



MSCB UNIVERSITY

KNOWLEDGE EXCELLENCE SERVICE

PARENT/ GUARDIAN FEEDBACK ANALYSIS

**CENTRE FOR DISTANCE
AND ONLINE EDUCATION**

2025-2026

1. Introduction

Parent/guardian feedback provides an additional stakeholder perspective on the functioning of distance and online education. It offers information regarding parents' perceptions of academic quality, accessibility of learning resources, learner participation, academic support and the overall educational experience of their wards.

For the academic session 2025-26, the Centre for Distance and Online Education (CDOE) received a limited number of responses from parents/guardians. As students admitted to CDOE during the current session are still pursuing their programmes and have not yet graduated, this exercise is intended as a preliminary stakeholder feedback assessment rather than a comprehensive evaluation of programme outcomes.

The findings presented below should be interpreted as indicative of the perceptions of the participating parents/guardians and should not be generalised to the entire parent population.

2. Summary of Parent/Guardian Feedback

The limited responses received indicate a generally favourable perception of the academic and learner-support arrangements.

Table 1. Summary of Parent/Guardian Responses

Indicator	Positive Response
Satisfied/Very Satisfied with the programme	88%
Course quality rated Good/Excellent	86%
Course content considered appropriate	87%
Study materials considered useful	89%
Learner able to study independently	83%
Perceived improvement in academic learning	85%
Regular participation reported	81%
Access to classes/materials considered easy	82%
Teacher communication viewed positively	87%
Teachers available for academic queries	84%
Satisfaction with academic support	83%
Satisfactory academic progress observed	85%
Would recommend the programme	87%
Overall experience rating	4.12 / 5

The percentages presented are based only on the limited responses received and are therefore indicative rather than representative of the entire parent/guardian population.

3. Accessibility and Flexibility

A notable aspect identified by participating parents/guardians was the accessibility and flexibility associated with distance and online learning.

The feedback indicates that parents generally considered the availability of self-learning materials and online academic resources beneficial to their wards. 89% of respondents considered the study materials useful, while 82% reported that access to classes and learning materials was easy or very easy.

These responses suggest that flexible academic delivery can assist learners who face geographical, professional or personal constraints in attending conventional campus-based programmes.

4. Academic Support and Communication

The responses indicate a favourable perception of teacher communication and academic support. Approximately 87% of participating parents expressed a positive view of communication with teachers, while 84% indicated that teachers were reasonably accessible for academic queries.

This underlines the importance of maintaining effective communication channels between teachers, learners and the institution. In distance education, timely academic guidance and accessible communication are important components of learner support.

5. Perceived Academic Progress

As current CDOE learners have not yet completed their programmes, parents/guardians were not in a position to assess final academic or employment outcomes. The feedback was therefore limited primarily to observations regarding learners' ongoing academic participation and progress.

Approximately 85% of respondents perceived satisfactory academic progress among their wards. Similarly, 85% indicated that participation in the programme was contributing positively to academic learning.

These findings should be treated as early-stage perceptions rather than evidence of final programme outcomes.

6. Challenges Reported by Parents/Guardians

The limited feedback also identified certain challenges associated with distance and online learning.

Table 2. Challenges Reported

Challenge	Response
Internet/connectivity difficulties	22%
Difficulty maintaining concentration	17%

Challenge	Response
Time-management difficulties	15%
Technical difficulties	12%
Difficulty understanding certain topics	10%
Assignment-related difficulties	8%
Limited academic interaction	7%
No significant difficulty reported	61%

Multiple responses were permitted; the percentages therefore do not total 100%. Connectivity was the most frequently reported concern, followed by time-management, concentration and technical difficulties. These observations indicate areas where continued learner support, accessible study materials and responsive academic communication may be useful.

7. Inclusion and Accessibility

The parent/guardian feedback is also relevant to the broader objective of widening access to higher education. Distance and online education can reduce certain geographical and logistical constraints associated with conventional campus-based learning.

The University's initiatives towards inclusive education, including the University Learning Mission (ULM) and provisions intended to support eligible disadvantaged learners, complement this objective.

Given the limited number of parent responses received during the present exercise, no broad conclusions regarding the social or economic impact of these initiatives have been drawn in this report.

8. Key Observations

- Parents generally expressed a favourable perception of the academic programme.
- 89% considered the study materials useful.
- 88% expressed satisfaction with the programme.
- 87% viewed teacher communication positively.
- 85% perceived satisfactory academic progress.
- 82% considered access to classes and learning materials easy.
- 87% indicated that they would recommend the programme.
- Internet connectivity emerged as the most frequently reported challenge.
- The overall indicative experience rating was **4.12/5**.

These observations provide useful preliminary feedback but should not be interpreted as a statistically representative assessment, given the limited response rate.

9. Areas for Further Attention

Based on the responses received, CDOE may continue to focus on the following:

1. Strengthening digital and online learning resources.
2. Maintaining regular and accessible teacher-learner communication.
3. Providing academic guidance for learners requiring additional support.
4. Addressing connectivity and technical difficulties through appropriate alternatives.
5. Encouraging systematic parent/guardian feedback in subsequent academic sessions.
6. Developing a larger and more representative stakeholder feedback base as successive cohorts progress through their programmes.

10. Conclusion

The Parent/Guardian Feedback for 2025-26 provides a limited but useful stakeholder perspective on the functioning of CDOE. The responses received indicate generally positive perceptions regarding study materials, academic communication, programme accessibility and the ongoing academic progress of learners.

The interpretation of the findings must remain cautious. The current CDOE cohort has not yet graduated, and the number of parent/guardian responses received was limited. Accordingly, the present analysis does not attempt to assess final educational, employment or career outcomes.

The feedback may be regarded as an early-stage indication of stakeholder perceptions, providing preliminary inputs for strengthening learner support, digital accessibility, academic communication and future parent/guardian engagement.

As subsequent cohorts progress and graduate, a larger volume of structured parent/guardian feedback will provide a more comprehensive basis for evaluating the long-term effectiveness of CDOE programmes.