the teaching-learning was going for this program from the students' perspectives. Understanding students' perceptions of teacher adequacy is crucial for improving the quality of education at any institutions. Students' evaluations of teaching serve as a generally reliable and valid source for evaluating teachers. Effective teachers possess strong knowledge, diverse skills, engaging teaching methods, and clear communication, all of which contribute significantly to student learning and achievement. That's to say, this study was guided by the question: 'How do BEd students of JS Murarka Multiple Campus perceive the adequacy of their teachers in terms of knowledge, skills, teaching methods, and communication?' Addressing this problem, this study aimed at exploring B.ED. students' perceptions of their teachers' adequacy across various dimensions: knowledge, skills, teaching methods, and communication.

### **Methodology**

This study employed a case study design, to follow Wallace (2010), is 'an in-depth study of a particular student, teacher, class, school, etc.' (p. 255). Specifically, it was an exploratory case study aimed at understanding the perceptions of BEd students at JS Murarka Multiple Campus regarding their teachers' adequacy. The study utilized both qualitative and quantitative approaches, as supported by Kumar (2011), 'The case study, though dominantly a qualitative study design, is also prevalent in quantitative research.' (p. 126). Both primary and secondary data were used. Primary data was collected through a structured questionnaire and an unstructured observation. Different books, research journals and annual report of the campus, which are relevant to this research served as the secondary data source. The target population consisted of BEd students from four different years at the Campus. According to the Annual Report 2079-2080, the campus had a total enrollment of 940 BEd students. Using a non-probability strategy, we purposefully selected 35 regular students with consistent attendance to ensure accurate information based on their regular impressions of their teachers' adequacy. We met with the students in a separate room, explained the study's purpose, and requested them to complete the questionnaire. We assured them that the information would

be solely used for this research report and not for any other purposes. Additionally, we observed ongoing classes from outside to gather various kinds of information relevant to the research.

## Results Analysis

### Demographic analysis

The demographic profile of respondents can be seen in Table 1, indicating that male respondents (60%) outnumbered female respondents (40%). Meanwhile, the largest group aged 21-24 (45.71%). Third-year students comprised the biggest chunk (28.57%), followed by first and second-year ties (25.71% each). Moreover, Mathematics led subject specializations with 22.86%, closely followed by a tie between Population and Nepali (22.86% each).

**Table 1**

#### *Respondents' profile of the study*

Constructs	Responses	
	Number	Percentage (%)
Gender	Male	21 60
	Female	14 40
Age Group	15-20	12 34.28
	21-24	16 45.71
	25-28	7 20
Year of Study	First Year	9 25.71
	Second Year	9 25.71
	Third Year	10 28.57
	Fourth Year	7 20
Subject Specialization	Mathematics	8 22.86
	Population	8 22.86
	Nepali	8 22.86
	Health	7 20
	English	4 11.43

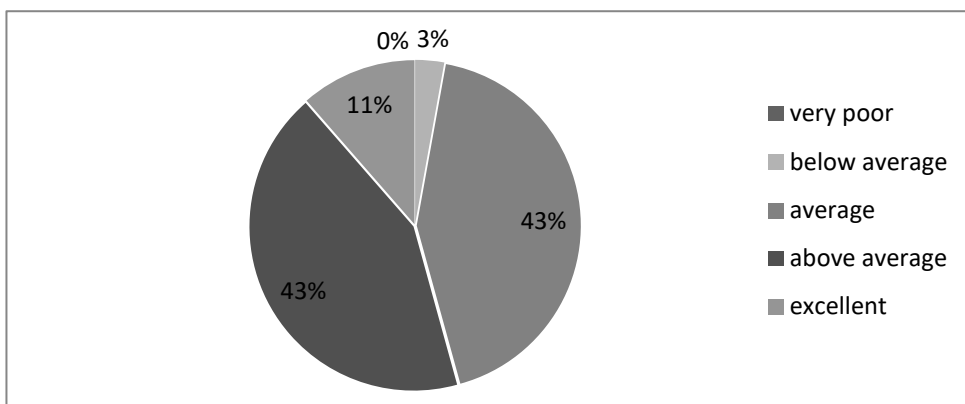
### Analysis of Questionnaire

The four different parts of the questionnaire with 26 close-ended and 3 open-ended questions are analyzed using tables and pie-charts below.

**Teachers' preparedness**

**Figure 1**

*Teachers' adequacy in knowledge and skills*



The pie-chart in figure 1 shows that from all 35 respondent's view, 42.85% students believed that their teachers were above average and 42.85% students believed their teachers were average prepared for their classes. Similarly, 11.42% students viewed that their teachers' preparation was excellent. While only 2.85% students experienced below average. Thus, 0% of students selected very poor. So, it showed the majority of students found that their teachers were well-prepared for classes, with a significant percentage rating the preparation as either above average or excellent.

**Table 2**

*Evaluating teachers' adequacy: Proficiency in understanding, updates, clarity, and practical application*

QN	Question	Great extent		Somewhat		Very little		Not at all	
		Ss	%	Ss	%	Ss	%	Ss	%
2.	Do you think your teachers have a deep understanding of the subject matter they teach?	18	51.43	14	40	3	8.57	0	0
3.	Are your teachers up-to-date with the latest developments in their field?	11	37.43	17	48.57	7	20	0	0
5.	Can your teachers clearly explain complex concepts and theories?	14	40	20	57.14	1	2.85	0	0
6.	Can your teachers apply their knowledge to real- world scenarios?	20	57.14	12	34.28	2	5.71	1	2.85

As regards to question number 2, Table 3 shows that out of 35 respondents, 51.43% of students believed their teachers had a deep understanding of the subject matter to a great extent, 40% students mentioned somewhat, and 8.57% indicated very little understanding, with 0% stating not at all. This is an indication that most of the students expressed confidence in their teachers' deep understanding of the subject matter they taught.

Question 3 depicted that out of 35 respondents, 48.57% students believed that their teachers were somewhat up-to-date with the latest developments in their field, while 37.43% students stated as great extent, and 20% very little, with no students (0%) mentioning that their teachers were not up-to-date at all. The findings show that the majority of students perceived their teachers were reasonably up-to-date with the latest developments in their field, but there was room for improvement, as a significant percentage (20%) expressed some level of concern about limited awareness.

In relation to question 5 (Can your teachers clearly explain complex concepts and theories?), out of 35 respondents, 57.14% students found their teachers were capable of explaining complex concepts and theories to some extent, while 40% students believed they did it to a great extent. Only 2.85% expressed concerns about very little clarity, and none (0%) believed their teachers could not clearly explain complex concepts and theories at all. The majority of students perceived their teachers as effective in explaining complex concepts and theories, with only a minor percentage (2.85) expressing concerns about limited clarity.

In connection to the question 6 (Can your teachers apply their knowledge to real- world scenarios?), the table 3 highlights that out of 35 respondents, 57.14% students got their teachers could apply their knowledge to real-world scenarios to a great extent, while 34.28% students chose somewhat, 5.71% very little, and 2.85% not at all. The result shows that students' perception of their teachers' real-world knowledge application was largely positive, with a notable majority, though a small minority felt the application was limited.

**Table 3**

*Evaluation of teaching practices: Students' feedback on question handling, critical thinking, participation, and feedback*

QN	Questions	Always		Very often		Sometimes		Rarely		Never	
		Ss	%	Ss	%	Ss	%	Ss	%	Ss	%
4.	Do your teachers effectively address your questions and concerns related to the course materials?	27	77.14	4	11.42	2	5.71	2	5.71	0	0
7.	How often do your teachers challenge you to think critically and creatively?	8	22.86	12	34.28	11	31.43	1	2.85	3	8.57
8.	How often do your teachers encourage you to ask questions and participate in class discussions?	12	34.28	7	20	9	25.71	4	11.42	3	8.57
9.	Do your teachers provide constructive feedback on your work?	7	20	6	17.14	15	42.85	5	14.28	2	5.71

In Table 3, related to QN 4, the finding shows that out of 35 respondents, 77.4% students viewed that their teachers always addressed their questions and concerns effectively. Another 11.42% students indicated that this happened very often. Only 5.71% students expressed that it occurred rarely. The findings prove that substantial majority perceived effective teacher responses, and a noteworthy percentage observed very frequent addressing of concerns. Similarly, QN 7 shows that out of 35 respondents, 22.86% students perceived their teachers always challenging them to think critically and creatively, 34.28% reported very often, 31.43% sometimes, 2.85% rare, and 8.57% never. Thus, majority of students felt positively challenged to think critically and creatively by their teachers, whereas a small group (11.42%) experienced less frequent or no such challenges. In reference to QN 8, 34.28% students reported always, 20% very often, 25.71% sometimes, 11.42% rarely, and 8.57% never. So, the condition of asking questions and participating in class discussions, reflecting diverse experiences with teachers' encouragement was positive with the teachers. Moreover, in connection to question number 9 (Do your teachers provide constructive feedback on your work?), 42.85% revealed that their teachers sometimes provided feedback on their work, followed by 20% students who experienced it always, 17.14% very often, 14.28% rarely, and 5.71% never expressing diverse perceptions regarding the frequency of feedback from the teachers. On the basis of above analysis, it is concluded that the majority of students expressed positive experiences, with a significant percentage stating that their teachers always or very often provided constructive feedback on their work; however, a small but notable portion reported occasional or rare feedback.

### *Teacher adequacy in teaching methods and delivery*

**Table 4**

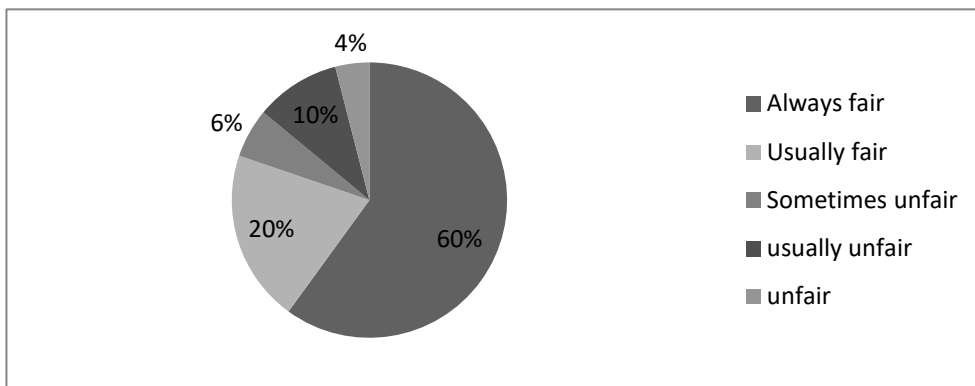
#### *Evaluation of Teach and ICT Impact*

QN	Questions	Very poor		Below average		Average		Above average		Excellent	
		Ss	%	Ss	%	Ss	%	Ss	%	Ss	%
10.	How engaging and interactive are your teachers in their teaching methods?	2	5.71	1	2.85	24	68.57	4	11.42	4	11.42
15.	How effectively do your teachers use ICT and other resources to enhance learning?	2	5.71	9	25.71	15	42.85	7	20	2	5.71

For question number 10, 68.57% students perceived the teaching methods of their teachers were average, 11.42% above average, 11.42% excellent, and 5.71% very poor. Similarly, regarding the question number 15, 42.85% students perceived the use of ICT and other resources by their teachers as average, 20% above average, 25.71% below average, 5.71% very poor, and another 5.71% as excellent. The findings show that the majority of students feel average regarding the effectiveness of use of ICT and other resources by their teachers to enhance learning.

**Figure 2**

#### *Fairness of teachers in internal evaluation process*



The pie-chart in above fig. 2 shows that out of 35 respondents, 60% students rated for always fair and 20.23% had usually fair option for teachers in internal evaluation process. Similarly, 5.77% found sometimes unfair, 10% categorized usually unfair, and 4% found unfair. So, it is concluded that the majority of the students had positive satisfaction for teachers' internal evaluation process.



**Table 5**

*Evaluation of teaching approaches: Clarity, ICT usage, and collaboration opportunities*

QN	Question	Always		Very often		Sometimes		Rarely		Never	
		Ss	%	Ss	%	Ss	%	Ss	%	Ss	%
13.	Do your teachers use clear and concise language when explaining concepts?	21	60	11	31.43	3	8.57	0	0	0	0
14.	How often do your teachers use ICT while teaching to enhance learning?	5	14.28	7	20	14	40	3	8.57	6	17.14
16.	Do your teachers provide opportunities for group work or collaboration?	7	20	7	20	9	25.71	2	5.71	10	28.57

In the table 5, in responses to the question 13 the result indicates that out of 35 respondents, 60% students reported that their teachers always use clear and concise language when explaining concepts, 31.43% very often, 8.57% sometimes, and with none (0%) reports rarely or never occurrences. So, it is concluded that students largely felt their teachers excel in delivering clear explanations, contributing to a positive overall perception of effective communication. In connection to question number 14, 14.28% students selected always, 20% very often, 40% sometimes, 8.57% rarely and 17.14% never happens. The findings as per the above analysis concluded that the majority of students reported that their teachers used ICT sometimes or rarely, with a small percentage reporting that it is used always or very often. Regarding the question number 16, 20% students selected always, another 20% very often, 25.71% sometimes, 5.71% rarely, while 28.57% stated their teachers never offer chances for group work or collaboration. The findings state that the majority of students did not frequently get opportunities for group work or collaboration.

**Table 6**

*Evaluation of engagement and ESA strategies in education*

QN	Questions	Yes		No	
		Ss	%	Ss	%
11.	Do your teachers use a variety of teaching methods to keep you engaged?	20	57.14	15	42.85
17.	Do your teacher apply ESA (engage, study and activate) procedures while teaching?	25	71.42	10	28.57

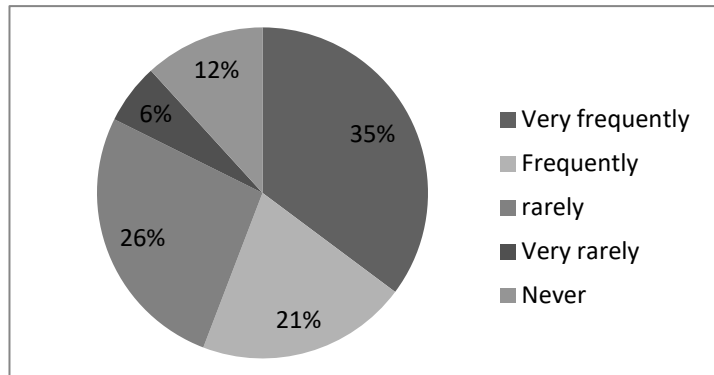
In Table 6, the responses to the question number 11 shows that 57.14% students responded *Yes* indicating their teachers used a variety of teaching methods to keep them engaged, while 42.85% students responded *No* to this question. Similarly, for

QN 17, 71.42% students responded *Yes*, confirming that their teacher employ ESA procedures, and 28.57% selected *No* denying such a way by their teachers. Thus, it shows that the majority of students claimed that their teachers applied ESA procedures while teaching, while a small percentage mentioned their teachers did not.

### ***Teachers' adequacy in communication and feedback***

**Figure 3**

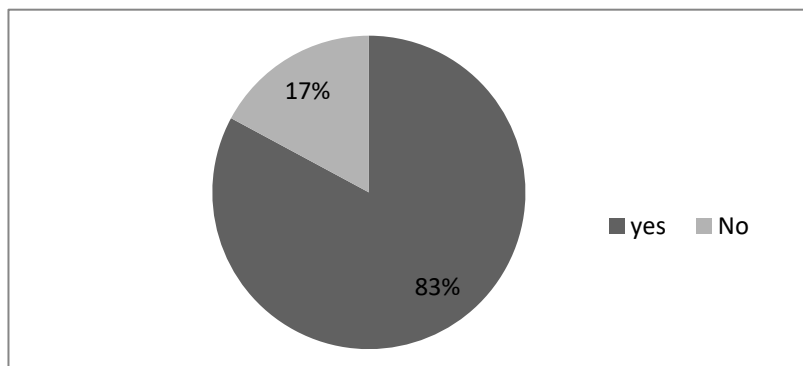
*Approachability of teachers outside of class hours*



The pie-chart in Fig. 3 shows that in connection to question number 18 (How approachable and accessible are your teachers outside of class hours?), 34.14% students reported teachers being frequently approachable and accessible outside of class hours, while 20% indicated frequently. Additionally, 25.71% stated rarely, 5.71% very rarely, and 11.42% never. The findings show that the majority of students reported that their teachers were approachable and accessible outside of class hours, with a smaller percentage stating rarely or never.

**Figure 4**

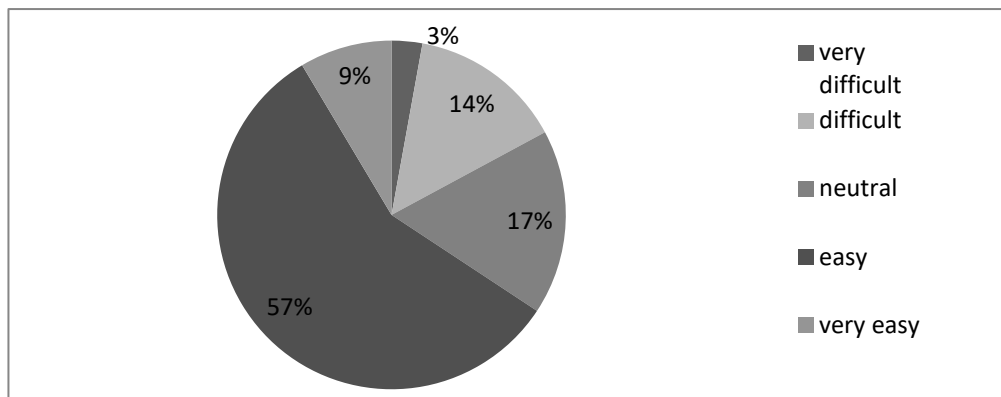
*Teachers' receptivity to students' feedback on teaching methods and course content*



The pie-chart in above Fig. 4 shows that in relation to question number 19 (Are your teachers open to receiving feedback from students regarding their teaching methods and course content?), out of 35 respondents, 82.85% students selected yes, indicating that their teachers were open to receiving feedback on their teaching methods and course content, while 17.17% no to this question. The findings indicate that the majority of students believed that their teachers were open to receiving feedback on their teaching methods and course content, yet a minority did not share the same perception.

### Figure 5

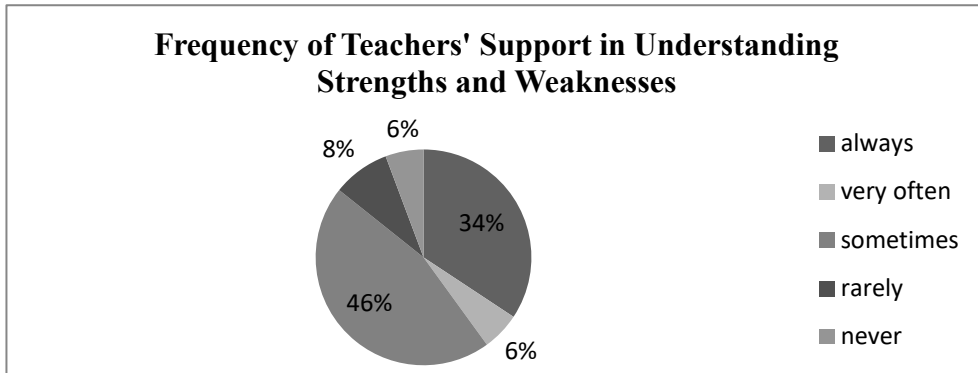
*Comfort level approaching teachers for questions and concerns*



The pie-chart in above Figure 5 shows that in relation to question number 20 (How comfortable are you approaching your teachers with questions or concerns related to personal or academic issues?), out of 35 respondents, 57.14% students found it easy to approach teachers with questions or concerns. 17.14% responded difficult for them to approach teachers in such situations. 14.28% neutral about approaching teachers for personal or academic issues. 8.57% very easy, while 2.85% very difficult to approach teachers with questions or concerns. Judging from the responses of the question, it is clear that the majority of students found it easy to approach teachers with or concerns related to personal or academic issues, while a significant percentage of students still faced difficulties or felt neutral about it.

**Figure 6**

*Frequency of teachers' support in understanding strengths and weaknesses*

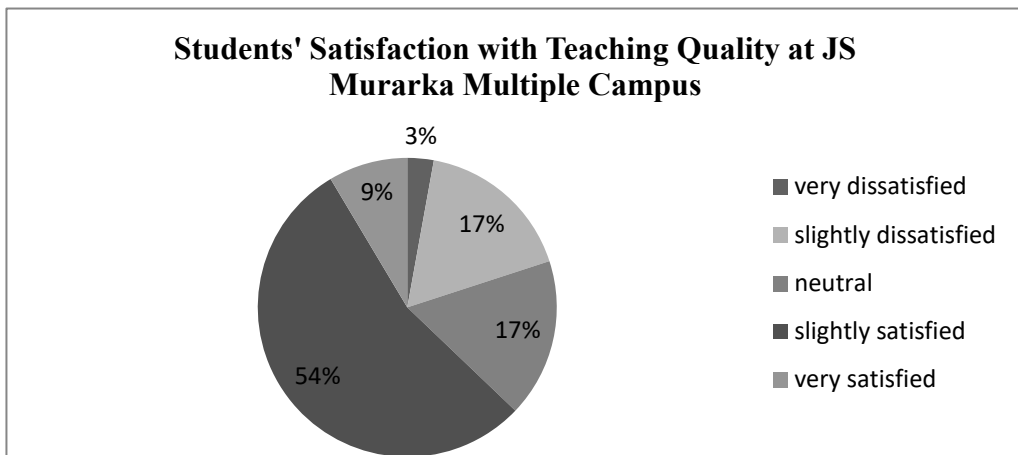


The pie-chart in above Figure 6 shows that in relation to question number 21 (How often do your teachers help you understand your strengths and weakness?), out of 35 respondents, 34.28% students mentioned always receiving help from their teachers in understanding strengths and weaknesses, while 5.71% students reported experiencing it very often. Moreover, 45.7% stated assistance sometimes, 8.57% rare occurrences, and 5.71% never receiving such support. As the findings suggest, the majority of students received some forms of help from their teachers in understanding their strengths and weaknesses, with a small percentage reporting never receiving any support.

#### **Part 4: Overall Satisfaction and Improvement Suggestions**

**Figure 7**

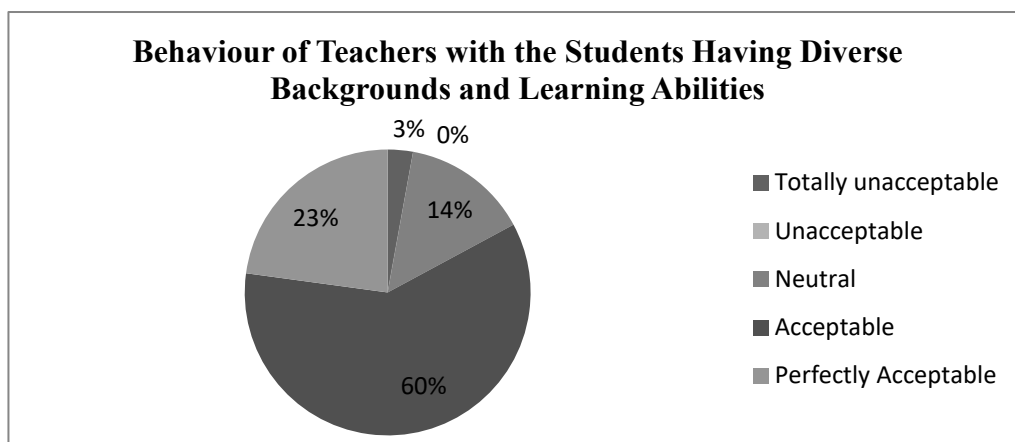
*Students' satisfaction with teaching quality at JS Murarka Multiple Campus Lahan*



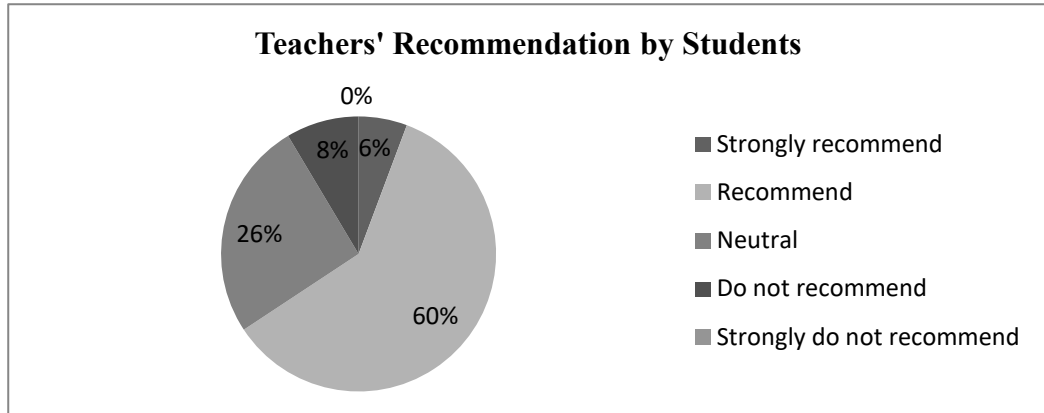
The pie-chart in above Figure 7 illustrates regarding question number 22 (Overall, how satisfied are you with the quality of teaching at JS Murarka Multiple Campus?) that out of 35 respondents, 54.28% students responded that teaching quality at JS Murarka Multiple Campus slightly satisfying, followed by 8.57% who expressed being very satisfied. Meanwhile, 17.14% were neutral, 11.74% slightly dissatisfied, and 2.85% very dissatisfied. So, it is clear from the above analysis that the majority of students at JS Murarka Multiple Campus were the teaching quality slightly satisfying, with a smaller percentage expressing very satisfied or dissatisfied opinions.

### Figure 8

*Behavior of teachers with the students having diverse backgrounds and learning abilities*



The pie-chart in above Figure 8 shows regarding question number 23 (How do your teachers behave the students of their poor background or learning abilities?) that out of 35 respondents, 22.85% students found their teachers' behavior perfectly acceptable with the students with poor background or learning abilities, followed by 60% students who found it acceptable. Meanwhile, 14.28% students felt neutral and none (0%) found unacceptable, while 2.85% totally unacceptable. The findings highlight the varying perceptions of students towards teachers' behavior with the students of their poor background or learning abilities. The majority of students got it acceptable, a small percentage remaining neutral, and an even smaller percentage considering it totally unacceptable.

**Figure 9***Teachers' recommendation by students*

The pie-chart in Figure 9 shows that in relation to question number 24 (Would you recommend your teachers to other students?), out of 35 respondents, 60% students selected 'recommend', 25.71% opted for 'neutral', 8.57% chose 'do not recommend', 5.71% chose 'strongly recommend' and no students selected 'strongly do not recommend' for their teachers' recommendation to other students.

Three open-ended questions were included in the questionnaire to inquire about students' feedback regarding enhancing teaching and learning at JS Murarka Multiple Campus which are presented and discussed below.

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#### QN Questions

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25. What are some things your teachers could do to improve their teaching effectiveness?
  26. What are some aspects of your learning experiences at JS Murarka Multiple Campus that you find particularly effective or valuable?
  27. Do you have any additional comments or suggestions regarding teachers' adequacy at JS Murarka Multiple Campus?
- 

In reference to the question number 25, the students highlighted the importance of teachers being punctual, well-prepared, and using effective teaching methods. They emphasized the need for technology integration, providing feedback, and maintaining discipline. Suggestions included regular training for teachers, updating teaching methods, and adopting student-centered approaches. Overall, the responses focus on the practical aspects of teaching that contribute to a positive learning experience. Similarly, in regards to question number 26, the students appreciate a healthy and disciplined environment, familiar teaching staff, use of technology, and facilities like libraries and science labs. Punctuality and regularity of teachers were valued. The QAA certification, good infrastructure, and qualified teachers contribute to a positive learning experience. There's an emphasis

on the overall campus environment, infrastructure, and the professionalism of the teaching staff. In relation to question number 27, the Students suggested improvements like research-based teaching, cleanliness, regularity, and friendliness of teachers. They proposed practical solutions such as providing free pads, using updated textbooks, and reducing fees. Some advocated for technological enhancements like CCTV cameras. The importance of feedback, checking homework regularly, and varied teaching methods were reiterated. Overall, the comments reflect a mix of practical and systemic suggestions for enhancing teacher adequacy and the learning environment of the campus.

### **Analysis of the observation**

For observation, we chose unstructured observation to witness the scenario of teaching-learning activities in B.Ed. Program and found out the relevant information to this research.

During our unstructured observation of B.Ed. classes, a clear pattern emerged regarding teaching methods. While a small number of teachers incorporated projectors, the majority heavily relied on traditional lecture approaches. This led to varying levels of student engagement, with some actively participating and others opting to skip class and wander outside. Interestingly, those utilizing projectors demonstrated thorough preparation, elevating the learning experience. However, in larger classes, a common challenge emerged as students at the back struggled to communicate effectively with teachers, potentially hindering an optimal learning environment. Despite teachers maintaining clear communication and punctuality, the majority neglected to provide feedback on homework, indicating a gap in assessing student progress. This multifaceted observation underscores the necessity of diversifying teaching methods, addressing class size dynamics, and fostering more comprehensive student-teacher interactions. These changes are crucial to enhancing overall teacher adequacy from the students' perspective.

### **Findings and Interpretation**

The majority of the 35 respondents perceived their teachers as well-prepared for classes as 42.85% believed their teachers were above average and an equal percentage found the average, indicating a positive overall sentiment regarding teachers' preparedness. Regarding their subject-matter depthness, 51.43% of students believed their teachers possessed a deep understanding to a great extent and 40% indicated a somewhat deep understanding, showcasing a high level of confidence in their teachers' subject matter expertise. Moreover, related the updating with the latest developments, 48.57% of students believed their teachers were somewhat up-to-date, while 37.43% to a great extent and only 20% expressed concerns about very little awareness with room for improvement. Significantly, it

was found that 77.4%, of students found that their teachers always addressed their questions and concerns effectively indicating a positive trend in teacher-student communication. Similarly, the majority of students, 57.14%, expressed positively challenged to think critically and creatively by their teachers indicating a generally positive environment for critical thinking, though a small group experienced less frequent challenges. Regarding the student engagement in the classes, 34.28% reported always being encouraged to ask questions and participate in class discussions, 11.42% state rarely, and 8.57% never that shows that the teacher needed to use the ways for student-engagement. Similarly, the majority of students expressed positive experiences with feedback.

The findings reveal that 68.57% of students perceived the teaching methods as average. Additionally, 42.85% believe their teachers use ICT and other resources to enhance learning to an average extent. A minority reported rare instances, yet the absence of respondents claiming never implied an overall positive trend in teacher-student communication within the research context. These results suggest a need for addressing concerns raised by a minority of students expressing dissatisfaction. Similarly, 34.14%, reported their teachers were frequently approachable and accessible outside of class hours. Interestingly, the majority, 82.85%, of students believed their teachers were open to receiving feedback on their teaching methods and course content. Moreover, 57.14% of students responded it was easy to approach teachers with questions or concerns. Regarding the help from their teachers, only 34.28%, of students received help from their teachers in understanding strengths and weaknesses, while 5.71% never receive such support. This suggests a generally positive environment with room for improvement in assisting. Related to the major factor, 54.28%, found the teaching quality at JS Murarka Multiple Campus slightly satisfying, while a smaller percentage expressed very satisfied or dissatisfied opinions.

Students' open-ended feedback emphasizes the importance of punctuality, effective teaching methods, technology integration, maintaining discipline, a healthy environment, and facilities. Suggestions for improvement include regular training for teachers, updating teaching methods, adopting student-centered approaches, and addressing practical concerns.

The observation of B.Ed. classes revealed several noteworthy findings. Firstly, a scarcity of teachers utilizing projectors contributed to instances of student disengagement and absenteeism. While ongoing sessions showed high levels of engagement, a prevalent reliance on the lecture method was evident, with only a few teachers incorporating projectors and lacking relevant teaching materials. In larger classes, communication challenges surfaced, impeding effective interaction between students and teachers. Despite clear communication and punctuality, a



significant absence of homework checks and feedback indicated a gap in assessing student progress. These findings emphasize the necessity for diversified teaching approaches and increased use of interactive strategies to enhance overall instructional effectiveness in B.Ed. classes.

### **Conclusion and Recommendation**

This research delved into the perceptions of B.Ed. students at JS Murarka Multiple Campus regarding the adequacy of their teachers across various dimensions. The findings highlight the generally positive sentiment towards teachers' preparedness, subject matter expertise, and communication effectiveness. While students expressed satisfaction with certain aspects, such as teacher-student interaction and openness to feedback, there are areas that warrant attention, such as the need for diversified teaching methods and enhanced use of technology. These insights offer valuable implications for this campus, guiding the development of policies, faculty training programs, and strategies to improve overall instructional effectiveness. The observed challenges in projectors' underutilization, communication issues, and gaps in assessing student progress underscore the importance of continuous improvement in teaching approaches. As we reflected on these findings, it becomes evident that fostering a dynamic and engaging learning environment requires a holistic approach, incorporating not only traditional teaching methods but also embracing innovative strategies. This research sets the stage for future studies to explore and implement effective pedagogical approaches, ultimately contributing to the continuous enhancement of educational experiences. It is recommended that institutions prioritize ongoing teacher training, technology integration, and student-centered approaches to create a vibrant and effective learning ecosystem. The findings also indicate a need for fostering a more comfortable environment for student-teacher interactions. This research contributes valuable data that can inform educational policies, faculty development initiatives, and institutional strategies. The findings have the potential to enhance the overall educational experience at JS Murarka Multiple Campus in B.Ed. Program and serve as a reference for other educational institutions grappling with similar concerns.

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