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Students Perspicacity Concerning Faculty's teaching Performance of Shanker Dev Campus

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Abstract

Faculty members are considered the most precious assets in any educational institution, and their interactions with students are critical to curriculum achievement, so this study focuses on assessing Shanker Dev Campus students' perspicacity on faculty performance. The study was survey in nature and used objectivity methods to explain the data. Structure questionnaire was used to collect data. The participants in this research were graduate students enrolled in the Master of Business Studies and Master of Business Management programmers. The reliability was examined using Cronbach's alpha, and a value of 0.86 was found. Findings show that faculty expertise on topics seems strong, students and faculty have a close relationship in the class, and faculty encouraged students to do well in their studies and profession. The SDC faculty strictly adhered to the timetable. However, students felt their teachers rarely utilized worksheets, article journals, management games, and real-world examples. Moreover, the faculty shortly planned different activities in order to keep class busy. There were no significant associations between female and male students' perspicuity of faculty knowledge on the subject matter, encouragement to create a learning environment, supportive relationships/motivation, and time spent in class. This study emphasized the importance of faculty development, pedagogical innovation, curriculum enhancement, teacher-student interaction, and continuous improvement in enhancing the teaching performance at Shanker Dev Campus.

Keywords: Faculty, learning environment, Performance, Perspicacity, Students

1. Introduction

Education is the deliberate and well-organized cultivation of a learning environment conducive to the growth of one's potential as a spiritually powerful, self-controlled, personality-driven, intellectually curious, morally upright, professionally competent, and socially responsible citizen and the citizen of the world (Setiawan, 2020). Within the scope of this issue, educational and faculty activities play an important role (Mahat, 2021). Faculties are often regarded as the most valuable assets in any educational system, and the relationships they build with their pupils are seen to be crucial to the success of any curriculum. The majority of what students and faculty do in schools/college is based on interactions and classroom observations (Bashir, Alias, Saleh, & Halizah, 2017). In light of

this worry, the researcher was prompted to study the opinion of students towards the teaching performance of faculty at Shanker Dev campus.

It has a long history of offering top-notch management education; Shanker Dev Campus (SDC) is likely the first choice for students in Nepal interested in management education. This is largely because of SDC's dedication to offering quality instruction in the various programs it runs for undergrads and graduates (Bachelors and Master's degree programs) in management" (SDC, 2022). Students and their parents had a highly positive impression of SDC in terms of its faculty, the range of courses it provided, the results, the variety of extracurricular activities it provided, and its location. The vast majority of people in Nepal are under the impression that SDC is one of the most prestigious management constituting campuses of Tribhuvan University. Tribhuvan University is likewise of the opinion that SDC is one of the main management colleges in terms of the number of students that it enrolls and the outcomes that it produces. The University assumes that SDC is the back bone of Management faculty campus of TU. In this background, it is very precious to examine the reality of faculty members in terms of knowledge of subject matter, relationship with students, motivation, facilitation of learning environment and time spend by faculty on class from the students' view. This encouraged researcher to conduct research on this topic.

1.1 Literature Review

Systematic study examined the academic performance and perspectives (intra-individual, interpeer, and student–faculty) of undergraduate medical students using Case Base Learning versus other instructional methods. Our systematic evaluation comprised 41 studies involving 7667 undergraduate medical students from 4470 records. Results revealed that in comparison to other teaching strategies utilised with undergraduate medical students, CBL demonstrated superior academic performance (particularly when compared to didactic lectures and tutorial-based teaching), curiosity, and motivation (Maia, Andrade, Afonso, Costa, Valente, & Espregueira-Mendes, 2023).

The quantitative study on SMPN 6 Lubuk Basung, students' evaluations of the eighth-grade English teacher's effectiveness. The findings revealed that students' impression of teaching performance in preliminary activity was 78.8%. Students had positive perceptions. Nevertheless, students' views of core activity were excellent at 76.6% (Agustin, Melani, & Nashir, 2021).

Research used students' perceptions to evaluate engineering drawing professors. 253 vocational education students were selected using stratified proportional sampling. The instructors' task performance was the lowest of the three dimensions, while their adaptability performance was the greatest, but still not outstanding (Bashir, Alias, Saleh, & Halizah, 2017).

A research examined students' opinions of professors who had received training on teaching methods at Bangladesh's Centre for Medical Education (CME). Thirteen Bangladeshi public and private medical schools participated in this descriptive cross-sectional survey. Students rated 38% of teaching performances outstanding, 43% good, 16% adequate, and 3% poor (Parvin, Habib, Talukder, & Ahmed, 2016).

Research examined students' perceptions of instructor effectiveness, English study attitude, and English achievement. Surveys choose 240 upper secondary pupils. The 35-items using three point scales were used to measure the effective of teachers from the perspective of the students. The impression of teacher effectiveness, attitude, and English academic accomplishment differed significantly between boys and girls in upper secondary schools in various categories (Chamundeswari & Ruth, 2015).

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Students' opinion of teacher's subject area understanding affected senior secondary three (SS 3) pupils' reading comprehension. The data were analyzed using one-way analysis of variance (ANOVA). 1500 2007/2008 Cross River State SS3 pupils were randomly chosen from 30 secondary schools. SS3 pupils' reading comprehension ability was significantly affected by their opinion of instructors' subject matter understanding (Obiekezie & Timothy, 2011).

The majority of research studies have been done on the students' perceptions in performance of the faculty, but none of this research has been done in Nepal. This study covers geographical gaps. These studies address the association between genders (students) perspicacity on faculty teaching performance, no study has been done up to now. There have been a number of studies that address the perception of teachers in schools, but the focus of this one was on the performance of teachers in higher education.

1.2 Objectives

To assess the students' perspicacity of the teaching performance at Shanker Dev Campus

1.3 Hypothesis

H_{01}: There is no significant association between female and male students' perspicacity on faculty's knowledge on subject matter.

H_{02}: There is no significant association between female and male students' perspicacity on faculties encouragement their students to create learning environment.

H_{03}: There is no significant association between female and male students' perspicacity on faculty in learning supportive relationship and motivation.

H_{04}: There is no significant association between female and male students' perspicacity on the time spend by their faculties on the class.

2. Materials and Methods

The study used a descriptive cross-sectional survey to investigate the students' perceptions of the teaching performance of faculty members at the Shanker Dev Campus. The study covered the period beginning on March 5th and ending on March 30th, 2023. There were 58 students included in this study, with 50% (29 students) representing MBS third semester and the other 50% (29 students) representing in MBM fourth semester. Major reasons in selecting students enrolled in third and fourth semesters was, to acquire optimal information from students who had spent more than one year studying with campus faculty. To analyze data frequency, percentage and chi-square test was used with the help of SPSS 20 (Mahat & Aithal, 2022).

3. Result and Discussion

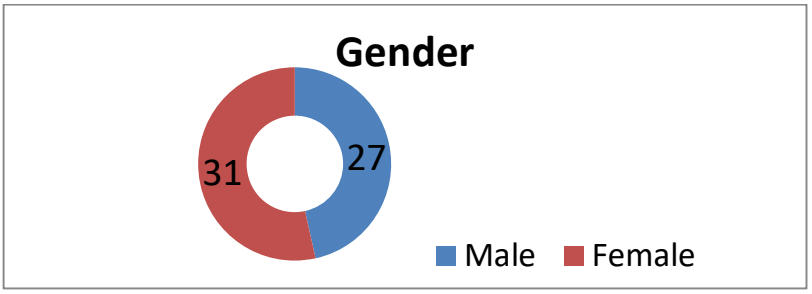

Figure 1: *Gender*

Above figure display the gender distribution of a sample. The sample contains 58 individuals in total, with 31 individuals (53.4%) identifying as females and 27 individuals (46.6%) identifying as males.

3.1 Knowledge of the Subject

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The results of current studies on the topic knowledge on subject matter and comprehension of faculty's will demonstrate that despite the fact that it was an extremely significant factor (Khwaja, 2002). Campus teaching faculties on subject knowledge asserts that the more a teacher knows about their subject, the better their students' results will be (Wilberforce & Pratt, 2019). The quality of the teachers themselves is a key component in determining how much students improve academically (Guerriero, 2013). Based on the above statement researcher was motivated to explore the faculties' knowledge on subject matter in the context of Shanker Dev Campus.

Table 1: *Knowledge of Subject Matter*

Knowledge of the Subject					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	The level of subject matter expertise displayed by my faculties is really high.	1(1.7%)	1(1.7%)	18(31%)	23(39.7%)	15(25.9%)
	My faculty explain the subjects and processes in a simple manner.		2(3.4%)	6(10.3%)	42(72.4%)	8(13.8%)
	My faculty apply several unique examples to clarify concepts.		1(1.7%)	13(22.4%)	29(50%)	15(25.9%)
	My faculty are regularly interested in identifying students' knowledge and perceptions.		2(3.4%)	16(27.6%)	33(56.9%)	7(12.1%)
Chi-Square Tests between Female and Male					
Pearson Chi-Square		Value		Df	Asymp. Sig. (2-sided)
		7.471[a]		8	.487
a. 14 cells (77.8%) have expected count less than 5. The minimum expected count is .47.					

Source: *Field Survey, 2023*

From above table, the majority of the students (39.7%) agreed that the level of subject matter expertise displayed by their faculties was really high, while 31% were neutral on this statement. When it comes to explaining the subjects and processes in a simple manner, 72.4% of the students agreed that their faculties did so, while only 3.4% strongly disagreed. In terms of using unique examples to clarify concepts, 50% of the students were neutral, while 25.9% strongly agreed that their faculties applied several unique examples to clarify concepts. Regarding the faculties' interest in understanding students' knowledge and perceptions, 56.9% of the students agreed that their faculties were regularly interested, while only 3.4% strongly disagreed.

Overall, it seems that the students were generally satisfied with their faculties' subject matter expertise and their interest in identifying students' knowledge and perceptions. However, there was room for improvement in explaining subjects and processes in a simple manner and using unique examples to clarify concepts.

Chi-square test was conducted to compare the perspicacity between female students and male students on faculty's knowledge on subject matter. The Pearson Chi-Square value for the test was 7.471, with 8 degrees of freedom. The Asymp. Sig. (2-sided) value was .487, which is greater than .05 used to determine statistical significance. This suggests that there was no significant association between female students and male students' perspicacity on faculty's knowledge on subject matter.

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3.2 Learning Environment

"Learning environment" refers to the social, physical, behavioral, and pedagogical conditions in which learning happens and which impacts student accomplishment and attitudes and facilitates a holistic comprehension of the college student's educational experience (Closs, Mahat, & Imms, 2022). It has been acknowledged that teachers are accountable for creating a creative learning environment (Prameswari & Budiyanto, 2017). It emphasizes how important teachers are in creating a creative learning environment (Prameswari & Budiyanto, 2017). In this sense, teachers play a key role in deciding which teaching methods are the most successful in the classroom (Prameswari & Budiyanto, 2017). Based on the aforementioned claim, the researcher was inspired to investigate how the faculties at Shanker Dev Campus concentrated on fostering a learning environment.

Table 2: *Learning Environment*

Learning Environment						
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	My faculty always encourage students to speak out and share their views on the subject			4(6.9%)	35(60.3%)	19(32.8%)
	My faculty gives students the freedom to be creative in the classroom.		3(5.2%)	14(24.1%)	27(46.6%)	14(24.1%)
	My faculty plan different activities for the class to keep us busy.	4(6.9%)	12(20.7%)	15(25.9%)	19(32.8%)	8(13.8%)
	My faculty teach with a variety of tools, like worksheets, a journal, and Management game and real-life examples	1(1.7%)	14(24.1%)	19(32.8%)	18(31%)	6(10.3%)
Chi-Square Tests between Female and Male						
Pearson Chi-Square		Value		Df	Asymp. Sig. (2-sided)	
		16.002[a]		10	.100	
a. 20 cells (90.9%) have expected count less than 5. The minimum expected count is .47.						

Source: *Field Survey, 2023*

According to the responses, the majority of the students (60.3%) disagreed that their faculties always encouraged students to speak out and share their views on the subject.

In terms of giving students the freedom to be creative in the classroom, 46.6% of the students were neutral, while 24.1% disagreed and 24.1% agreed. Regarding planning different activities for the class to keep students busy, 32.8% of the students agreed, while 25.9% were neutral, and 20.7% disagreed. When it comes to teaching with a variety of tools such as worksheets, a journal, and management games and real-life examples, 31% of the students agreed, while 32.8% were neutral, and 24.1% disagreed.

Overall, it seems that there was room for improvement in terms of encouraging students to speak out and share their views and giving them the freedom to be creative in the classroom. However, some students agreed that their faculty planned different activities for

the class to keep them busy, and used a variety of teaching tools, such as worksheets, journals, management games, and real-life examples.

Chi-square test was conducted to compare the faculties encourage their students learning environment Perspicacity between females and males. The Pearson Chi-Square value for the test was 16.002, with 10 degrees of freedom. The Asymp. Sig. (2-sided) value was .100, which was greater than .05; Chi-Square test was used to determine statistical significance. This suggests that there was no significant association on the faculties encourages their students to create learning environment Perspicacity between females and males.

3.3 Relationship and Motivation

Positive teacher–student interactions improved classroom learning and student motivation by creating a safe and supportive environment in which students felt safe taking intellectual risks and getting motivated to learn (Davis & Ashley, 2003). When students and faculties established a supportive relationship, students were more invested in their learning, and they were more likely to put out extra effort in class, stick with it when things became tough, took constructive criticism well, manage stress well, and paid closer attention (Little & Kobak, 2003).

Motivation to learn is a skill that is stimulated mostly by modeling, communicating expectations, and receiving direct teaching or socialization from important persons. One of the most crucial factors affecting student learning is motivation (Koca, 2016). Motivation affects students' autonomy in learning and impacts their confidence in overcoming academic challenges.

Base on the above statement the researcher was motivated to explore the faculty relationship and motivation with their students in the context of Shanker dev Campus.

Table 3: *Relationship and Motivation*

Relationship & Motivation						
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	My faculties encourage students to do better.		1(1.7%)	6(10.3%)	42(72.4%)	9(15.5%)
	Students can talk to their faculties about questions and misunderstandings about different topics.		2(3.4%)	13(22.4%)	30(51.7%)	13(22.4%)
	If students are having	1(1.7%)		21(36.2%)	28(48.3%)	8(13.8%)

	trouble with the teaching and learning activities, the faculties guide them through it.					
	Students feel safe and happy with the faculties.	2(3.4%)		11(19%)	32(55.2%)	13(22.4%)

Chi-Square Tests between Female and Male			
Pearson Chi-Square	Value	Df	Asymp. Sig. (2-sided)
	9.694a	9	.376
a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .47.			

Source: *Field Survey, 2023*

Above table shows, the majority of the students (72.4%) agreed that their faculties encourage students to do better, while only 1.7% strongly disagreed. In terms of students being able to talk to their faculties about questions and misunderstandings about different topics, 51.7% of the students were neutral, while 22.4% agreed and 22.4% strongly agreed. Regarding whether faculties guide students through teaching and learning activities when they were having trouble, 48.3% of the students agreed, while 36.2% were neutral, and 13.8% strongly agreed. When it comes to feeling safe and happy with their faculties, 55.2% of the students were neutral, while 22.4% agreed, and 19% disagreed.

Overall, the majority of the students agreed that their faculties encouraged them to do better; there was room for improvement in terms of students feeling comfortable talking to their faculties about questions and misunderstandings. Additionally, some students were neutral about feeling safe and happy with their faculties, indicating that more could be done to improve the relationship between students and faculties. However, the results suggest that faculties guided students through teaching and learning activities when they were having trouble.

Chi-square test was conducted to compare perspicacity between female students and male students on the faculty in learning supportive relationship and motivation. The Pearson Chi-Square value for the test was 9.694, with 9 degrees of freedom. The Asymp. Sig. (2-sided) value is .376, which was greater than .05 Chi-Square test was used to determine statistical significance. This suggests that there was no significant association between female students and male student's perspicacity on faculties learning supportive relationship and motivation.

3.4 Time

Time of faculty members on class play a significant role in making students punctuality and also complete the course on time. Majority constitute campuses of TU reported that they failed to complete the course on time, and the absence of the faculty was also reported frequently. In this setting, researchers were interested to explore the time statue of faculty members from a different angle.

Table 4: *Time*

Time						
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	My faculty members come on time to class.	1(1.7%)	1(1.7%)	16(27.6%)	28(48.3%)	12(20.7%)
	My faculty members are regular in	2(3.4%)	1(1.7%)	12(20.7%)	31(53.4%)	12(20.7%)

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	taking classes.					
	My faculty members pre-inform about their absences.		4(6.9%)	9(15.5%)	28(48.3%)	17(29.3%)
	My faculty members complete syllabus of the courses in time	2(3.4%)	10(17.2%)	17(29.3%)	19(32.8%)	19(32.8%)

Chi-Square Tests between Female and Male			
Pearson Chi-Square	Value	Df	Asymp. Sig. (2-sided)
	17.173[a]	11	.103
a. 20 cells (83.3%) have expected count less than 5. The minimum expected count is .47.			

Source: *Field Survey, 2023*

Majority of the students (48.3%) agreed that their faculty members came on time to the class, while only 1.7% strongly disagreed. In terms of faculty members' regularity in taking classes, 53.4% of the students agreed, while only 3.4% strongly disagreed. Regarding whether faculty members pre-inform about their absences, 48.3% of the students were neutral, while 29.3% agreed, and 15.5% disagreed. When it comes to the matter of completing the syllabus of the courses in time, 32.8% of the students agreed, while 17.2% disagreed, and 29.3% were neutral.

Overall, the results suggest that there was room for improvement in terms of faculty members pre-informing about their absences and completing the syllabus of the courses in time. However, most of the students agreed that their faculties came on time to class and were regular in taking classes.

Chi-square test was conducted to compare the time spent by faculty members on class, perspicacity between females and males. The Pearson Chi-Square value for the test was 17.173, with 11 degrees of freedom. The Asymp. Sig. (2-sided) value was .103, which was greater than .05 Chi-Square test used to determine statistical significance. This suggests that there was no significant association between Female students and male students' perspicacity on the time spent by their faculty members on class.

4. Conclusion

` The main aim of this study was to identify students' perspicacity concerning faculty members teaching performance at Shanker Dev Campus from four angles; first is Knowledge towards subject matter. Result shows that faculty members' expertise is high; Faculties teach topics clearly, provided creative examples to illustrate concepts, and endeavored to understand students' perspectives. Second was learning environment; Result shows that their faculty members encouraged students to talk and express their opinions allowed creativity, but they failed to arrange different activities to keep class active, and utilized multiple techniques to educate. Third is relationship and motivation result shows that faculty members inspire students to achieve better, allowed students to ask questions, easily led students in subject matter, felt safe and satisfied with their faculties. Fourth is time; Result shows that faculty members came class on time, regularly took class, pre-informed their absences but completion of syllabus on time seem lack. Study measure the association between female and male students' perspicacity from four angles; knowledge towards subject matter, learning environment, relationship motivation, and time. All four hypotheses were accepted. Campus management needs to conduct teacher training regarding how to engage class from different activities out of syllabus, focus faculties to user various tools like management game, worksheets, journal articles, real-life example, industrial visits to develop learning environment. In addition the management committee should provide the faculty members

clear guideline and direction, to complete syllabus on time. Overall, the implications of this study emphasized the importance of faculty development, pedagogical innovation, curriculum enhancement, teacher-student interaction, and continuous improvement in enhancing the teaching performance at Shanker Dev Campus. By implementing these implications, the campus can strived to provide a high-quality and engaging learning experience for students. Further researcher can cover the comparative study on faculty members' performance between private program faculty and regular program faculty.

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