

I Q R A
UNIVERSITY

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RESEARCH PROJECT



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INTRODUCTION

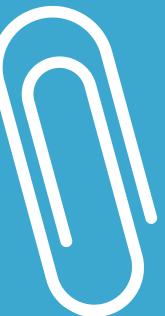
- **Background:** Grading fairness is critical for student trust and motivation at Iqra University Airport Campus. Student concerns, voiced in common groups for review about faculty just before starting registration, highlight issues like favoritism and unclear criteria.
- **Problem Statement:** Discrepancies in grading practices may undermine student confidence and institutional credibility, necessitating alignment with HEC guidelines.



OBJECTIVES

questions

- **Objectives:**
- Assess student perceptions of grading fairness
- Evaluate faculty grading practices.
- Propose strategies to enhance fairness and educational relevance.





RESEARCH *questions*

1. How do students perceive grading fairness and faculty practices at Iqra University?
2. How do gender, GPA, department, and semester influence these perceptions?
3. To what extent do faculty grading practices align with HEC guidelines?
4. What improvements can enhance grading fairness and support student learning?

Purpose: These questions guided my study to uncover perceptions, identify influences, and propose actionable solutions

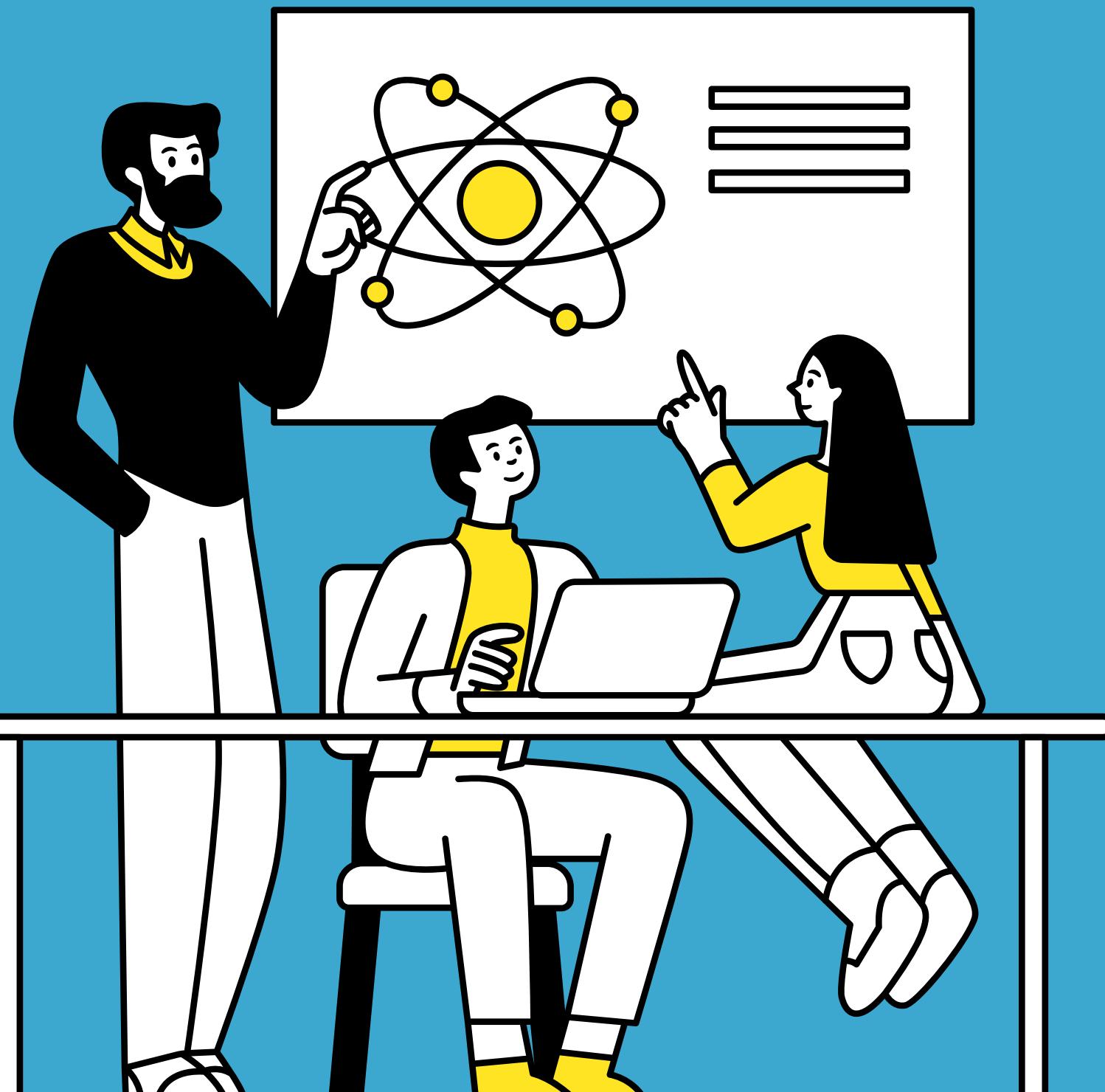
METHODOLOGY

overview

- Mixed-Methods Approach:
 - Quantitative: Surveyed 69 students using 8 Likert-scale and 4 open-ended questions (qualitative analysis deferred).
 - Qualitative: Interviewed 6 faculty members with 8 semi-structured questions.
- Analysis:
 - Python (pandas, pandas) for descriptive statistics, chi-square tests, correlations.
 - Thematic analysis for faculty interview transcripts.



DATA COLLECTION



- **Student Survey:**

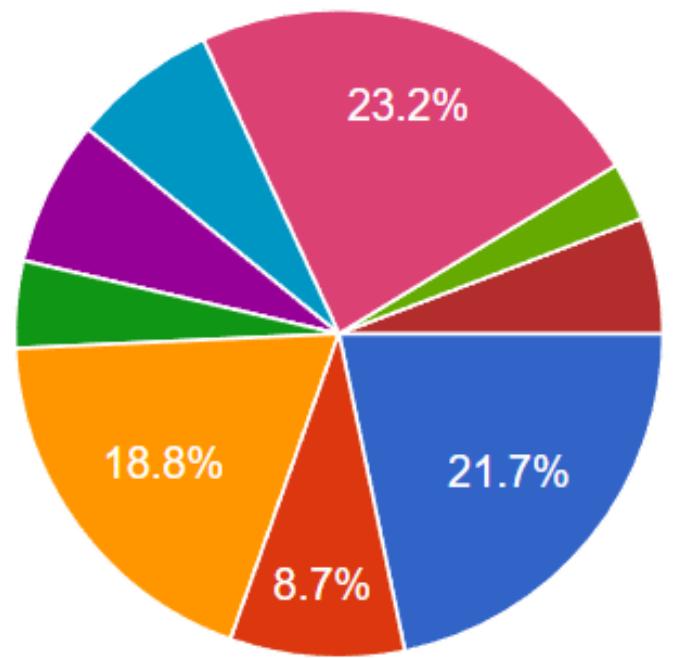
- Designed 12 questions (8 Likert-scale, 4 open-ended) to capture fairness perceptions.
- Created Google Form, distributed via university common groups, collected 69 responses

- **Faculty Interviews:**

- Crafted 8 semi-structured questions to explore grading practices.
- Visited faculty in-person, discussed project, secured 6 interviews (2025, in-person)

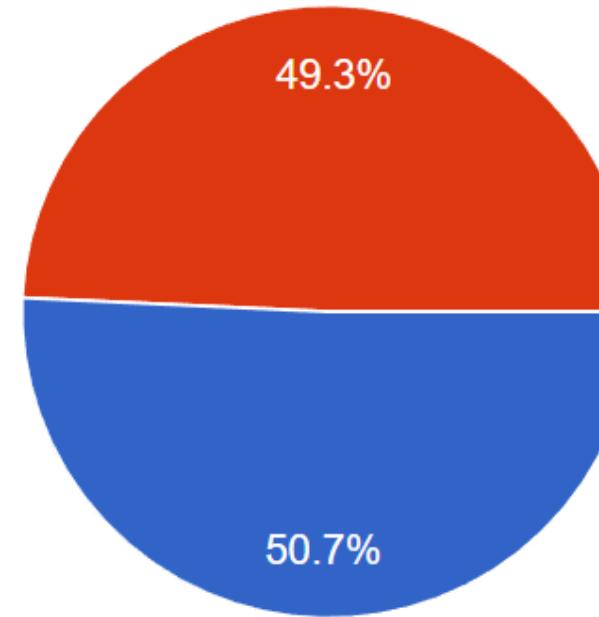
Semester

69 responses



Gender

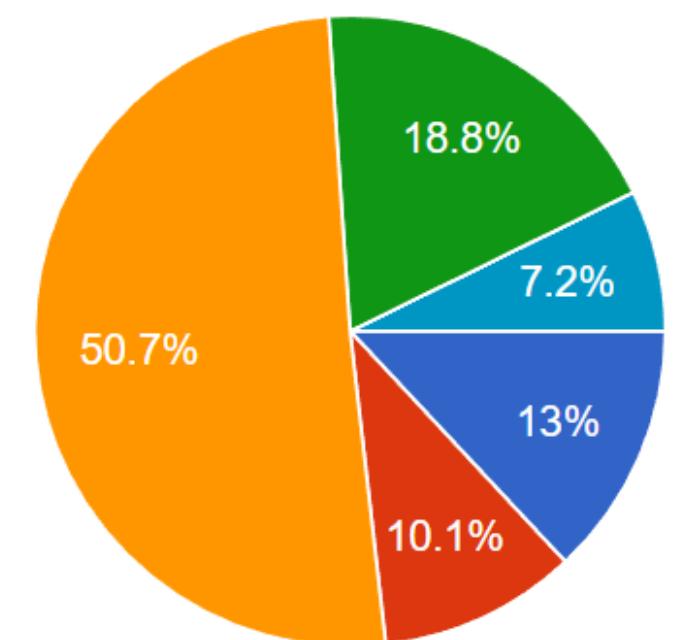
69 responses



- He
- She

Department

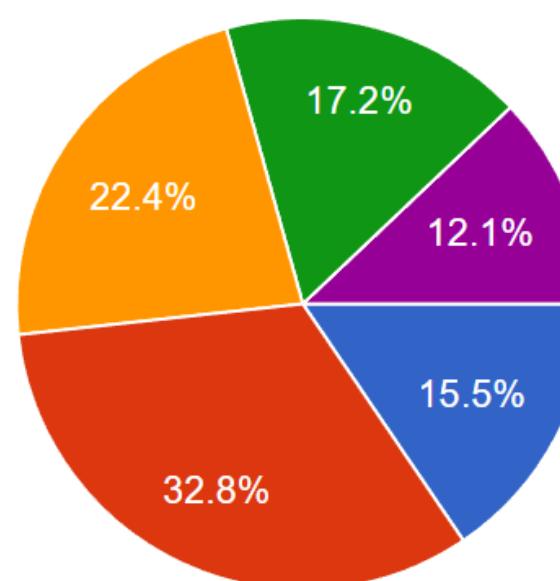
69 responses



GPA (Optional)

58 responses

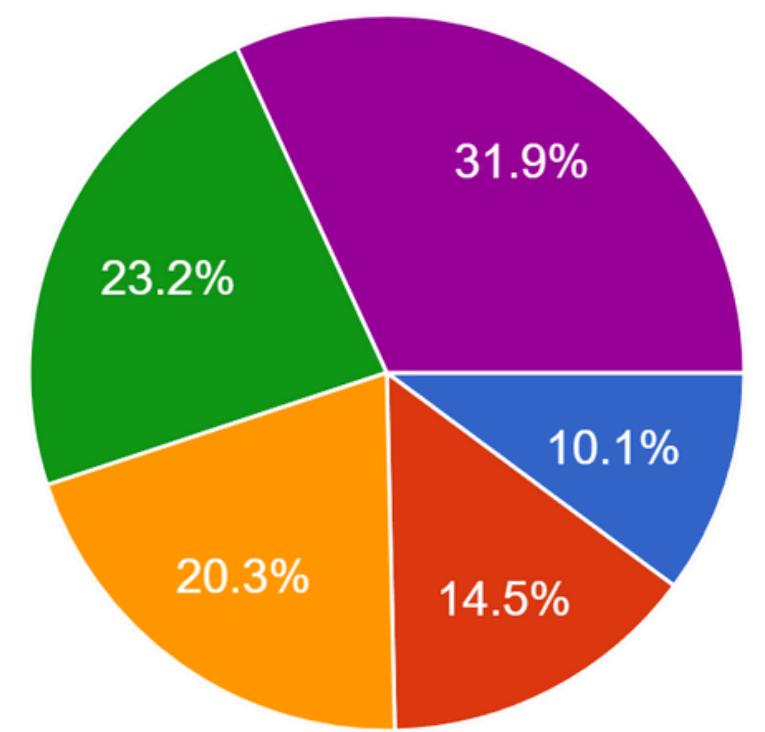
- Media Studies
- BBA
- Computer Science
- Psychology
- Law
- Other



- 2.0 - 2.5
- 2.5 - 3.0
- 3.0 - 3.3
- 3.3 - 3.5
- 3.5 - 4.0 (Jaha)

The grading criteria in my courses are clearly explained by my instructors.

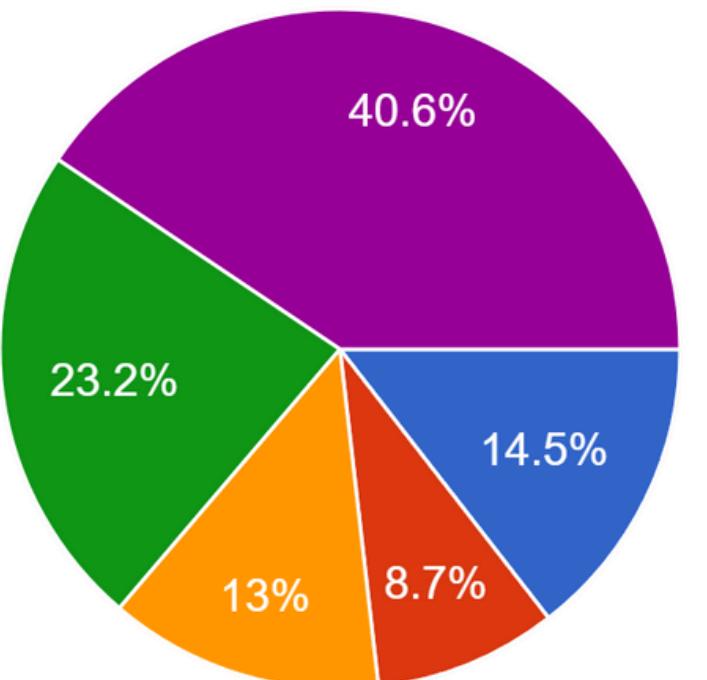
69 responses



- 1 - Strongly Disagree
- 2
- 3
- 4
- 5 - Strongly Agree

I believe my instructors follow the grading criteria as set by the HEC (e.g., 25% midterm, 40% final, 35% class participation including quizzes, assignments, presentations).

69 responses

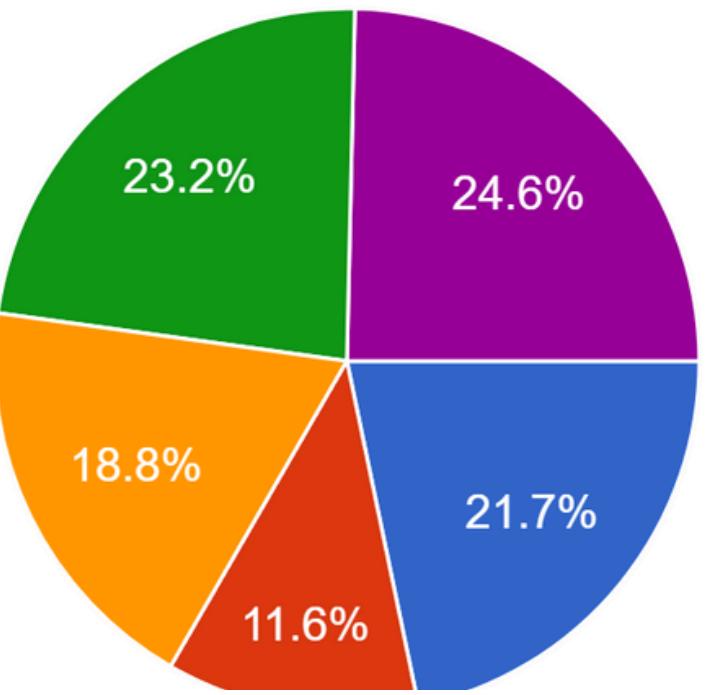


- 1 - Strongly Disagree
- 2
- 3
- 4
- 5 - Strongly Agree



I feel that my instructors provide helpful feedback that improves my learning.

69 responses

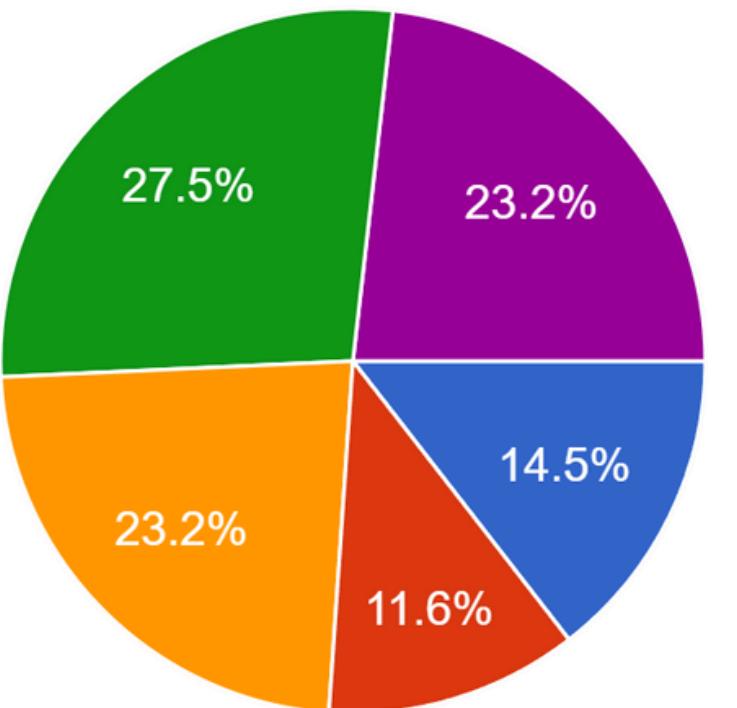


- 1 - Strongly Disagree
- 2
- 3
- 4
- 5 - Strongly Agree



I believe that grading is fair and consistent across different instructors.

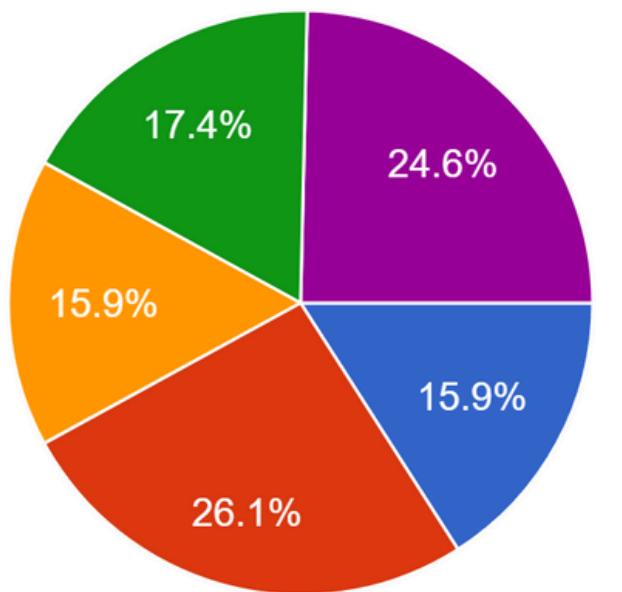
69 responses



- 1 - Strongly Disagree
- 2
- 3
- 4
- 5 - Strongly Agree

I think some instructors show favoritism when grading students' work.

69 responses

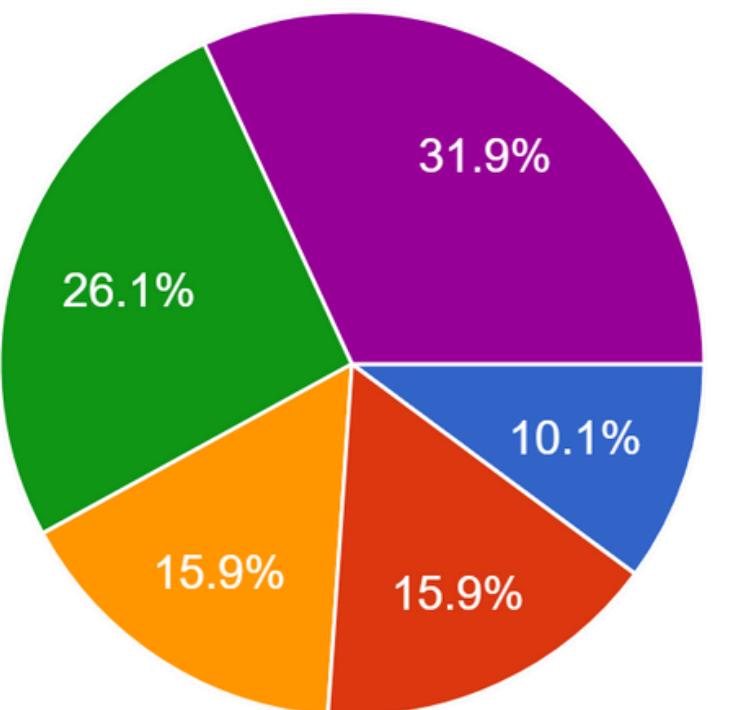


- 1 - Strongly Disagree
- 2
- 3
- 4
- 5 - Strongly Agree



I feel that instructors consider factors beyond my actual performance (like participation, attitude, or behavior) when assigning final grades.

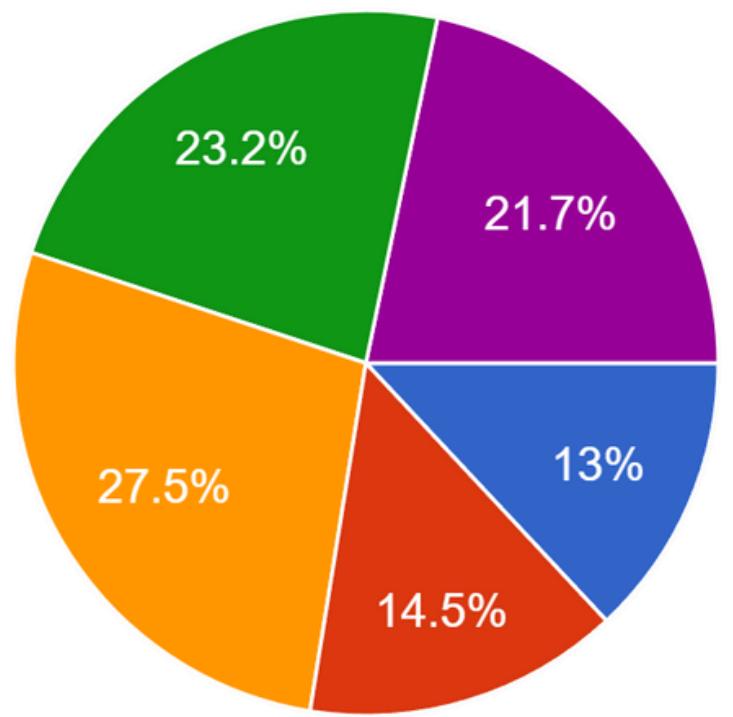
69 responses



- 1 - Strongly Disagree
- 2
- 3
- 4
- 5 - Strongly Agree

The level of difficulty of exam questions reflects what is taught during the course.

69 responses

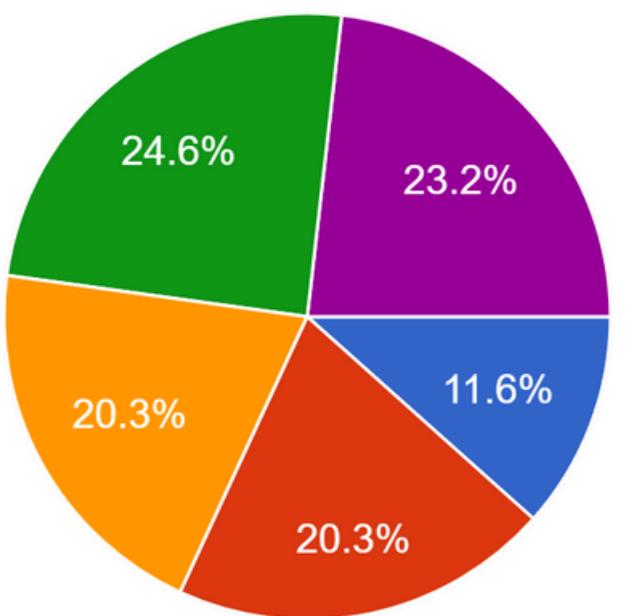


- 1 - Strongly Disagree
- 2
- 3
- 4
- 5 - Strongly Agree



The assignments and quizzes adequately prepare me for the level of questions asked in exams.

69 responses



- 1 - Strongly Disagree
- 2
- 3
- 4
- 5 - Strongly Agree

DATA CLEANING EFFORTS

Spent 6+ hours only cleaning data, ensuring accuracy for reliable analysis

	Timestamp	Semester	Department	Gender	GPA (Optional)	The grading criteria in my courses are clearly explained by my instructors.	Please explain why you agree or disagree with the above statement. Have you ever experienced deviations from the HEC grading criteria?	I believe my instructors follow the grading criteria as set by the HEC (e.g., 25% midterm, 40% final, 35% class participation including quizzes, assignments, presentations).	I believe that grading is fair and consistent across different instructors.	I feel that my instructors provide helpful feedback that improves my learning.	I think some instructors show favoritism when grading students' work.	I feel that instructors consider factors beyond my actual performance (like participation, attitude, or behavior) when assigning final grades.	The level of difficulty of exam questions reflects what is taught during the course.	The assignments and quizzes adequately prepare me for the level of questions asked in exams.	Can you share an experience where you felt the grade you received did not reflect your effort or understanding? What do you think caused that?	How does the type of feedback you receive (written comments, in-person discussions, etc.) influence your motivation and learning?	Whom do you consider the most impartial faculty member when it comes to grading with honesty, putting in time and effort, and delivering content effectively? \nFaculty complete name and department	
0	6/9/2025 10:00:30	7th	Computer Science	He	3.0 - 3.3	3	Nan	5 - Strongly Agree	2	4	4	4	2	3	asd	afdfadasdasd	dsdfsdf	sdfdsf
1	6/9/2025 14:12:41	7th	Computer Science	She	3.0 - 3.3	4	Nan	5 - Strongly Agree	3	2	5 - Strongly Agree	5 - Strongly Agree	4	3	Nan	Nan	Nan	Nan
2	6/9/2025 14:16:23	5th	BBA	She	2.5 - 3.0	5 - Strongly Agree	No	5 - Strongly Agree	5 - Strongly Agree	5 - Strongly Agree	4	5 - Strongly Agree	1 - Strongly Disagree	1 - Strongly Disagree	Teachers sometimes demand perfection.	Nan	Nan	Nan
3	6/9/2025 14:19:07	7th	Computer Science	He	2.0 - 2.5	1 - Strongly Disagree	yes	1 - Strongly Disagree	1 - Strongly Disagree	1 - Strongly Disagree	1 - Strongly Disagree	1 - Strongly Disagree	1 - Strongly Disagree	Yes, I recall a time during my final year in h...	To make the grading process more fair and supp...	The type of feedback I receive has a big impac...	To provide an accurate answer to this question...	
4	6/9/2025 14:28:38	7th	Computer Science	He	2.5 - 3.0	3	Nan	4	3	4	5 - Strongly Agree	4	3	3	Yes, I once received a lower grade in an advan...	\n\nSir Azeem Aftab (bs computer science)	The type of feedback you get can boost motivat...	



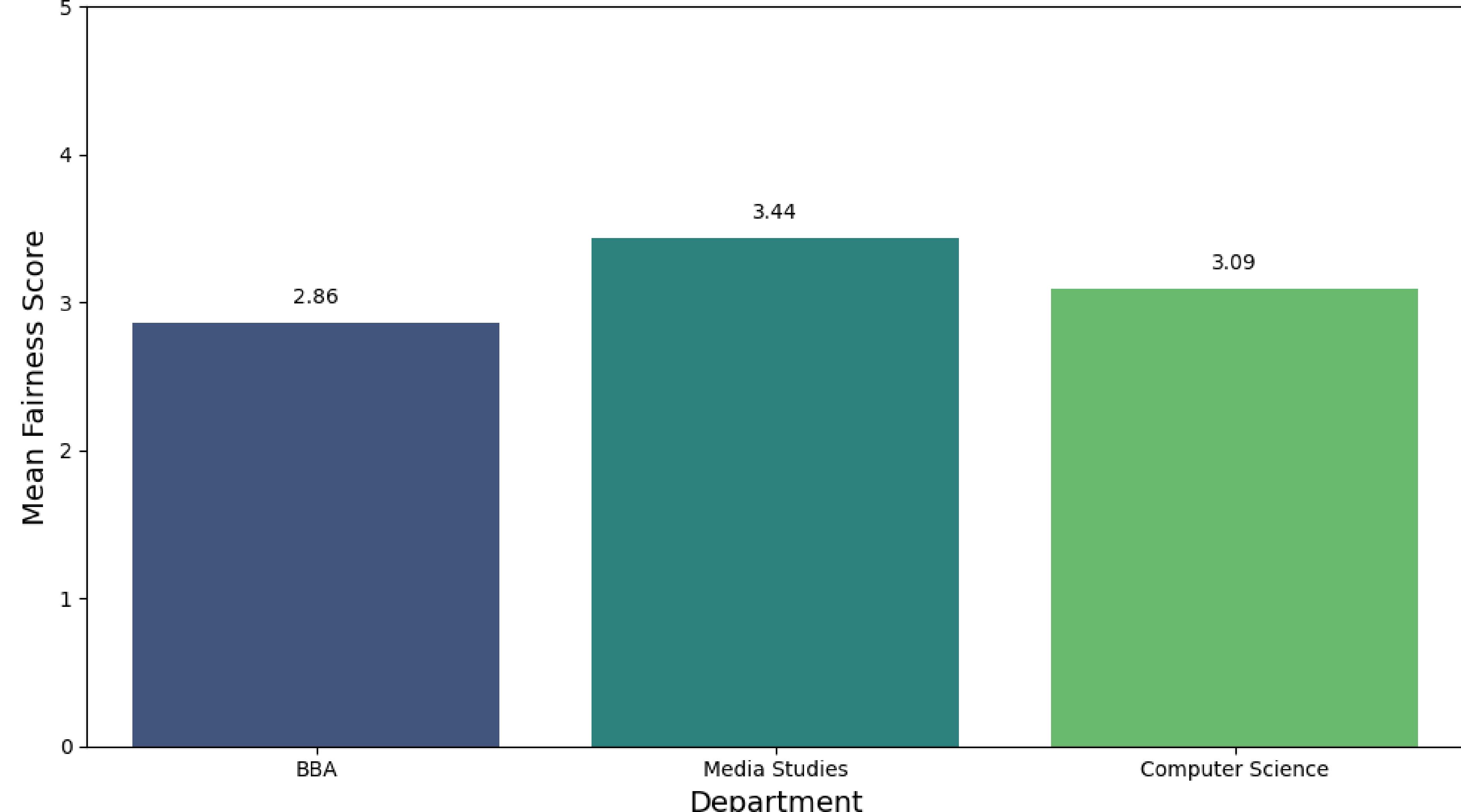
• QUANTITATIVE FINDINGS:

STUDENT SURVEY DESCRIPTIVE STATISTICS, CROSS-TABULATIONS, CORRELATIONS

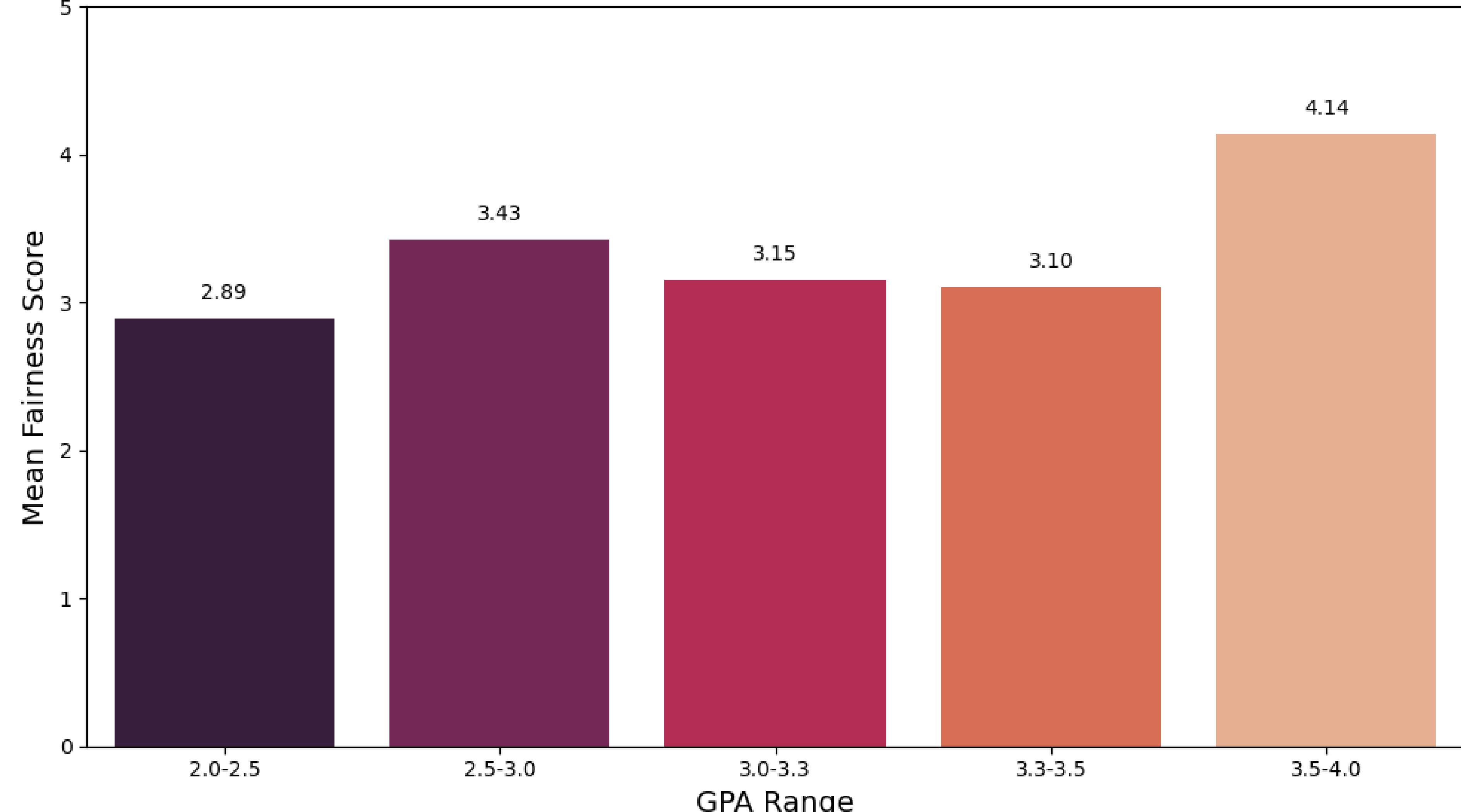
- **DEPARTMENT:** BSCS STUDENTS RATE FAIRNESS HIGHEST ($M=3.92$), BBA LOWEST ($M=2.86$).
- **SEMESTER:** **4TH-SEMESTER** STUDENTS ARE HIGHLY CRITICAL (FAIRNESS $M=2.33$), 1ST/2ND SEMESTERS SEE HIGH HEC ADHERENCE ($M=4.13$, $M=4.33$).
- **GPA:** HIGH-GPA (3.5–4.0) STUDENTS RATE FAIRNESS HIGHLY ($M=4.14$), LOW-GPA (2.0–2.5) ARE CRITICAL ($M=2.89$).
- **GENDER:** **FEMALES** PERCEIVE HIGHER FAIRNESS ($M=3.71$) THAN **MALES (M=2.97)**.
 - STATISTICAL INSIGHTS:
 - NO SIGNIFICANT ASSOCIATION BETWEEN GPA AND FAVORITISM ($\chi^2=12.65$, $P=0.6979$) OR SEMESTER AND FEEDBACK ($\chi^2=26.42$, $P=0.7446$).
 - STRONG CORRELATION BETWEEN FAIRNESS AND FEEDBACK ($R=0.71$).



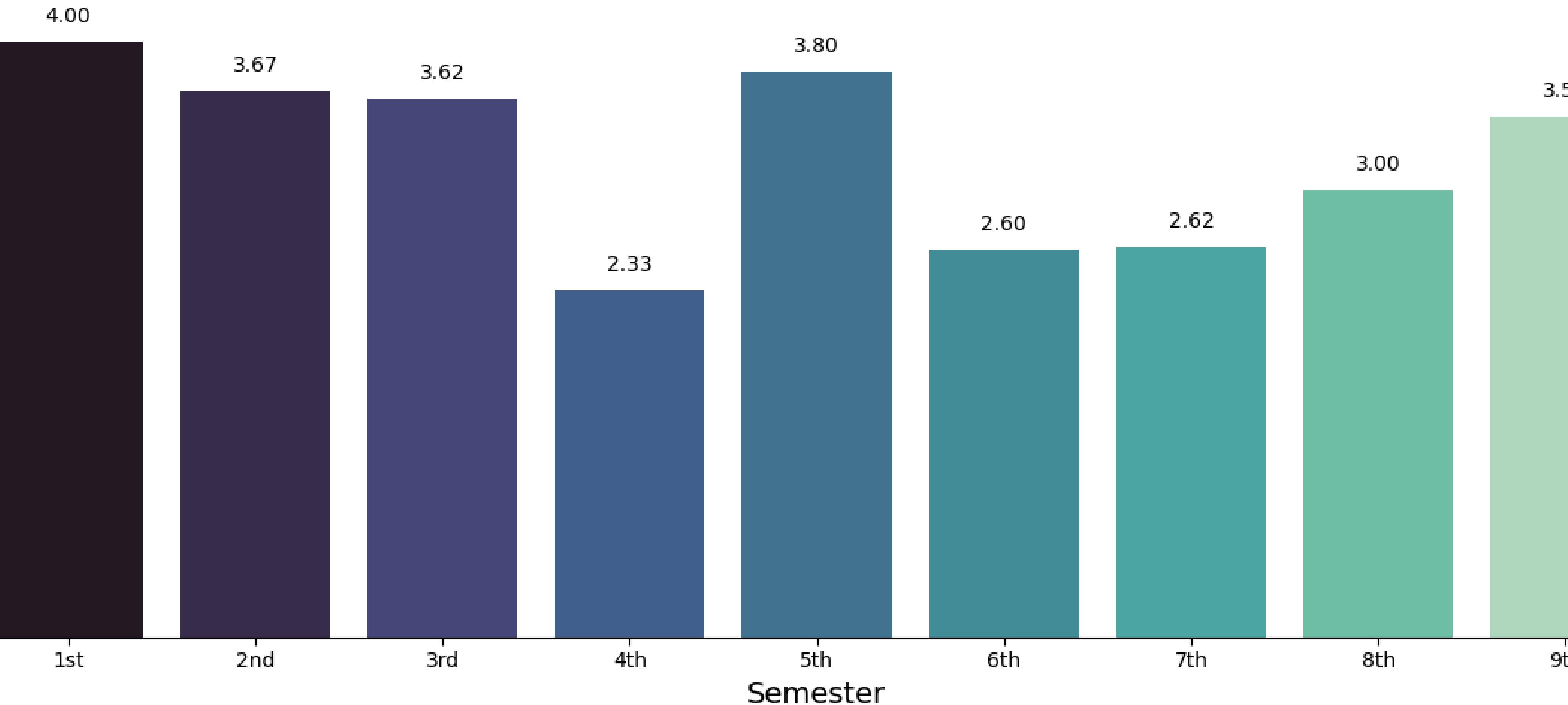
Fairness Perceptions by Department



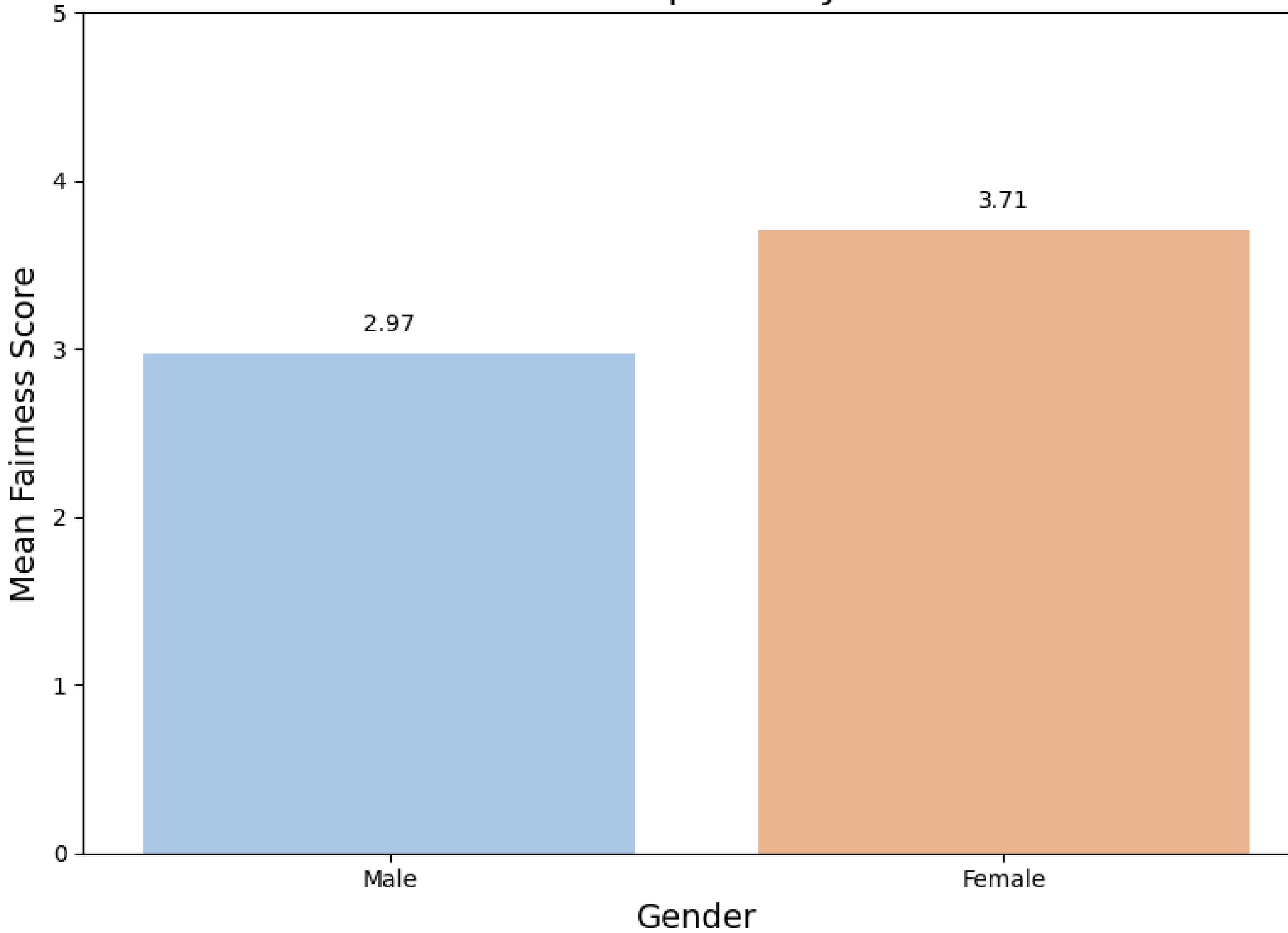
Fairness Perceptions by GPA



Fairness Perceptions by Semester



Fairness Perceptions by Gender



QUALITATIVE : FACULTY RESPONSE



- 4/6 align grading with objectives (F1, F2, F4, F5), e.g., F2: “Assignments 10%.”
 - 5/6 communicate criteria early, 3/6 via outlines (F1, F4, F5).
 - **Challenges:** Large classes (F1, F4), plagiarism (F2), subjectivity (F5).
 - **3/6 give clear feedback;** F4 offers one-on-one reviews.
 - 5/6 grade participation, 2/6 use rubrics (F1, F5).
- **Faculty Insights:**
 - 2/6 use rubrics/blind marking (F1, F5) to reduce bias.
 - 4/6 explain grade disputes openly (F1, F2, F4, F5).
 - 5/6 link positive feedback to motivation (F1, F4, F5, F6).
 - **Insight:** Faculty practices vary; participation grading ties to favoritism ($r=0.46$).
 -

QUALITATIVE : FACULTY

RESPONSE

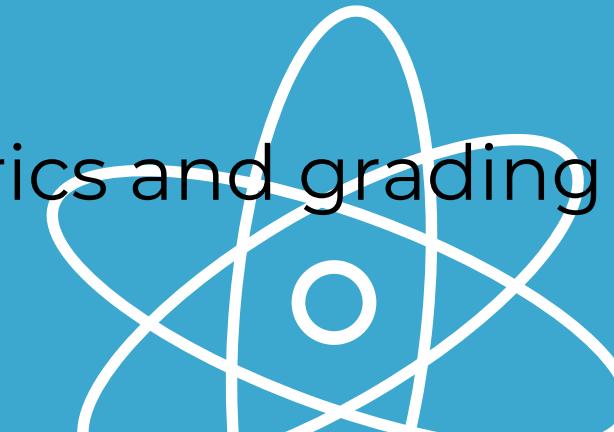
- **Q8: In your experience, how does the feedback you provide impact student motivation and performance?**
- Yes, class a and I arsened iny how student is involved in the topic quequency of asking Queilion related that topic is.
-
- **Q6: What steps do you take to minimize personal biases or favoritism in grading?**
- Most Interesting Response: F4 – "As & have a bad meniod of remembering names of student and this treeone important factor in minimizing personal blaser, or favoritism.
-
- **Q7: How do you respond to students who question their grades or feedback?**
- Most Interesting Response: F1 – "I always listen and explain the grading. If thefre right, I'm open to revising the marks."
-

INTERPRETATION

- 
- Gender Disparity: Females perceive higher fairness ($M=3.71$ vs. males $M=2.97$, $\chi^2=10.56$, $p=0.0320$), suggesting potential interaction biases in classrooms.
 - 4th-Semester Dip: Lowest fairness ($M=2.33$) and feedback ($M=2.33$) may stem from outdated CS curriculum (e.g., lack of AI, internships).
 - Feedback-Fairness Link: Strong correlation ($r=0.71$) highlights feedback quality as a key driver of fairness perceptions.
 - Faculty Practices: 5/6 consider participation, but only 2/6 use rubrics (F1, F5), linking to student favoritism concerns

CONCLUSION AND RECOMMENDATION

- Recommendations:
- **Curriculum Reform:** Update CS courses with industry-relevant skills (e.g., AI, cloud computing) to address 4th-semester dip and global competitiveness.
- **Aptitude-Based Assessment:** Implement standardized, bias-free aptitude tests (50% weight) alongside practical projects (50%) to eliminate favoritism and enhance real-world skills.
- **Practical Focus:** Dedicate final two years to hands-on training and mandatory internships, balancing two years of theory, to meet industry demands.
- **Faculty Training:** Improve feedback delivery and bias mitigation (e.g., rubrics, blind marking); enhance communication responsiveness to reduce student frustration.
- **HEC/Sindh Policy:** Enforce standardized rubrics and grading guidelines for transparency.



CONCLUSION AND RECOMMENDATION

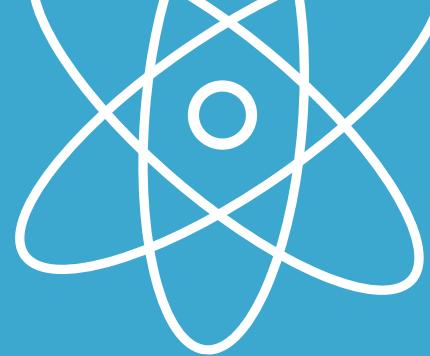


ansh

@twinkythough

A professor from Harvard university with 500-600 cited papers replied within one hour of me sending my email, and a professor from Allahabad University with 4 cited papers can't see my mail sent a month ago. 😊

- **My Perspective:** Our education system must evolve to produce globally competitive graduates. Current practices lag behind countries like China, where engineers are industry-ready faster. Faculty communication issues (e.g., delayed responses) further hinder fairness and trust.

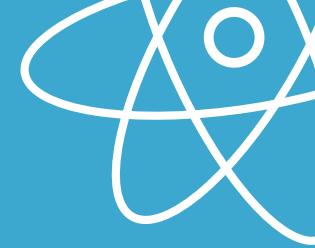
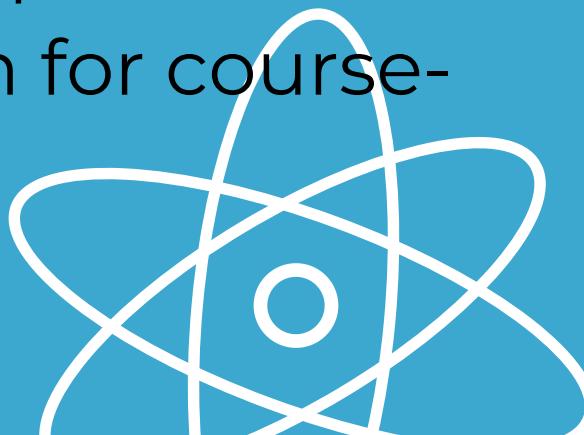


ansh

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- i used to think its only Paki mentality.
- A significant issue is the lack of responsiveness from our faculty, who often fail to reply promptly to student messages despite having lighter workloads compared to foreign professors. Renowned international professors, with busy schedules and hundreds of publications and citations, manage to respond within hours. In contrast, our faculty, who we know are not engaged in significant research or development, exhibit an unwarranted attitude and delay responses, even for course-related queries critical to student success.



TEACHER resources

