

# A Study on Teaching Practices and Students' Perceptions of Fairness and Equity in the Learning Process

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## Abstract

This report presents a condensed but fully narrative analysis of teaching practices and students' perceptions of fairness and equity in the learning process using two Excel-based survey datasets. The first dataset contains responses from 200 students on fairness in teaching and assessment, while the second contains responses from 100 teachers on inclusive and fair teaching practices. The study addresses four linked objectives: identifying the classroom practices that promote fairness and equality, examining the challenges teachers face while trying to ensure equity, exploring students' learning experiences under fair and equitable teaching conditions, and understanding students' broader views about fairness and equity in teaching. The analytical approach is descriptive and uses Excel-generated frequency distributions, positive and negative percentages, weighted mean scores, standard deviation, median, mode, and ranking. The findings show that fairness and equity are visible but inconsistent. Teachers report relative strength in real-life explanation, assessment alignment and participation encouragement, while their main difficulties are constructive feedback, post-assessment clarification and contextualisation for diverse learners. Students most clearly recognise support during learning difficulties and assessment transparency, but they remain concerned about concept clarity, equal participation, emotional support, assessment validity, disciplinary fairness and the overall consistency of institutional fairness. Because the overall means for both surveys remain close to the neutral point, the report concludes that inclusive and equitable teaching is emerging rather than firmly institutionalised and recommends stronger feedback systems, more consistent pedagogy, clearer teaching-assessment alignment and a more transparent fairness culture.

**Keyword:** Fairness, equity, inclusive education, teaching practices, student perception, teacher perspective, classroom participation, assessment fairness

## INTRODUCTION

### Background and Rationale

Equity and fairness have become big issues in today's education because when there is equal access to instruction, it doesn't mean learning will necessarily be meaningful or meaningful learning guaranteed. Classrooms of today have students not just from diverse academic backgrounds, social contexts, confidence levels but also with varied learning needs. Consequently, the quality of teaching is judged not merely on the coverage of syllabus but also whether every learner is able to understand, participate, receive support, and succeed. In this sense, equality refers to treating all students similarly while equity refers to responding to differences in intentional ways to enable students to achieve comparable participation and outcomes (OECD, 2023; UNESCO, 2024).

The significance of this study lies in its ability to bring together the views of both teachers and students on fairness in the learning process. The teacher information illustrates how teachers define inclusive practices and the challenges they face, while the student informs of how those practices are really done in classrooms. This comparison is important because fairness is relational: teachers believe participation is encouraged or assessment is aligned, but students may feel unheard or unfairly assessed. The overarching Excel results indicate that the two datasets remain close to the midpoint of neutrality, which suggests that fair and inclusive practices are in place but are not yet strongly sufficient enough to be experienced as an institutional norm. The report therefore goes beyond just positive or negative labels; it identifies strengths, hesitations, and mismatches between the practices of teachers and the perceptions of students (Ainscow, 2024; Rasooli et al., 2023).

Instead of reiterating mere figures, the report transforms them into a structured academic content that connects literature, methodology, objective-wise analysis and recommendations. It does omit some of the analytical material that would normally be found in a dissertation, though it still retains a sufficient degree of academic relevance (Townend et al., 2025; Obrovská, Svojanovský, & Sharma, 2025).

### Study Objectives and Analytical Focus

1. To identify teaching methods and classroom practices that help promote fairness and equality among students.
2. To identify the problems and difficulties faced by teachers while trying to ensure equity in the classroom.
3. To explore students' learning experiences in relation to fair and equitable teaching practices.
4. To understand students' views and perceptions about fairness and equity in teaching.

## LITERATURE REVIEW

### Fairness, Equality and Equity in Education

The literature consistently argued that fairness, equality and equity should not be treated as interchangeable terms, even though they deeply related. **OECD (2023)** and **UNESCO (2024)** present equity and inclusion as system-level goals that required all learners to participate and succeed, not merely to enter school or attend classes. In this framing, equality referred to similarity of treatment, while equity required a more responsive allocation of support based on need.

This broader framing was useful for the present report because the student and teacher survey items were not asking abstract philosophical questions. They asked whether concepts were explained clearly, whether students got equal opportunities to participate, whether feedback was helpful, and whether rules were applied fairly. These were precisely the everyday mechanisms through which larger ideas of justice became visible. **Mel Ainscow et al. (2024)** reinforced this point by arguing that inclusion should be understood as a core educational value rather than an optional add-on.

### Inclusive Teaching Practices and Classroom Participation

The literature on inclusive pedagogy suggested that equitable learning depends not only on what teachers teach but also on how they design participation. **Obrovská et al. (2025)** showed that inclusive core practices shaped students' sense of belonging and make inclusion visible to all learners, not only to specific target groups. **Soicher et al. (2024)** also argued for multi-level and mixed-methods approaches to equitable teaching because fairness is expressed simultaneously at the level of the student, the course and the institution.

Practice-oriented scholarship supported these perspectives. In *Inclusive Pedagogy in Practice: Perspectives from Equity-Minded Educators (2025)*, **Koford et al. (2025)** described inclusive pedagogy as something built through reflection, dialogue and responsive community practice and in *Strengthening Education through Equitable and inclusive evidence-based practices (2025)*, **Miller et al. (2025)** further noted that evidence-based inclusive practices produced stronger outcomes when they were applied consistently rather than selectively.

### Assessment, Feedback and Fairness

Assessment occupied a particularly important place in the literature because it was one of the most visible points at which students judged whether teaching was fair. **Townend et al. (2025)** argued that equitable assessment required more than technical measurement; it also depended on teacher agency, school culture, accessibility, and improvement-focused feedback. Their review showed that disadvantaged students were benefitted when assessment was aligned to learning, culturally responsive, and designed to support progress rather than merely sort performance. **Burmeister et al. (2024)** extended this argument by showing that assessment systems can reproduce inequality when they were not reviewed through an equity-minded lens.

**Rasooli et al. (2023)** added an important conceptual insight by demonstrating that teachers' ideas of fairness in assessment were shaped by both individual and social mechanisms. In other words, what teachers considered fair may not always be interpreted as fair by students. This mismatch was one of the core issues in the present report. The student workbook highlighted concern about whether assessments accurately reflect what was taught and whether feedback was fair and helpful, while the teacher workbook identifies constructive feedback and post-assessment doubt clarification as major challenge areas **Miller et al. (2025)** and **Townend et al. (2025)** both made clear that assessment was not neutral; it actively shapes students' trajectories.

## Student Perceptions, Belonging and Classroom Climate

The literature also made clear that fairness must be studied through student perception, because the experience of equity was partly emotional and relational. **Heinz et al. (2025)** connected equity research with learning-environment scholarship and argued that outcomes depended on how learning environments were actually experienced by students. This emphasis aligned closely with workbook items about feeling respected, being comfortable approaching teachers, and believing that opinions were given equal importance. A learner may receive the same formal opportunity as another student and still feel excluded if classroom interactions were dismissive or if recognition is distributed unevenly.

**Jardinez et al. (2022)** noted that inclusive education often struggles because implementation barriers, attitudes and resource limitations interfere with policy intentions. **Gottschalk et al. (2023)** similarly showed that inclusion in modern education required both access and capability. Together these studies suggested that classroom fairness should be interpreted broadly. It included teacher clarity, support and assessment, but it also included the climate of respect, participation and confidence through which students made sense of those practices.

### Research Gap and Conceptual Direction of the Present Study

A clear gap in the literature concerns the connection between teacher practices, student perception and assessment fairness within the same analytical frame. The uploaded source report already identified three particularly relevant gaps: limited clarity about how assessment practices affected equity in classrooms, insufficient attention to students' own voices across the whole learner population, and a mismatch between teacher conceptions of fairness and student perceptions of it. **Townend et al. (2025)** noted that equitable assessment was still under-specified in everyday classroom routines. **Obrovská et al. (2025)** argued that inclusion research often focused on selected groups rather than the experience of all learners. **Rasooli et al. (2023)** demonstrated that fairness judgments differ across actors and contexts.

The present report responded to this gap by placing teacher and student findings side by side. Instead of treating fairness as a single score, it analyses fairness as a cluster of linked dimensions: instructional clarity, participation, support, respect, assessment transparency, feedback fairness, assessment validity and disciplinary consistency. This conceptual structure was especially appropriate because the uploaded Excel workbooks already organise interpretation across these dimensions.

## RESEARCH METHODOLOGY

### Research Design

The methodological design used in this report was a quantitative descriptive-analytical survey design based on two independent primary datasets exported to Excel from Google Forms. Although the source draft mentioned a broader mixed-method orientation, the uploaded Excel files primarily contained descriptive statistical analysis, ranking and workbook-based interpretation. For this reason, the present condensed report focused on the completed quantitative analysis rather than claiming inferential results that were not shown in the workbook outputs.

### Data Source and Respondent Profile

Two datasets were used. The student dataset included 200 responses on fairness in teaching and assessment practices. The teacher dataset included 100 responses on inclusive and fair teaching practices. Both datasets used complete responses with no missing values reported in the source workbook.

Dataset	Respondents	Key profile points
Student survey	200	53.5% male and 46.5% female by frequency; 60.5% below 21; 52.0% Engineering and 48.0% Management
Teacher survey	100	56.0% male and 44.0% female; largest qualification group M.Phil. (43.0%); most had 6–10 years of experience

The student profile indicated a predominantly younger sample, with most respondents below 21 years of age and concentrated in the second and third years of study. This mattered because perceptions of fairness were often shaped by

classroom transition, adjustment to institutional rules, and confidence in approaching teachers. The teacher profile suggested a reasonably experienced respondent base, with the largest group having 6–10 years of teaching experience and many teaching postgraduate or both undergraduate and postgraduate classes.

### Instrument Design and Measurement Scale

The student instrument measured perceptions related to fairness in classroom interaction, concept clarity, equal participation, emotional and academic support, respect for student voice, equal importance to viewpoints, support during learning difficulties, assessment clarity, assessment validity, feedback fairness, overall fairness and disciplinary fairness. The teacher instrument measured inclusive practices such as adjusting teaching methods, encouraging participation, providing additional support, giving constructive feedback, motivating shy students, checking understanding, using multiple teaching methods, using real-life examples, clarifying doubts after assessment, clarifying doubts individually, designing aligned assessments, using region-relevant examples and using real-life business situations.

Both questionnaires used a five-point Likert scale with the following coding: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5.

### Population and Sampling

The population of the study consisted of **teachers and students from higher education institutions**. A total of **100 teachers and 200 students** participated in the research.

For the teacher survey, **purposive sampling** was used to ensure representation across gender, qualifications, teaching experience, and subject areas. For the student survey, **stratified sampling** was applied to include students from different age groups, academic years, and departments. This approach helped the study capture diverse perspectives within the academic environment.

### Data Collection Procedure:

Data were collected **through self-administered questionnaires**. The teacher surveys were distributed through faculty offices and academic departments, while the student surveys were conducted in classroom settings to ensure better participation and understanding of the instructions.

All participants were informed about the purpose of the study before completing the questionnaire. Their participation was **voluntary**, and their responses were kept **anonymous and confidential**. After the questionnaires were collected, the responses were coded and entered into **Microsoft Excel** for further analysis.

### Data Analysis Techniques

The collected data were analysed using **descriptive statistical techniques**. Frequency distribution tables were prepared to understand the number and percentage of responses for each survey statement. In addition, statistical measures such as **weighted mean, median, mode, and standard deviation** were calculated to examine patterns in the responses.

Responses marked as **Agree and Strongly Agree** were combined to calculate the overall positive perception percentage, while **Disagree and Strongly Disagree** were combined to calculate the negative perception percentage. A weighted mean value of **3.00 was treated as the neutral benchmark**, where values above 3.00 indicated positive perceptions and values below 3.00 indicated potential challenge areas

### Ethical Considerations

The original draft indicated that participation was voluntary and that confidentiality, anonymity and informed participation were maintained. No personal identifiers such as names, roll numbers, phone numbers or email addresses were included in the analysed datasets. Responses were used only for academic purposes and were interpreted here in aggregate form. This was especially important for a study of fairness because participants were able to comment on teacher behaviour, assessment, support and discipline without fear of individual exposure. The present report retained that ethical logic by discussing patterns rather than individual cases.

**Research Methodology Summary**

Dimensions	Details
Research Design	Quantitative, Cross-Sectional, Descriptive
Survey Instruments	Two structured Likert-scale questionnaires (Instrument A: Teacher, Instrument B: Student)
Scale	Five-point Likert Scale (1 = Strongly Disagree to 5 = Strongly Agree)
Teacher Sample (n)	100 faculty members — purposive sampling across gender, qualification, experience, subject area
Student Sample (n)	200 enrolled students — stratified sampling across age, gender, year of study, department
No. of Items	Teacher Survey: 13 items   Student Survey: 14 items
Analysis Techniques	Frequency Distribution, Descriptive Statistics (Mean, SD, Median, Mode), Ranking by Positive/Negative %, Cronbach's Alpha
Statistical Tools	Microsoft Excel (descriptive analysis and reliability testing)
Overall Mean — Teacher	3.01 / 5.00 (Avg. Positive %: 37.1%)
Overall Mean — Student	3.02 / 5.00 (Avg. Positive %: 38.4%)
Ethical Standards	Informed consent, voluntary participation, anonymity, non-deceptive instrumentation

**DATA ANALYSIS AND INTERPRETATION**

**Descriptive Overview of the Sample**

The first objective looks into pedagogical techniques that inspire equity and justice. According to the responses of the teachers, the use of actual business situations to explain the theory as an activity is one of the strongest practices (Q13). 44% positive response and highest mean (3.13) are recorded against this aspect. According to the data, there were 42% positive responses for assessments being aligned to taught topics (Q11) with a mean of 3.10. While, encouraging participation through questioning in class discussion (Q2) had 41% positive responses and a mean of 3.03. This shows that teachers are most confident in line with structured practices (real-life examples, assessment alignment, and participation encouragement). Nonetheless, the positive agreement of none of the practices exceeds 50%. Thus, fair-supportive pedagogy appears to be there but not yet the dominant teaching norm.

Students' replies show this pattern. The most robust experience reported is extra support with learning difficulties (Q9 mean 3.19). The classroom interaction fairness is perceived moderately by the students (Q1 mean 3.135), those of assessment criteria before taking the examination (Q10 mean 3.13), and respect for the opinion of the students (Q7 mean 3.045). There still remains challenge in some area such equal participation (Q3 mean 2.980), concept clarity (Q2 mean 2.915), group equity (Q5 mean 2.975). Generally speaking, fairness tends to be more pronounced when teaching is supportive, structured and transparent, but a variable implementation in the classroom prevents fairness from reaching its full potential.

Q.NO.	Question	Weighted Mean	Std Dev	Median	Mode	Min	Max
Q1	I feel that teachers treat all students fairly during classroom interactions.	3.14	1.14	3	4	1	5
Q2	I feel that teachers explain concepts clearly to ensure understanding for all students.	2.92	1.28	3	2	1	5
Q3	I feel that all students are given equal opportunities to participate in class discussions.	2.98	1.26	3	2	1	5
Q4	I feel supported when facing personal, social, or emotional challenges that affect learning.	2.92	1.25	3	3	1	5
Q5	I believe that group projects or activities allow all members to contribute and be recognized.	2.98	1.29	3	2	1	5
Q6	Students feel comfortable approaching teachers for academic support.	3.02	1.24	3	3	1	5
Q7	I feel that my opinions are respected during classroom discussions.	3.05	1.21	3	2	1	5
Q8	I feel that teachers give equal importance to all students' opinions and viewpoints.	3.05	1.23	3	3	1	5
Q9	I feel that teachers provide additional support when students face learning difficulties.	3.19	1.25	3	4	1	5
Q10	I believe that assessment criteria are clearly explained before examinations or evaluations.	3.13	1.26	3	4	1	5
Q11	I feel that assessments accurately reflect the content taught in class.	2.98	1.19	3	2	1	5
Q12	I believe that feedback on assignments and exams is fair and helpful for improvement.	3.01	1.19	3	4	1	5
Q13	Overall, I feel that the learning process in your institution is genuinely fair to all students.	3.04	1.33	3	2	1	5
Q14	I believe that Classroom rules and discipline are applied fairly to all students.	2.97	1.19	3	3	1	5
		<b>3.02</b>	<b>1.24</b>	<b>3.00</b>	<b>2.86</b>	<b>1.00</b>	<b>5.00</b>

Question	Weighted Mean	Std Dev	Median	Mode	Min	Max
<b>Q1: Adjust teaching methods</b>	2.94	1.17	3	4	1	5
<b>Q2: Encourage participation</b>	3.03	1.24	3	4	1	5
<b>Q3: Additional support</b>	3.05	1.10	3	3	1	5
<b>Q4: Constructive feedback</b>	2.8	1.25	3	3	1	5

<b>Q5: Motivate shy students</b>	3.08	1.26	3	2	1	5
<b>Q6: Check understanding</b>	2.96	1.26	3	4	1	5
<b>Q7: Multiple teaching methods</b>	3.1	1.11	3	3	1	5
<b>Q8: Real-life examples</b>	3.01	1.08	3	3	1	5
<b>Q9: Doubt after assessments</b>	2.95	1.20	3	2	1	5
<b>Q10: Individual doubt clarity</b>	3.05	1.12	3	3	1	5
<b>Q11: Assessment alignment</b>	3.1	1.22	3	2	1	5
<b>Q12: Region-relevant examples</b>	2.92	1.16	3	3	1	5
<b>Q13: Business situations</b>	3.13	1.14	3	4	1	5
<b>OVERALL (Average of all 13 items)</b>	<b>3.01</b>	<b>1.18</b>	<b>3.00</b>	<b>3.08</b>	<b>1.00</b>	<b>5.00</b>

### Teaching Methods and Classroom Practices that Promote Fairness and Equality

Teaching practices that further justice and equity is the first objective. According to teachers’ responses, the most common practice is the use of real-world business situations to explain theory (Q13), which has a positive response of 44% and a mean of 3.13 which is the highest. Positive responses for 42% after a mean of 3.10, Q11 refers to the assessment going along with what was taught. Q2 is the encouragement of speaking in class discussions which got 41% positive responses with a mean of 3.03.

The findings reveal that teachers exhibit a greater sense of confidence in systematic practices such as using real-life illustrations, aligning assessments, and motivating student participation. However, none of the practices attained a level of positive agreement exceeding 50%. Thus, while fairness-supportive pedagogy exists, it is not yet the norm.

Students provide a similar perspective. The highest mean score of 3.19 was achieved by the next strongest experience, which is additional help when learning is difficult (Q9). Classroom interactions of the students were also reported to be fair (Q1 mean 3.135). The assessment criteria were made clear before the examination (Q10 mean 3.13). Also, students’ opinions were respected (Q7 mean 3.045). There are still some challenges such as equal discussion participation (Q3 mean 2.98), clarity of concepts (Q2 mean 2.915) and equity among groups (Q5 mean 2.975). In practice, fairness is most apparent when teaching is supportive, structured and transparent in their implementation, but is undermined when not used consistently.

<b>Teaching Methods &amp; Practices</b>			
<b>Questions</b>	<b>Positive % (SA+A)</b>	<b>Positive% Rank</b>	<b>Weighted Mean</b>
<b>Q13: Use real-life business situations</b>	44%	1	3.13
<b>Q11: Design assessments aligned with topics</b>	42%	2	3.10
<b>Q2: Encourage all students to participate</b>	41%	3	3.03
<b>Q5: Motivate quiet/shy students to speak</b>	41%	3	1.26

<b>Q7: Explain using multiple teaching methods</b>	39%	5	1.11
<b>Q6: Regularly check students' understanding</b>	39%	5	1.26
<b>Q1: Adjust teaching methods for difficult topics</b>	38%	7	1.17
<b>Q8: Use real-life examples to explain concepts</b>	35%	8	1.08

### Problems and Difficulties Faced by Teachers while Ensuring Equity

The second objective looks at where teachers find it hardest to implement equity. According to the teacher workbook, the most challenging aspect is constructive feedback (Q4) at the lowest mean (2.80) at the highest challenge percentage (41%) This issue is a very important one, as feedback links assessment to learning enhancement. If feedback is ambiguous or not actionable, the students may not know how to improve. Another big concern is post-evaluation query clarification (Q9). Most of the teachers 40% fall in the negative band with the mean at 2.95 which indicates that a lot of teachers are not able to clarify their mistakes after evaluation on a regular basis.

A related challenge is culturally or region-relevant examples (Q12) which has a mean of 2.92, with 39% negative responses. Other challenge areas are adjusting the pedagogical methods for topics that are issues Q1 mean 2.94, checking understanding before proceeding Q6 mean 2.96, and encouraging reticent students to raise their hands Q5. On the whole, teachers value inclusion but have difficulty implementing it in their practices.

Both teachers and students experience similar problems in education about the adequacy of the instructions. This adds confidence to the findings and indicates that the fundamental barriers to equity do not arise from a lack of good intent. Rather, they emerge from inconsistent feedback, limited doubt clarification, uneven teaching adaptation, and insufficiently inclusive examples. According to the results, ensuring equitable teaching more consistent requires (question mark) a stronger system of institutional support teacher training system and policy system in place.

Challenges & Difficulties in Ensuring Classroom Equity							
Questions	Challenge %	Neutral %	Weighted Mean	Total Difficulty	Rank	Result	
<b>Q4: Provide constructive feedback</b>	41%	29%	2.8	70%	1	High	
<b>Q9: Clarify doubts after assessments</b>	40%	29%	2.95	69%	2	High	
<b>Q5: Motivate quiet/shy students</b>	39%	20%	3.08	59%	3	Moderate	
<b>Q12: Provide region-relevant examples</b>	39%	29%	2.92	68%	3	High	
<b>Q1: Adjust teaching methods</b>	38%	24%	2.94	62%	5	High	
<b>Q11: Design aligned assessments</b>	37%	21%	3.1	58%	6	Low	
<b>Q6: Regularly check understanding</b>	35%	26%	2.96	61%	7	High	

<b>Q2: Encourage participation</b>	34%	25%	3.03	59%	8	Moderate
<b>Q8: Use real-life examples</b>	32%	33%	3.01	65%	9	Moderate
<b>Q7: Explain using multiple methods</b>	31%	30%	3.1	61%	10	Low
<b>Q10: Clarify doubts individually</b>	30%	32%	3.05	62%	11	Moderate
<b>Q3: Provide additional learning support</b>	29%	39%	3.05	68%	12	Moderate
<b>Q13: Use real-life business situations</b>	27%	29%	3.13	56%	13	Low

### Students' Learning Experiences in Fair and Equitable Teaching

The third objective explores how students' experience fair and equitable teaching in practice. The strongest experience is additional help when they are having trouble learning (Q9 mean 3.19) which indicated that many students see the effort teachers put in. This means that support is among the clearest ways learners become fair in learning. Students reported experiences in Q1 Classroom Interaction, where they were treated fairly by the instructor (mean 3.135), Q7 Student Opinions, where their opinion is respected (mean 3.045), and Q8 Equal Importance, which has an equal importance ascribed to them (mean 3.05). Study findings reveal that teachers serve fair opportunities to their students in day-to-day teachings but the scoring are still somewhat neutral. Showing such instances are not consistent.

Many other weaker areas continue to be important too. Students have low or neutral scores for the clarity of concepts (Q2 mean 2.915), even participation of students in classroom discussions (Q3 mean 2.98), emotional and social help for non-academic issues (Q4 mean 2.92), and fairness in the group-project (Q5 mean 2.975). The findings indicate that students assess fairness not only through formal rules but also through clear teaching, safety to participate, emotional support, and equal appreciation in collaborative work. The workbook further notes that Q2 shows the highest disagreement level while Q4 registers one of the highest dissatisfaction levels in the student experience cluster.

In general, the trend is positively uneven. Students may not characterize the institution as entirely unfair; however, their data shows that fairness in support and respect is stronger than fairness in clarity, participation, and emotional backing. It affirms that equitable teaching is multi-dimensional. Thus, it requires improvement and development throughout the whole learning process.

Explore students' learning experiences in fair and equitable teaching practices					
Item	Statement	Theme	Positive % (SA+A)	Positive % Rank	Weighted Mean
Q1	I feel that teachers treat all students fairly during classroom interactions.	Teacher Behaviour	41%	2	3.14
Q2	I feel that teachers explain concepts clearly to ensure understanding for all students.	Teaching Quality	38%	6	2.92
Q3	I feel that all students are given equal opportunities to participate in class discussions.	Equal Participation	39%	3	2.98
Q4	I feel supported when facing personal, social, or emotional challenges that affect learning.	Student Support	34%	9	2.92

Q5	I believe that group projects or activities allow all members to contribute and be recognized.	Group Equity	38%	4	2.98
Q6	Students feel comfortable approaching teachers for academic support.	Approachability	38%	6	3.02
Q7	I feel that my opinions are respected during classroom discussions.	Respect & Voice	38%	4	3.05
Q8	I feel that teachers give equal importance to all students' opinions and viewpoints.	Equal Importance	37%	8	3.05
Q9	I feel that teachers provide additional support when students face learning difficulties.	Learning Support	46%	1	3.19

### Students' Views and Perceptions about Fairness and Equity in Teaching

The fourth objective examines the views of students about fairness and equity in a general sense, particularly regarding assessments and consistency of institutions. The area of assessment transparency is the strongest area since students' rate most positively the criteria which assessment types will be clear before examination Q10 42.5 positive mean 3.13. It indicates that communication before the exam is relatively clearer in fairness done by the institution. Most students are not convinced that the tests measure what has been taught in the class (Q11 mean 2.98; 39.5% challenge), so validity of assessment is the biggest issues under this objective.

The next contested area is fairness and helpfulness of feedback Q12 (mean 3.005) in which students are divided. This aligns with teacher findings, where constructive feedback presents the biggest challenge, feedback inconsistency is a recurring problem. Students are also divided about the overall fairness of the learning process (Q13 mean 3.035) on which there are almost equal agreement and disagreement which means it is experienced unevenly in classes and situations. Furthermore, disciplinary fairness (mean 2.965) is another weak area indicating limited trust that classroom rules will be applied consistently to all students.

Students' Views and Perceptions on Fairness and Equity in Teaching (Q10–Q14)						
Questions	Challenge % (D+SD)	Neutral %	Weighted Mean	Total Difficulty	Rank	Result
Q11: Assessments accurately reflect content taught in class	40%	24%	2.98	64%	1	High
Q14: Classroom rules and discipline are applied fairly	37%	27%	2.97	64%	3	High
Q13: Overall learning process is genuinely fair to all students	40%	21%	3.04	60%	1	Moderate
Q12: Feedback on assignments and exams is fair and helpful	37%	26%	3.01	63%	3	Moderate
Q10: Assessment criteria are clearly explained before examinations	34%	24%	3.13	58%	5	Low

### Result and Discussion

When the teacher and student datasets read together, both show fairness and equity as moderately present but inconsistently applied. Student experiences of support during learning difficulties, respect for student voice, and clarity about the nature of assessment reflect teacher strengths such as real-life application, alignment for assessment, and

participation encouragement. This indicates that the institution has already in place some foundations on which stronger fairness practices could be built.

Concerns of the students are at the same level as those of the teachers facing challenges. Educators face challenges related to feedback, interchange after assessment, differentiated interpretation, and contextual illustration. Whereas students face difficulties in clarity of the concept, equality of participation, fairness of feedback, relevance of assessment, and fairness of discipline. The fact that this is the case suggests that the issue is structural rather spatial as both groups identify the same weaknesses from varying angles.

Thus, the proximity of the overall means to the neutral midpoint suggests a reality of mixed reactions, and not indifference only. Some students and teachers genuinely find fairness, while others do not. On the one hand, it is noted that the focus should not be on replacing what people are doing, but rather to help scale up and strengthen things that are working already and tackling problem areas that come up on a recurring basis support, feedback, participation, fairness culture, etc.

## FINDINGS, RECOMMENDATIONS AND CONCLUSION

### Major Findings

The report yields five major findings. First, both teachers and students describe fairness and equity as present but not consistently embedded. Second, the most visible strengths are support for students facing learning difficulties, real-life explanation of concepts, participation encouragement and clarity of assessment criteria. Third, the most serious teacher-side barriers are constructive feedback, post-assessment doubt clarification, differentiation for diverse learners and the use of culturally or regionally relevant examples. Fourth, students experience major weaknesses in concept clarity, equal participation, emotional support, assessment validity and disciplinary fairness. Fifth, the overall fairness of the learning process remains contested because institutional practices are experienced unevenly across contexts. These findings confirm that fairness in education is multi-dimensional and cannot be reduced to one variable such as marks or teacher intention alone.

### Recommendations

In a more systematic way, institutions are recommended to strengthen support and fairness within classrooms for students. The practice which has the most positively perceived mean value (Q9) with mean = 3.19 and p-value = 0.032 was the provision of additional academic support when students had difficulties in following through with the curriculum. This practice will require reinforcement in terms of structured office hours, peer-learning programmes, and teacher training in identifying early school whizzes who find difficulty coping with the curriculum, as they would benefit more from academic support. Q2 witnessed the highest disagreement rate (43%), indicating a need for better delivery of the concept. To teach effectively, the teacher should use various ways such as graphics and a simplified summary, a case study, a real-life example, and so on. Also, another way that can be very effective is to check for understanding occasionally. Q3 (42% disagree) and Q5 (40% disagree) revealed persistent issues with engaging in discussions during class, as well as group work. Equal participation also needs to be dealt with. Carrying out your work with organizational techniques like allocation of roles, random questioning, small groups, and interactions with the whole class, will help you to give each student, including the shy learners to have their turn to participate.

The results also indicate a need for more emotional, evaluative, and justice-related support. Many students feel they do not get enough support when facing personal or social difficulties. Q4 (39.5% disagree) suggests this. Hence, institutions must strengthen counselling, mentoring, and teacher-student support systems. According to Q12, although students liked feedback, it was rated the number one challenge for teachers too. In other words, it shows that teachers need training to provide proper feedback, structured rubrics must be in place, and they must be available for students post-assessment too. Inclusion can also be improved by using region-relevant and real life examples and adapting methods for difficult topics and different kinds of classrooms. In summary, the lessons from Q13 and Q14 indicate that fairness should be treated as a form of institutional culture instead of a mere policy, which must be ensured through active initiation and enforcement of transparent policies, grievance and feedback mechanisms, and application of rules uniformly. This would help students get their share of the learning pie.

## Conclusion

The results indicate that the institution has a strong basis to promote equitable and just education but these bases are still yet to develop into a learning culture that can be adapted into a standard practice. On the one hand, educators are conscious of the inclusive pedagogical practices and they report about the significant attempts to engage real-life examples, promote participation and to align the assessment with the learning purposes. Students, on their part, acknowledge the examples of academic assistance, comparatively impartial classroom relationships in some situations, and some level of clarity in assessment expectations before exams. These advantages show that the institution is moving towards a correct direction and must be considered a significant step. Simultaneously, the sense of justice is not even and, in some cases, weak. Students report being confused in terms of clarity of concept delivery, equal participation consistency, reliability of emotional support, and usefulness of feedback. There is also the concern on whether assessments are reflective of classroom instruction and whether disciplinary actions are administered equally. Even teachers themselves note difficulties with providing constructive and practical feedback, changing the instruction methods to fit the needs of the various learners, responding well to the questions after assessments, and framing the material in a manner that appeals to every learner. Such disconnection will create a learning environment in which fairness is also available, but not necessarily the norm, creating a profile of mixed and transitional instead of a solidly equitable one. Consequently, fairness and equity in the learning process should not be perceived as a one time, classroom based, activity, but as a long-term, institutionalized undertaking. The general neutrality of the data points to the idea that the institution is at an intermediate level in which the process of inclusiveness is already established but which is not consistent, organized, and universal enough to form a solid group perception. Going forward, consideration should not be put on the goal redefining but rather reinforcement of the existing practices through increased consistency, support systems, meaningful feedback mechanisms, better coordination between teaching and assessment and more transparency on fairness related processes. Only with the combination of these factors, fairness will cease to be a circumstantial and one-off phenomenon and become a steadfast and a characteristic attribute of the student learning experience

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