Student’s Personal Characteristics on Teaching Evaluation: A Comparative Study Between Post Graduate and Undergraduate Students in Accountancy

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Abstract

This paper aims to investigate whether perceptions based on students’ characteristics of age, gender, ethnicity, citizenship, previous education, and duration of stay in Australia provide an explanation of a student’s formal evaluation of teaching performance. This study expands on a prior study by the authors which found that some of these characteristics influenced postgraduate accounting students’ perceptions of academic teaching performance. In this study, similar data was collected from students in undergraduate accounting courses and compared with the results of the study of postgraduate students. Using the Mann-Whitney test, a quantitative analysis of data collected from Student Surveys of Teaching (SST) was carried out to investigate whether the findings were consistent with the previous study.

Whilst both studies produced consistent findings related to gender, other characteristics showed significant variations between postgraduate and undergraduate students. Overall, aggregated SST responses showed that postgraduate students gave statistically significant lower scores for all SST survey questions than undergraduate students. The studies pave the way for reform and further research in the university sector related to practical assessment of teaching performance. Further, the existence of different SST scores for different ethnic student groups may imply that the students’ needs are not being met, requiring academics to reconsider the design of teaching strategies.

Keywords: Student age, student gender, student ethnicity, student citizenship, student previous education, student duration of stay in a country, student perceptions, student evaluation of teaching, undergraduate student survey, postgraduate student survey.