BAHONA COLLEGE

Guardian Feedback Analysis Report 2026

Prepared by IQAC
Bahona College, Jorhat, Assam

1. Introduction

Guardian feedback serves as an important quality assurance mechanism in higher education institutions. As key stakeholders in the educational development of students, guardians provide valuable insights into academic quality, student support systems, institutional facilities, and overall institutional effectiveness. The systematic collection and analysis of guardian feedback enables institutions to evaluate stakeholder satisfaction, identify strengths and weaknesses, and undertake evidence-based quality enhancement measures. Bahona College periodically collects feedback from guardians to assess institutional performance and ensure that educational services meet stakeholder expectations. The feedback obtained contributes to the quality assurance initiatives of the institution and supports continuous improvement in academic and administrative practices. The present analysis is based on responses obtained from **211 guardians** regarding various dimensions of institutional functioning, including quality of education, faculty support, academic progress, campus safety, communication mechanisms, infrastructure facilities, personality development, co-curricular activities, career guidance, and overall institutional contribution to student development.

2. Methodology

Guardian feedback was collected using a structured questionnaire consisting of ten parameters. Responses were recorded on a five-point Likert scale:

Rating	Score
Poor	1
Fair	2
Good	3
Very Good	4
Excellent	5

A total of 211 guardians participated in the survey. The collected data were analyzed using descriptive statistics, frequency distribution analysis, satisfaction indices, ranking analysis, and Spearman correlation analysis. Graphical representations were used to facilitate interpretation of the findings.

3. Results and Discussion

3.1 Descriptive Statistics of Guardian Feedback Parameters

The descriptive statistical analysis indicated a highly favorable perception of the institution among the participating guardians. Mean scores for all evaluated parameters exceeded 4.0, indicating that guardians generally rated the college between "Very Good" and "Excellent" across all dimensions.

Table 1. Descriptive Statistics of Guardian Feedback Parameters

Parameter	Mean Score
Q1. Quality of Education	4.38

Q2. Faculty Support and Guidance	4.33
Q3. Academic Progress of Students	4.35
Q4. Campus Safety and Security	4.28
Q5. Communication Regarding Academic Performance and Attendance	4.28
Q6. Facilities and Infrastructure	4.15
Q7. Contribution to Personality Development	4.26
Q8. Co-curricular and Extracurricular Opportunities	4.33
Q9. Career Guidance and Future Opportunities	4.20
Q10. Overall Institutional Contribution to Student Growth	4.25

The highest mean score was recorded for quality of education (Q1) with a score of 4.38, demonstrating a high level of satisfaction among guardians regarding the educational standards maintained by the institution. Academic progress of students (Q3) and faculty support and guidance (Q2) also received high ratings, with mean scores of 4.35 and 4.33, respectively. These findings indicate strong confidence among guardians in the effectiveness of the teaching-learning process and the support provided by faculty members. The opportunities available for co-curricular and extracurricular activities (Q8) obtained a mean score of 4.33, suggesting that guardians appreciated the institution's efforts toward holistic student development. Similarly, campus safety and security (Q4) and communication regarding academic performance and attendance (Q5) received mean scores of 4.28, reflecting positive perceptions regarding student welfare and institutional communication practices. Facilities and infrastructure (Q6) recorded the lowest mean score (4.15). Although comparatively lower than the other parameters, this score still falls within the "Very Good" category and indicates overall satisfaction with available facilities while highlighting potential areas for further improvement.

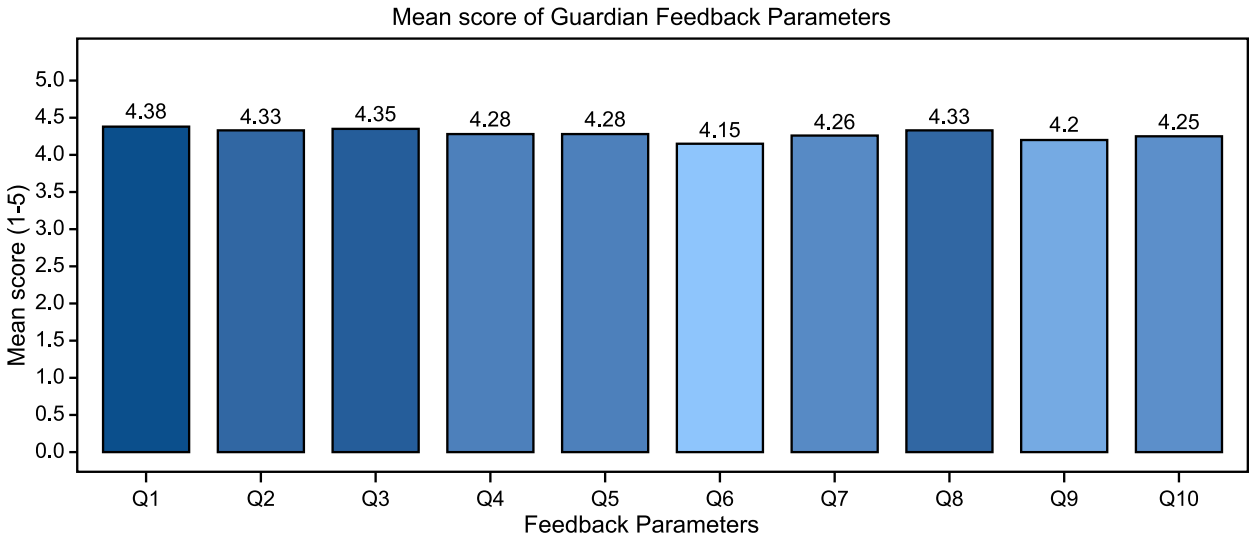


Figure 1. Mean scores obtained for the ten guardian feedback parameters, illustrating the overall perception of institutional performance by guardians.

3.2 Distribution of Guardian Responses Across Rating Categories

While the mean scores provide an overall measure of satisfaction, an examination of the distribution of responses offers a more comprehensive understanding of guardian perceptions. The percentage distribution of responses across the five rating categories is presented in Table 2, while the graphical representation is provided in Figure 2.

Table 2. Overall Distribution of Guardian Responses Across Rating Categories

Rating Category	Percentage (%)
Poor	0.95
Fair	1.90
Good	11.37
Very Good	42.65
Excellent	43.13

The response distribution demonstrates an overwhelmingly positive perception of the institution among guardians. A combined 85.78% of respondents rated the overall contribution of the institution as either Very Good or Excellent, whereas only 2.85% of respondents assigned ratings of Poor or Fair. The remaining 11.37% of guardians rated the institution as Good.

The predominance of responses within the “Very Good” and “Excellent” categories indicates a high degree of confidence among guardians regarding the quality of educational services, academic support, student welfare initiatives, and institutional commitment toward student development. Such a positive response pattern reflects the effectiveness of the institution in meeting stakeholder expectations.

The low proportion of negative responses further suggests that only a limited number of guardians expressed dissatisfaction with institutional services. This observation is consistent with the high mean scores observed across all feedback parameters (Table 1), thereby reinforcing the overall positive perception of the institution.

An examination of the parameter-wise response distribution (Figure 2) reveals that the majority of responses for all evaluated parameters were concentrated within the “Very Good” and “Excellent” categories. The proportion of “Poor” and “Fair” responses remained consistently low across all parameters, indicating the absence of any major area of concern. However, relatively lower proportions of “Excellent” responses were observed for infrastructure facilities and career guidance-related parameters, suggesting potential areas for further improvement. The overall distribution pattern demonstrates that guardians generally perceive the institution as performing effectively across academic, administrative, and developmental dimensions. The dominance of positive ratings provides strong evidence of stakeholder satisfaction and supports the institution’s ongoing quality assurance efforts.

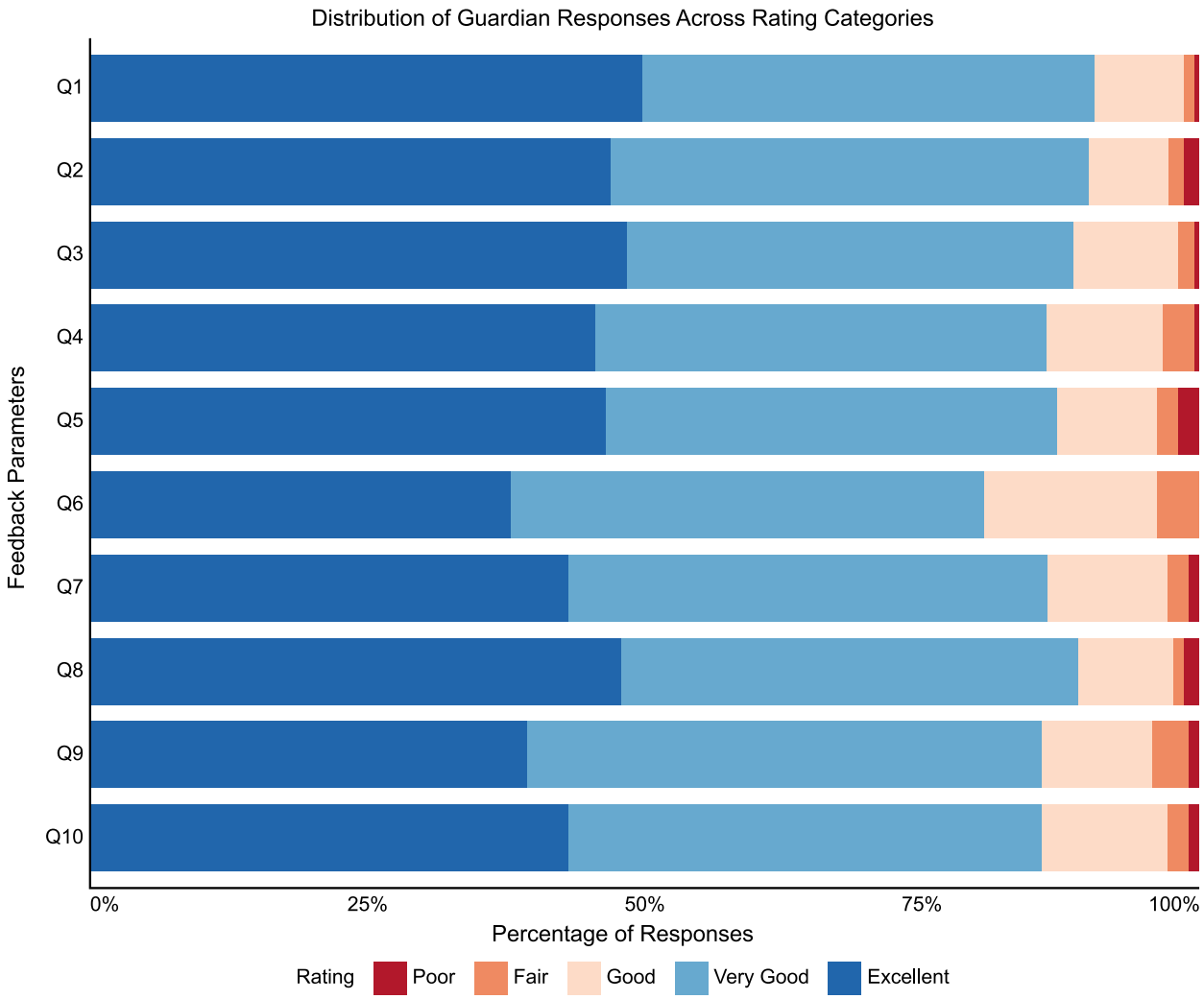


Figure 2. Percentage distribution of guardian responses across the five rating categories (Poor, Fair, Good, Very Good, and Excellent) for all evaluated parameters, illustrating the overall satisfaction pattern among guardians.

3.3 Comparative Performance of Feedback Parameters

A comparative assessment of the various feedback parameters was carried out to identify areas of institutional strength and potential opportunities for further improvement. The comparative performance of all parameters is illustrated through the radar chart presented in Figure 3. The radar chart provides a holistic visualization of guardian perceptions regarding different aspects of institutional functioning. The relatively uniform shape of the radar plot indicates consistency in guardian satisfaction across the evaluated parameters, with no parameter receiving a substantially lower rating than the others. This observation suggests balanced institutional performance across academic, administrative, and developmental dimensions.

Among the parameters assessed, quality of education (Q1) emerged as the strongest-performing indicator with a mean score of 4.38, highlighting the confidence of guardians in the

institution's academic standards and educational delivery mechanisms. The high rating for this parameter reflects positively on curriculum implementation, teaching effectiveness, and the overall learning environment provided by the college.

Similarly, academic progress of students (Q3) and faculty support and guidance (Q2) achieved mean scores of 4.35 and 4.33, respectively. These results indicate that guardians perceive faculty members as actively contributing to student learning and academic development. The strong performance of these parameters suggests effective student mentoring, academic monitoring, and guidance systems within the institution.

The parameter related to co-curricular and extracurricular opportunities (Q8) also received a high mean score of 4.33, demonstrating guardian appreciation for the institution's efforts to promote holistic development. Such activities play an important role in enhancing leadership qualities, communication skills, teamwork, and overall personality development among students.

Moderately high scores were observed for campus safety and security (Q4) and communication regarding academic performance and attendance (Q5), both recording mean values of 4.28. These findings suggest that guardians generally perceive the campus environment as safe and supportive and are satisfied with the communication channels maintained by the institution.

The parameter concerning personality development (Q7) recorded a mean score of 4.26, while overall institutional contribution to student growth and future development (Q10) achieved a score of 4.25. These ratings indicate that guardians recognize the institution's role in shaping students' personal and professional competencies beyond academic achievement alone.

The comparatively lower scores observed for career guidance and future opportunities (Q9) (4.20) and facilities and infrastructure (Q6) (4.15) suggest areas where further enhancement initiatives may be beneficial. Although these scores still fall within the "Very Good" category, they indicate aspects of institutional functioning that may receive additional attention in future quality improvement plans.

Overall, the comparative analysis demonstrates that guardian satisfaction remains consistently high across all evaluated parameters. The limited variation among mean scores reflects a balanced institutional performance and indicates that the college has been successful in maintaining quality standards across multiple dimensions of stakeholder concern.

Comparative Performance of Guardian Feedback Parameters

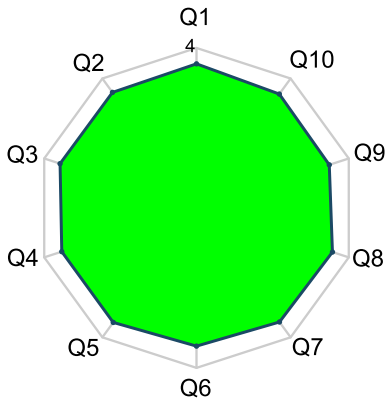


Figure 3. Radar chart showing the comparative performance of the ten feedback parameters based on mean scores obtained from guardian responses, illustrating overall stakeholder perceptions of institutional performance.

3.4 Overall Satisfaction Analysis

An important objective of the feedback survey was to assess the overall level of guardian satisfaction regarding the institution's contribution to the academic growth, personal development, and future prospects of students. To evaluate this aspect, overall satisfaction indicators were calculated using the aggregated responses obtained from all feedback parameters.

Table 3. Overall Satisfaction Indicators

Indicator	Value
Total Respondents	211
Average Feedback Score	4.28
Satisfaction Index (%)	85.60
Positive Feedback (%)	85.78
Overall Satisfaction Mean (Q10)	4.25

The analysis revealed a highly favorable level of satisfaction among guardians. The overall average feedback score across all evaluated parameters was 4.28 out of 5, indicating that guardians generally rated institutional performance between the categories of "Very Good" and "Excellent". This finding is consistent with the positive trends observed in the descriptive and comparative analyses presented earlier.

The calculated Satisfaction Index of 85.60% further confirms the high level of stakeholder satisfaction. Satisfaction indices exceeding 80% are generally considered indicative of strong institutional performance and effective stakeholder engagement. The observed value therefore reflects a positive perception of the institution among the participating guardians.

Similarly, the Positive Feedback Percentage (combined proportion of "Very Good" and "Excellent" responses) was found to be 85.78%, indicating that more than four-fifths of the respondents expressed a highly favorable opinion regarding institutional performance. Such a high percentage demonstrates substantial confidence among guardians in the quality of educational services and support mechanisms provided by the college.

The mean score obtained for the overall satisfaction parameter (Q10) was 4.25, which further supports the conclusion that guardians perceive the institution as making meaningful contributions toward the academic advancement, personality development, and future prospects of their wards. Although some variation in perceptions was observed across individual parameters, the overall satisfaction score remained consistently high.

A detailed distribution of overall satisfaction ratings is presented in Figure 4. The figure illustrates that the largest proportion of respondents selected either the "Very Good" or "Excellent" categories, while only a very small percentage assigned ratings within the "Poor" or "Fair"

categories. This distribution pattern provides strong evidence of the institution's success in meeting stakeholder expectations.

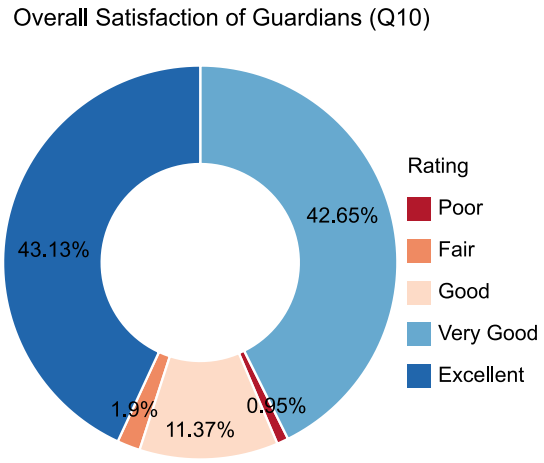


Figure 4. Distribution of guardian responses for the overall satisfaction parameter (Q10), showing the proportion of respondents assigning ratings of Poor, Fair, Good, Very Good, and Excellent.

Further examination of Figure 4 indicates that 43.13% of respondents rated the institution as Excellent, while 42.65% rated it as Very Good. Only 0.95% and 1.90% of respondents assigned ratings of Poor and Fair, respectively. The remaining 11.37% selected the Good category. These results clearly demonstrate that guardian perceptions are overwhelmingly positive and that the institution enjoys a high degree of stakeholder confidence.

3.5 Correlation Analysis of Feedback Parameters

Correlation analysis was performed to examine the relationships among the various feedback parameters and to determine whether positive perceptions in one aspect of institutional functioning were associated with positive perceptions in other aspects. Spearman's rank correlation coefficient was used because the feedback data were collected using an ordinal Likert scale.

Table 4. Spearman Correlation Matrix of Guardian Feedback Parameters

Parameter	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Q1	1.00	0.01	-0.02	-0.15	0.01	0.03	-0.03	-0.02	0.00	0.00
Q2	0.01	1.00	-0.05	0.11	-0.10	0.00	-0.03	0.03	-0.01	-0.01
Q3	-0.02	-0.05	1.00	0.02	-0.11	-0.03	-0.01	-0.18	0.05	0.05
Q4	-0.15	0.11	0.02	1.00	-0.13	0.08	-0.05	0.05	0.15	0.15
Q5	0.01	-0.10	-0.11	-0.13	1.00	0.05	-0.01	-0.13	-0.08	-0.08
Q6	0.03	0.00	-0.03	0.08	0.05	1.00	0.01	0.03	0.00	0.00
Q7	-0.03	-0.03	-0.01	-0.05	-0.01	0.01	1.00	0.01	-0.03	-0.03
Q8	-0.02	0.03	-0.18	0.05	-0.13	0.03	0.01	1.00	-0.05	-0.05
Q9	0.00	-0.01	0.05	0.15	-0.08	0.00	-0.03	-0.05	1.00	-0.05
Q10	0.00	-0.01	0.05	0.15	-0.08	0.00	-0.03	-0.05	-0.05	1.00

The Spearman correlation matrix (Table 4) revealed generally weak relationships among the evaluated feedback parameters. Correlation coefficients ranged from –0.18 to +0.15, indicating that responses to individual parameters were largely independent of one another. No strong positive or negative associations were observed among the variables.

The strongest positive correlation observed was between campus safety and security (Q4) and career guidance and future opportunities (Q9) ($\rho = 0.15$). A similarly weak positive association was observed between campus safety and security (Q4) and overall institutional contribution to student growth (Q10) ($\rho = 0.15$). Although positive, these coefficients indicate only a limited degree of association between the respective parameters.

The strongest negative correlation was observed between academic progress of students (Q3) and co-curricular and extracurricular opportunities (Q8) ($\rho = –0.18$). However, the magnitude of this coefficient remains relatively small and does not indicate a substantial inverse relationship. Similar weak negative associations were observed between Q1 and Q4 ($\rho = –0.15$) and between Q4 and Q5 ($\rho = –0.13$).

The generally low correlation coefficients suggest that guardians evaluated each aspect of institutional functioning independently rather than forming a unified overall impression that strongly influenced all responses. In other words, positive perceptions regarding one parameter were not necessarily accompanied by equally positive perceptions regarding other parameters.

From an institutional perspective, the weak correlations indicate that no single parameter overwhelmingly influenced guardian perceptions across the entire feedback framework. This observation suggests a balanced evaluation process in which respondents considered each aspect separately based on their individual experiences and observations.

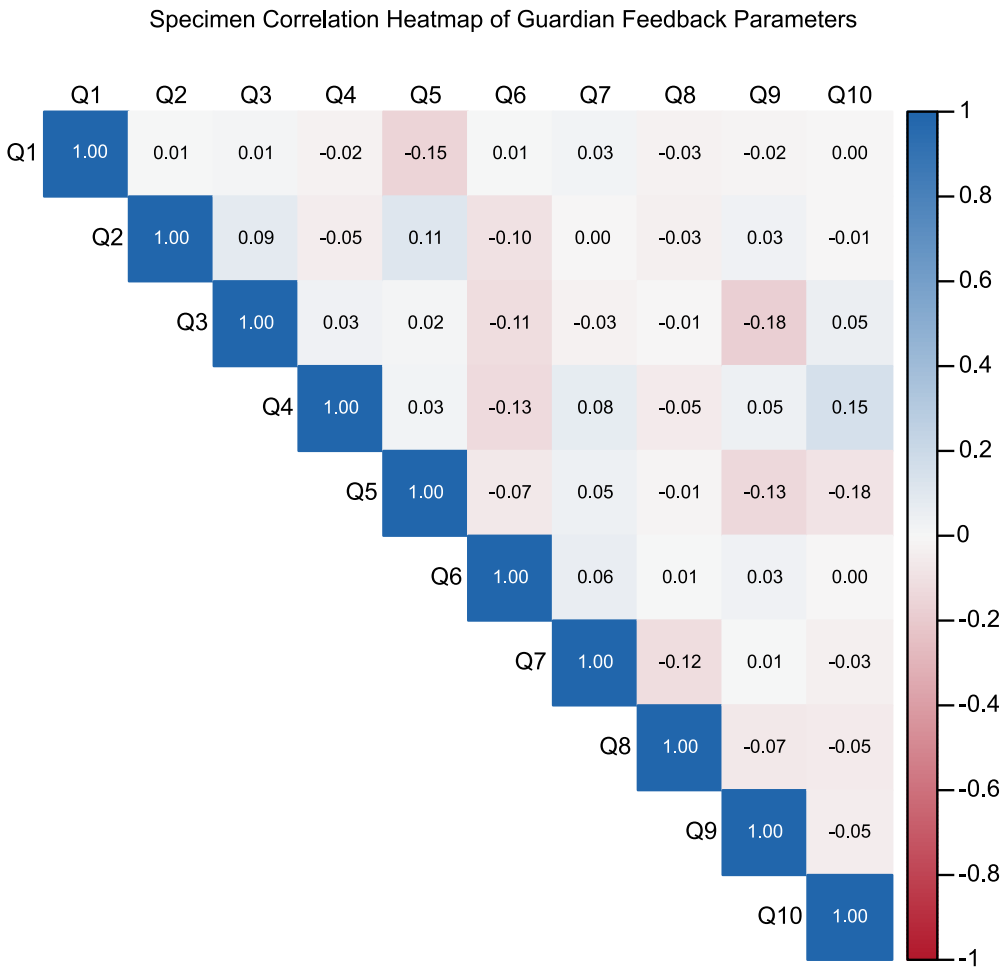


Figure 5. Heatmap illustrating the strength and direction of Spearman correlations among the ten guardian feedback parameters. Blue shades indicate positive correlations, red shades indicate negative correlations, and values closer to zero indicate weaker relationships among variables.

The correlation heatmap further confirms the absence of strong relationships among the evaluated parameters. Most cells are characterized by values close to zero, indicating weak associations throughout the dataset. The visual pattern of the heatmap supports the interpretation that guardian responses reflected parameter-specific evaluations rather than a single dominant perception influencing all ratings.

3.6 Ranking of Feedback Parameters

To identify the relative strengths and areas requiring further attention, all feedback parameters were ranked based on their mean scores. Ranking analysis provides a straightforward comparison of institutional performance across the evaluated dimensions and facilitates prioritization of quality enhancement initiatives.

Table 5. Ranking of Guardian Feedback Parameters Based on Mean Score

Rank	Parameter	Mean Score

1	Q1. Quality of Education	4.38
2	Q3. Academic Progress of Students	4.35
3	Q2. Faculty Support and Guidance	4.33
4	Q8. Co-curricular and Extracurricular Opportunities	4.33
5	Q4. Campus Safety and Security	4.28
6	Q5. Communication Regarding Academic Performance and Attendance	4.28
7	Q7. Contribution to Personality Development	4.26
8	Q10. Overall Institutional Contribution to Student Growth	4.25
9	Q9. Career Guidance and Future Opportunities	4.20
10	Q6. Facilities and Infrastructure	4.15

The ranking analysis clearly demonstrates that guardians expressed the highest level of satisfaction with the institution's quality of education (Q1), which secured the first rank with a mean score of 4.38. This result highlights the strong confidence of guardians in the academic standards maintained by the institution and reflects positively on the effectiveness of the teaching-learning process.

The second-ranked parameter was academic progress of students (Q3) with a mean score of 4.35, indicating that guardians perceive the institution as contributing positively to the academic advancement of their wards. The close ranking of academic progress and educational quality suggests that guardians associate institutional effectiveness primarily with student learning outcomes and academic achievement.

Faculty support and guidance (Q2) and co-curricular and extracurricular opportunities (Q8) jointly occupied the next position with mean scores of 4.33. These findings emphasize the importance of both academic mentoring and holistic development activities in shaping guardian perceptions of institutional quality. The strong performance of these parameters indicates that the institution has successfully integrated academic and developmental support systems for students.

Mid-level rankings were observed for campus safety and security (Q4) and communication regarding academic performance and attendance (Q5), each recording a mean score of 4.28. These results demonstrate that guardians generally perceive the institution as providing a secure environment and maintaining effective communication channels with stakeholders.

The parameters related to personality development (Q7) and overall institutional contribution to student growth (Q10) occupied the seventh and eighth positions, respectively. Their relatively high scores indicate continued guardian confidence in the institution's role in nurturing students beyond purely academic dimensions.

The two lowest-ranked parameters were career guidance and future opportunities (Q9) and facilities and infrastructure (Q6), with mean scores of 4.20 and 4.15, respectively. Although these parameters ranked lower than the others, their scores remain within the "Very Good" category, suggesting that guardians were generally satisfied while also indicating areas where targeted improvement initiatives could further enhance stakeholder satisfaction.

The ranking pattern indicates that guardians place particular emphasis on academic quality, student progress, and faculty support when evaluating institutional performance. At the same time,

the results suggest that investments in infrastructure development and career guidance services may provide additional opportunities for strengthening stakeholder satisfaction in future years.

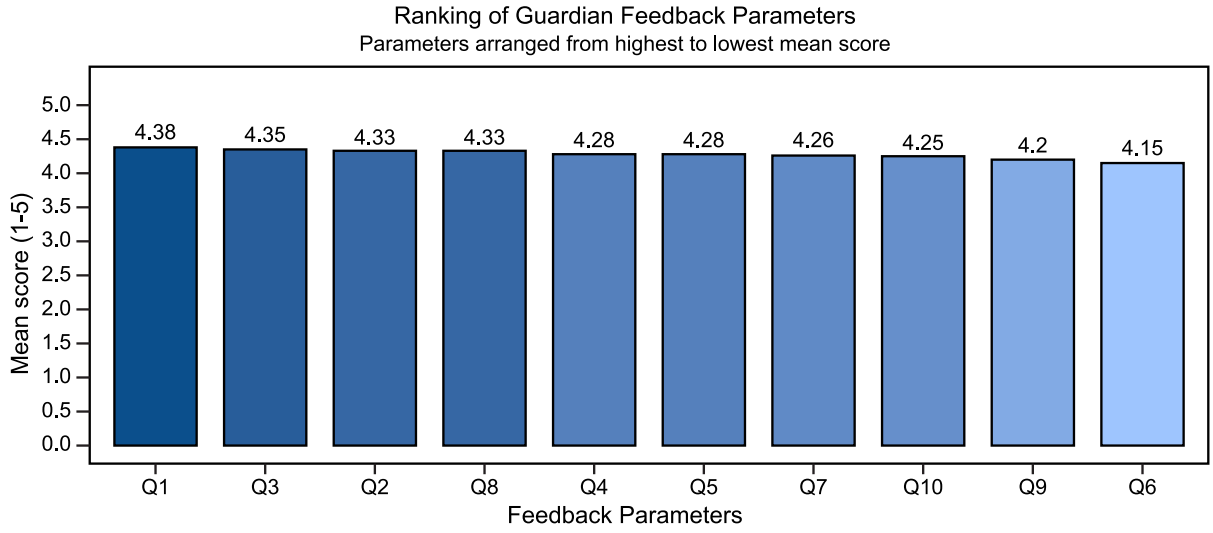


Figure 6. Ranked mean scores of the ten feedback parameters, illustrating the relative strengths and improvement opportunities identified through guardian feedback.

4. Key Findings

The analysis of guardian feedback revealed several important findings regarding stakeholder perceptions of institutional performance.

1. **High Overall Satisfaction:** The overall satisfaction level among guardians was highly positive, with an average feedback score of 4.28 out of 5 and a Satisfaction Index of 85.60%, indicating strong confidence in the institution's academic and developmental activities.
2. **Strong Academic Reputation:** Quality of education emerged as the highest-rated parameter with a mean score of 4.38, highlighting guardian satisfaction with the teaching-learning process and academic standards maintained by the institution.
3. **Positive Perception of Student Progress:** Academic progress of students and faculty support received mean scores of 4.35 and 4.33, respectively, indicating that guardians perceive the institution as effectively supporting student learning and academic development.
4. **Recognition of Holistic Development Initiatives:** Co-curricular and extracurricular activities received a high rating (mean score 4.33), suggesting that guardians appreciate opportunities provided for personality development, leadership, communication skills, and overall student growth.
5. **Effective Student Welfare and Communication Systems:** Campus safety and security and communication regarding student attendance and performance both received favorable evaluations, reflecting guardian confidence in institutional care and stakeholder engagement mechanisms.

6. **High Positive Feedback Percentage:** More than 85% of respondents rated the institution as either "Very Good" or "Excellent", demonstrating widespread satisfaction among guardians regarding institutional performance.
7. **Balanced Institutional Performance:** The relatively small variation among mean scores indicates that the institution performs consistently across multiple dimensions without any major area of dissatisfaction.
8. **Scope for Enhancement in Selected Areas:** Although all parameters received positive ratings, comparatively lower scores for infrastructure facilities and career guidance services indicate potential opportunities for further improvement.

5. Areas Identified for Improvement

While the feedback results indicate high levels of satisfaction across all evaluated parameters, continuous quality enhancement requires attention to areas that received comparatively lower ratings.

5.1 Infrastructure and Facilities

Facilities and infrastructure (Q6) obtained the lowest mean score among the evaluated parameters. Although the score remains within the "Very Good" category, guardians may benefit from further improvements in physical infrastructure, classroom facilities, laboratory resources, information technology support, and campus amenities. Continued investment in infrastructure development would further enhance the overall educational environment.

5.2 Career Guidance and Placement Support

Career guidance and future opportunities (Q9) received the second-lowest mean score. This finding suggests the need for strengthening career counseling services, competitive examination guidance, entrepreneurship development initiatives, skill enhancement programmes, industry interactions, and placement-related activities. Expanding such initiatives could further improve student preparedness for higher education and employment opportunities.

5.3 Enhancement of Student Development Programmes

Although personality development and co-curricular activities received favorable ratings, additional workshops, leadership development programmes, communication skill training sessions, and career-oriented seminars may further strengthen student development outcomes and enhance stakeholder satisfaction.

5.4 Strengthening Stakeholder Engagement

Regular interactions between the institution and guardians through parent-teacher meetings, academic progress updates, counseling sessions, and feedback mechanisms may further strengthen stakeholder participation in institutional quality enhancement processes. The identified areas

should not be viewed as deficiencies but rather as opportunities for continuous improvement that can further enhance institutional effectiveness and stakeholder satisfaction.

6. Action Taken / Future Action Plan

Based on the feedback received from guardians and the findings of the present analysis, the institution may undertake the following quality enhancement measures to further strengthen stakeholder satisfaction and institutional effectiveness.

Table 6. Action Plan Based on Guardian Feedback

Area Identified	Proposed Action
Infrastructure and Facilities	Gradual upgrading of classrooms, laboratories, ICT facilities, library resources, and student support infrastructure.
Career Guidance and Future Opportunities	Strengthening career counseling programmes, competitive examination coaching, skill development workshops, placement support, and industry interactions.
Student Development Activities	Organizing additional personality development programmes, leadership training, communication skill workshops, and entrepreneurship awareness programmes.
Stakeholder Communication	Enhancing parent-teacher interactions, regular dissemination of academic progress reports, and strengthening communication channels with guardians.
Academic Excellence	Continuing efforts to maintain high-quality teaching-learning practices and academic mentoring systems.
Student Welfare and Safety	Sustaining existing safety measures and support services to ensure a secure and conducive learning environment.

The institution should continue monitoring stakeholder perceptions through periodic feedback mechanisms and integrate feedback findings into institutional planning and quality assurance activities. Such continuous evaluation and improvement practices will contribute to sustaining academic excellence and stakeholder confidence.

7. Conclusion

The present guardian feedback analysis provides valuable insights into stakeholder perceptions regarding the functioning and performance of the institution. The findings demonstrate a high level of guardian satisfaction across all evaluated parameters, indicating that the institution has been successful in fulfilling its academic, developmental, and support-related responsibilities.

The overall average feedback score of 4.28 out of 5, together with a Satisfaction Index of 85.60% and Positive Feedback Percentage of 85.78%, reflects strong stakeholder confidence in the institution. Guardians expressed particularly high levels of satisfaction with the quality of education, academic progress of students, faculty support, and opportunities for holistic student

development. These findings highlight the institution’s effectiveness in maintaining a supportive academic environment that promotes student learning and growth.

The analysis further revealed that all evaluated parameters received ratings within the "Very Good" category, demonstrating balanced institutional performance across multiple dimensions. Although infrastructure facilities and career guidance services received comparatively lower ratings than other parameters, the scores remained positive and should be viewed as opportunities for further enhancement rather than areas of concern.

Overall, the feedback results indicate that guardians recognize and appreciate the institution’s contribution toward the academic advancement, personal development, and future preparedness of their wards. Continued emphasis on quality enhancement, stakeholder engagement, infrastructure development, and career-oriented support services will further strengthen institutional performance and sustain high levels of stakeholder satisfaction in the years ahead.

The findings of this report may serve as an important reference for institutional planning, quality assurance initiatives, and future decision-making processes aimed at achieving continuous improvement and excellence in higher education.

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