

Information on the results of the questionnaire «Teaching staff through the eyes of the students».

The Department for Academic Affairs conducted a questionnaire among students «The University's faculty through the eyes of students» in December 2024.

The purpose of the questionnaire is to obtain information on the status of the teaching process and the quality of teachers' pedagogical activities.

Students completed 8,361 questionnaires for 798 teachers.

The survey covered 92.2% of the University's faculty involved in the first semester of the 2024-2025 academic year.

The average grade point at the university made up 4.3.

The questionnaire "Teaching staff through the eyes of students" formulates 15 criteria regarding the teaching competence of the University's faculty:

- Follows a logical sequence in the presentation of lecture material on the subject being taught;
- Uses the methods of interactive teaching technology (role-playing games, discussions, debates, brainstorming, analysis of specific situations, etc.) and modern technical means of instruction, electronic textbooks and manuals, video lectures, internet in the educational process;
- Explains complex points in the lesson materials (practical/laboratory), gives reasoned, comprehensive answers to questions;
- Able to generate and maintain audience interest in the topic/discipline being studied;
- Orients towards the use of the studied material in future professional activities;
- Stimulates self-education, development of creative abilities and personal qualities;
- Demands the knowledge and skills of students in their discipline;
- Objectively evaluates the quality of students' knowledge
- Provides students with training material (educational and methodological complex and syllabus) in the discipline taught;
 - Orients students to the organization of independent work on the discipline;
 - Possesses erudition and culture of speech;
 - Friendly, tactful, open and democratic with students;
 - Disciplined and demanding of himself (he is not late, does not leave during classes, and does not do his own things during classes);
 - Abuses official position (the teacher gives assignments/instructions for personal purposes, etc.);
 - Possesses professional and personal qualities that correspond to your idea of a teacher.

The student evaluates the criterion using a point system – from 1 (one) to 5 (five):

- 1 point – quality is practically absent;
- 2 points – quality is rarely evident;
- 3 points – quality is demonstrated at a level of 50%;
- 4 points – quality is often evident;

5 points – quality is evident almost always.

Survey results

№	question	1 point	2 point	3 point	4 point	5 point
1	Maintains a logical sequence in the presentation of lecture material for the discipline taught.	294 (3,5%)	106 (1,3%)	403 (4,8%)	922 (11%)	6636 (79,4%)
2	Uses interactive teaching methods in the educational process (role plays, discussions, debates, brainstorming, case studies, etc.) as well as modern technical teaching tools, electronic textbooks and manuals, video lectures, and the Internet.	413 (4,9%)	226 (2,7%)	568 (6,8%)	1188 (14,2%)	5966 (71,4%)
3	Clarifies difficult aspects of the lesson materials (practical or laboratory), providing well-reasoned and comprehensive answers to questions.	338 (4%)	128 (1,5%)	390 (4,7%)	995 (11,9%)	6510 (77,9%)
4	Demonstrates the ability to engage and maintain students' interest in the subject or discipline.	385 (4,6%)	164 (2%)	479 (5,7%)	1025 (12,3%)	6308 (75,4%)
5	Encourages the application of the studied material in future professional activities.	322 (3,9%)	148 (1,8%)	406 (4,9%)	969 (11,6%)	6516 (77,9%)
6	Stimulates self-education, the development of creative abilities, and personal qualities.	364 (4,4%)	153 (1,8%)	502 (6%)	1050 (12,6%)	6292 (75,3%)
7	Sets high standards for students' knowledge, skills, and discipline.	273 (3,3%)	90 (1,1%)	485 (5,8%)	1135 (13,6%)	6378 (76,3%)
8	Demonstrates objectivity in evaluating the quality of students' knowledge.	357 (4,3%)	127 (1,5%)	366 (4,4%)	925 (11,1%)	6586 (78,8%)
9	Provides students with the necessary instructional materials (educational and methodological complex and syllabus) for the discipline taught.	285 (3,4%)	101 (1,2%)	335 (4%)	858 (10,3%)	6782 (81,1%)
10	Guides students in organizing their independent work for the discipline.	294 (3,5%)	109 (1,3%)	409 (4,9%)	991 (11,9%)	6558 (78,4%)
11	Demonstrates extensive knowledge and a refined command of language.	334 (4%)	118 (1,4%)	351 (4,2%)	901 (10,8%)	6657 (79,6%)
12	Exhibits kindness, tact, openness, and a democratic attitude toward students.	349 (4,2%)	147 (1,8%)	370 (4,4%)	877 (10,5%)	6618 (79,2%)

13	Demonstrates self-discipline and high personal standards (is punctual, remains present throughout classes, and refrains from attending to personal matters during lessons).	323 (3,9%)	111 (1,3%)	352 (4,2%)	868 (10,4%)	6707 (80,2%)
14	Misuses professional authority (e.g., assigns tasks or duties to students for personal purposes, etc.).	6547 (78,3%)	1080 (12,9%)	356 (4,3%)	219 (2,6%)	159 (1,9%)
15	Possesses professional and personal qualities consistent with the standards expected of a university teacher.	329 (3,9%)	126 (1,5%)	438 (5,2%)	951 (11,4%)	6517 (77,9%)

Average survey score by faculty

Questions	Agronomy faculty	Faculty of Veterinary and Animal Science	Humanities Faculty	Faculty of Computer Systems and Professional Education	Forest Resources, Wildlife and the Environment	Technical Faculty	Management of Land resources, Architecture and Design	Faculty of Economics	Faculty of Power Engineering	University average
Maintains a logical sequence in delivering lecture material for the discipline taught.	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,7	4,7	4,6
Applies interactive teaching methods in the educational process (role plays, discussions, debates, brainstorming, case studies, etc.) as well as modern educational technologies, including electronic textbooks and manuals, video lectures, and Internet resources.	4,4	4,4	4,4	4,4	4,5	4,5	4,4	4,5	4,5	4,4
Explains complex aspects of the lesson materials (practical or laboratory) and provides well-reasoned, comprehensive answers to questions.	4,5	4,5	4,5	4,6	4,5	4,6	4,5	4,5	4,6	4,5

Demonstrates the ability to engage and maintain students' interest in the subject or discipline.	4,5	4,5	4,5	4,5	4,5	4,5	4,5	4,6	4,5	4,5
Emphasizes the application of the studied material in future professional practice	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6
Promotes self-directed learning, the development of creative abilities, and personal growth.	4,5	4,5	4,5	4,5	4,5	4,5	4,5	4,6	4,5	4,5
Sets clear and high requirements for students' knowledge, skills, and discipline.	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,7	4,6	4,6
Demonstrates fairness and objectivity in assessing the quality of students' knowledge.	4,6	4,6	4,6	4,6	4,6	4,6	4,5	4,6	4,6	4,6

Provides students with educational materials (UMKD and syllabus) for the discipline taught	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,7	4,7	4,6
Guides students in organizing independent work for the discipline	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6
Demonstrates erudition and clear speech	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,7	4,6	4,6
Is friendly, tactful, open, and democratic with students	4,6	4,6	4,6	4,6	4,6	4,6	4,5	4,6	4,6	4,6	4,6
Is disciplined and demanding of themselves (does not arrive late, does not leave during class, does not engage in personal matters during class)	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6
Abuses their official position (e.g., gives assignments/tasks for personal purposes, etc.)	1,2	1,1	1,2	1,2	1,1	1,2	1,1	1,1	1,1	1,2	1,2
Possesses professional and personal qualities that match your perception of a teacher	4,5	4,5	4,5	4,6	4,6	4,6	4,5	4,6	4,6	4,6	4,5
Total	4,4	4,4	4,4	4,5	4,5	4,5	4,4	4,5	4,5	4,5	4,3

Conclusions:

1. The professional qualities of teachers are rated above 4.6 points (more than 79%) by students according to the main criteria:
 - Follows a logical sequence when presenting lecture material;
 - Provides students with educational materials (UMKD and syllabus) for the discipline taught;
 - Demonstrates erudition and clear speech;
 - Is friendly, tactful, open, and democratic with students;
 - Is disciplined and demanding of themselves (does not arrive late, does not leave during class, does not engage in personal matters during class).
2. The strengths of the educational process at the university as a whole are:
 - Explains complex parts of practical/laboratory materials and gives reasoned, comprehensive answers to questions;
 - Emphasizes the application of the studied material in future professional activities;
 - Guides students in organizing independent work for the discipline;
 - Possesses professional and personal qualities that match students' perception of a teacher.

Recommendations:

1. Discuss the results of the 2024–2025 academic year (1st semester) student survey at faculty meetings.
2. Conduct an orientation session with students before the next survey to raise awareness about objective evaluation of teaching staff and the importance of participation.
3. Enhance the use of interactive teaching methods and modern technical tools in the learning process by teaching staff.
4. Continue implementing practice-oriented training through dual education and the “2.5+1.0+0.5” module.
5. Organize faculty seminars for teaching staff on public speaking, speech techniques, and professional etiquette.
6. To prevent corruption, deans should conduct explanatory sessions at faculties on avoiding abuse of official authority.
7. Consider introducing KPI-based incentives for teaching staff to encourage self-education, creative development, and personal growth.