

Unveiling Faculty Performance through Student Eyes: A Comparative Study of Perspectives

Dipak Mahat

Shanker Dev Campus, Kathandu, Nepal

Corresponding Author: Dipak Mahat dipakmahatdm2047@gmail.com

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ABSTRACT

The main purpose of the study was to identify and compare the faculty's performance through the perception of students between Master of Business Studies (MBS) and Master of Business Management (MBM). **Method:** Study used a cross-sectional time horizon and objectivism methodology. The research participants consisted of 62 post-graduate students who were selected using a combination of convenient and simple random sampling methods. The collected data were analysed using SPSS software. **Results:** This study explores the faculty's performance from four viewpoints: knowledge of the subject, learning environment, relationships and motivation, and time. Result distinguishes the performance of MBS and MBM faculty. Measure four null hypotheses between MBS and MBM student's perception. The study's results revealed that MBM faculty's performance is significantly more effective than MBS faculty. **Novelty:** Research attempt to provide unique viewpoints on students' evaluations of teacher performance, hence improving an understanding of educational dynamics within Nepal higher education system

INTRODUCTION

HRM is the process of building a strong workforce in order to meet organisational, community, national, and global objectives. Education is one strategy for raising the standard of human resources. Education is recognized by most and regarded as a crucial determinant in the advancement of civilization (Batuigas, Leyson, Fernandez, Napil, & Sumanga, 2022). Education is a deliberate and systematic effort aimed at facilitating a process of learning that actively fosters the self-actualization of students, enabling them to cultivate spiritual strength, self-regulation, personal growth, intellectual expertise, moral qualities, and the requisite competencies necessary for their own benefit, as well as that of society, the nation, and the country (Hendrawijaya, Hilmi, Hasan, Imsiyah, & Indrianti, 2020). Hence, the long-term success of every nation is dependent upon the caliber of its education system, which in turn is predicated on the excellence of its faculty (Tunio, Aghar, Salman, Ullah, & Nisar, 2021). Faculty members were the most important component of every educational endeavor. The significance of the faculty's role in education cannot be ignored, since the absence of faculties could hinder the execution of the educational process. The function of a faculty has significant importance in the learning process and the enhancement of educational quality. The absence of an effective teaching role in school/college/university might impede the learning process. The level of success that educational activities achieve is directly proportional to how well they perform (Amin, Shah, Ayaz, & Atta, 2013). The role of faculty has undergone a gradual transformation from being centered on the faculty to being centered on the student. In this new paradigm, faculties are expected to act as facilitators in the learning environment. They are required to dedicate more time to analyzing the individual needs of learners, motivating students, promoting student interactions, and continuously assessing students' prerequisite knowledge (Azeem & Omar, 2018).

In the context of Nepal, Tribhuvan University is recognized as one of the oldest and most prominent higher education institutions, serving as a foundational pillar for the country's educational landscape (Upadhyay, 2018). The deployment of resources by Tribhuvan University towards a faculty development programme serves as evidence of the institution's dedication to enhancing the standard of education and research within its academic community. Among the 62 constituent campuses of Tribhuvan University, Shanker Dev Campus has drawn significant interest of citizen as leading campus. The proportion of Master of Business Studies (MBS) graduates from the Shanker Dev Campus is around 25% of the overall MBS student population in Nepal. Shanker Dev Campus prides itself on having a highly professional, knowledgeable, and motivated academic workforce, committed to provide world-class education in the field of management (Annual Report 2078 / 2079, 2022). In this framework Shanker Dev Campus runs sessions in the morning, afternoon, and evening according to the TU schedule, and it provides both regular and special programme. The regular programme associated with the TU regular public programme is inherently inclusive, since it allows students at all levels to participate (Tribhuvan University organization and academic

administration rule 2050, 2021). The management of the programme is overseen by the central office of TU, as well as the constituent campus (Tribhuvan University decentralization rule 2055, 2020). The supervisory and monitoring functions are carried out by the academic council and executive committees. Similarly, Special programme associated with TU private programmed, its access is limited to all level of concerned students (Tribhuvan University organization and academic administration rule 2050, 2021). The management of special programme is overseen only by concerned constitute campus (Tribhuvan University decentralization rule 2055, 2020). The supervisory and monitoring function are carried by the Dean office. At the Master's level, the MBS programme is considered as regular whereas the MBM programme is a special programme conducted at Shanker Dev Campus. In this pace Shanker Dev Campus offers two distinct types of programmes under a single tent, including both full-time and part-time faculty. So, it is importance to identify the perception of different programme students towards their faculty performance.

Research objective

1. To identify the perception of students towards faculty performance
2. To compare the faculty performance between MBS and MBM faculty

Research hypothesis

H01: There is no significant difference between MBS and MBM students perception related to faculty knowledge in subject matter.

H02: There is no significant difference between MBS and MBM students perception on faculty create learning environment.

H03: There is no significant difference between MBS and MBM students perception related to faculty relationship and motivation.

H04: There is no significant difference between MBS and MBM students perception related to faculty time.

THEORETICAL REVIEW

Study aims to investigate and analyses the performance of preservice teachers over a 14-week student teaching experience, with a particular focus on how their performance was influenced by the allocation of time on a weekly basis. The research revealed that the amount of time dedicated to observation had a modest but favorable impact on the constructs of teacher professionalism, as well as reflective and autonomous practitioner performance (Coleman, Israel, Barry, Ferand, Bunch, & Rogers, 2023).

The research contrasts students' impressions of their professors' responsibilities in online courses they took during the pandemic to those of students who took online courses when distant learning was commonplace. Online courses were attended by 520 students in a teacher-education institution at regular periods. After a semester of emergency online study during the epidemic, 475 more college students responded. In emergency situations, pupils

exhibited larger expectations for instructors' technical and emotional responsibilities compared to ordinary periods. Students reported lower expectations for instructors' distinguishing role during crises and comparable expectations for their educational function. Curricula should be tailored to diverse conditions and requirements, and instructors' roles should be emphasised to effectively handle students' needs throughout normal and emergency situations (Sason, Wasserman, Safrai, & Romi, 2022).

Study looked at how the way students notice their teachers affects how well they do in class. The study used a research design approach known as random sampling, which included selecting participants from the target group of third and fourth year students. The researchers used a stratified sampling strategy in order to choose a study sample consisting of 100 students. The study reveals that there is a positive correlation between lecturers' attitude and performance in class, as well as a positive correlation between methodology and lecturers' performance in class. Nevertheless, the research found no evidence to support a correlation between the information possessed by lecturers and their performance in the classroom. The research found that certain areas of lecturers' performance in the classroom are poor and need improvement (Bawah & Nasir, 2021).

Study is to learn about students' opinions of the performance of both generations of ESP instructors throughout teaching and learning activities. To address the study questions, the researcher employed a descriptive qualitative technique. A large number of students were participated, and data was gathered using a variety of questionnaires. The findings revealed that both generations had distinct skills in many areas such as need analysis, teaching technique, teaching content, teaching medium, and assessment (Sofa, Mariam, & Saputro, 2022).

Study examines the students' perceptions of the efficiency of instructors and the resulting learning results in the subjects of mathematics and economics inside secondary schools located in Cross River State, Nigeria. The researchers used cluster and purposive selection methods to pick a sample size of 1,800 pupils from the three school zones in Cross River State. The results of the study indicate that students' perception of teachers' motivational skills, teaching methods, relationship with students, and communication level have a substantial combined impact on learning outcomes in Economics ($F = 150.31$, $p < .05$) and Mathematics ($F = 142.46$, $p < .05$) respectively (Robert & Owan, 2019).

Research examined the relationship between students' perceptions of teacher subject matter expertise, work attitude, and teaching abilities, and their impact on students' academic achievement. The research sample included 1600 SSS III students who were purposively gathered from a total of 15 secondary schools. The findings indicate a substantial correlation between students' impression of instructors' expertise in the subject area, their work attitude, and their teaching abilities, and students' academic success (Adediwura & Tayo, 2007).

Students' opinions were used to find out how well teachers performed at teaching engineering drawing in terms of context, projects, and flexibility. A stratified proportionate selection method was used to choose 253 students in

technical education for the study group. At the 95% confidence level, the results of the study using the estimation method show that students think their teachers do a little better than normal ($M = 3.51 \pm 0.05$). The teachers' job performance is the least developed of the three types of performance. On the other hand, their adaptability performance is the best, but it is still not great (Bashir, Alias, Saleh, & Halizah, 2017).

Studies compare the male and female elementary school teachers who work in government schools for boys in the state of Punjab. The group of the study was made up of 68 fourth-grade students and 8 teachers from two schools, t-tests was used to look at the results from the pre-test and the post-test. Male teachers did better than female teachers in Math, but female teachers did better than male teachers in Science in both urban and country grade schools (Hussain, Farooq, Mahmood, & Tabassam, 2017).

Research studied students' perceptions of variables affecting mathematics teaching and learning in senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria. The survey sampled 1500 male and 1100 female students from six senior secondary schools in Maiduguri, Borno State, Nigeria. The study found that students viewed Mathematics teacher qualifications, teaching methods, and instructional resources as crucial factors in their learning achievement. Additionally, students' attitudes towards mathematics instruction and learning affected their performance (Dauda, Jambo, & Umar, 2016).

Study aimed to assess perceptions of successful teaching practises in order to establish a set of principles that might enhance effective teaching. The findings presented in the study clearly indicate that the student responses from both phase 1 and phase 2 can be categorised into five distinct themes. a. The level of clarity and ease of understanding of the subject matter; b. The degree of interactivity experienced within the classroom; c. the influence of motivation on student engagement; d. the effectiveness of incorporating enjoyable elements into the learning process; e. the demonstration of dedication and patience by the teacher (Hande, Kamath, & D'Souza, 2014).

Research Gaps

Existing research addresses students' opinions of teacher performance, but there are few studies that compare faculty performance across campuses. This research attempts to fill the gap by comparing students' perspectives across MBS and MBM classes on the same campus.

Numerous scholarly investigations have focused on the evaluation of teacher performance from the perspective of students. However, a noticeable study vacuum has been identified in relation to the views of students in the context of school or high school. This study is unique in focusing on students at the college level, enabling a more specific investigation of their perspectives.

The present study was carried out in constitute campus of Tribhuvan University, Nepal, so including a geographical factor into the investigation of students' perception of teacher performance. The unique geographical setting of

this study has the potential to provide results that may differ from research undertaken in other nations.

By identifying and analysis of these gaps, this research attempt to provide unique viewpoints on students' evaluations of teacher performance, hence improving an understanding of educational dynamics within Nepal higher education system.

RESEARCH METHODOLOGY

Research Design

The present research was conducted with the aim of examining the comparison between students' perspectives on faculty teaching performance. The research used descriptive survey methods, using a quantitative approach via the use of close-ended questions.

Population and Sampling

The study population included male and female students enrolled in the Master's level programme at Shanker Dev Campus, which is affiliated with Tribhuvan University in Nepal. The sample for present study consisted of 34 (54.8%) female students and 28 (45.2%) male students. Out of the 62 total student respondents, 31 students (50%) are belonging to the Master of Business Management (MBM) programme, while the remaining 31 students (50%) are represent the Master of Business Studies (MBS) programme. With the aim of acquiring actual experience student perception, researcher decided to choose senior semester participant available on campus.

A simple random sampling method was used to identify MBS participant students who were regular in class. Regarding MBM, only two semesters was running, which consist of only 64 students available, in this also the regular present numbers were fluctuate. Taking this situation in mind, it is compulsion to adopt convenient sampling.

Instruments

The researcher employed a questionnaire as a means of gathering data. The questionnaire was divided into two sections based on variables. The demographic profile of the participants includes their gender, academic programme, and semesters. The second section of the questionnaire comprised four components, namely, subject knowledge, learning environment, interpersonal relationships, and motivation and time management. The second section of the questionnaire was evaluated using a five-point Likert scale, which covers from "Strongly Disagree" (1) to "Strongly Agree" (5).

Technique of Data Analysis

SPSS (statistical application for the social sciences, version 20) was utilised to analyse the data. Frequency and percentage were used to describe the demographic variable as well as the perceptions of students from MBS and MBM courses. Standard deviation, mean, and. A t-test was used to compare the perceptions of MBS and MBM students in order to assess the hypothesis and establish a correlation. Cronbach's Alpha test was used to measure the reliability of questionnaire where researches observed 84%. These results explain the good reliable of questionnaire.

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.847	16

Research Concept

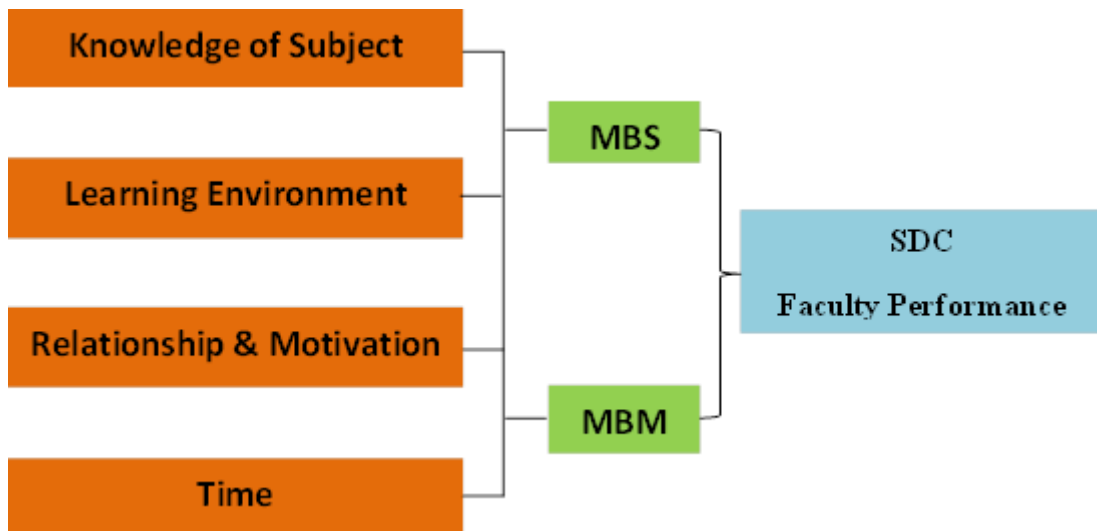


Figure 1. Research Concept

RESULTS AND DISCUSSION

Results

Perception on faculty knowledge on Subject

Table 2. Knowledge of the subject

Faculty Knowledge in Subject Matter				
KS1		Course		Total
		MBS	MBM	
Faculty subject expertise from students perception	Strongly Disagree	0	3.2	1.6%
	Disagree	0	6.4%	3.2%
	Neutral	45.1%	16.2%	30.6%
	Agree	51.6%	29%	40.4%
	Strongly Agree	3.3%	45.2%	24.2%
Total		100%	100%	100%
KS2		Course		Total
		MBS	MBM	
Faculty explain the subject matter in a simple manner	Disagree	6.4%	0	3.2%
	Neutral	16.2%	6.4%	11.2%

	Agree	80%	74.2%	72.5%
	Strongly	6.4%	19.4%	13.1%
	Agree			
Total		100%	100%	100%
KS3			Course	Total
		MBS	MBM	
Faulty applied several example to clarify concept	Disagree	6.4%	0	3.2%
	Neutral	25.8%	19.4%	22.5%
	Agree	54.8%	45.2%	50%
	Strongly	13%	35.4%	24.3%
	Agree			
Total		100%	100%	100%
KS4			Course	Total
		MBS	MBM	
Faculty interested to understand students' knowledge and perception	Disagree	6.4%	3.2%	4.8%
	Neutral	32.3%	22.6%	27.5%
	Agree	58.1%	51.6%	54.9%
	Strongly	3.2%	22.6%	12.8%
	Agree			
Total		100%	100%	100%

Source: Field Survey, 2023

The students were asked the level of subject matter expertise displayed by faculty MBS students expressed no disagreed and strong disagreed with the statement, although a neutral viewpoint was felt by 45.1% of the students. The majority 51.6% of the students, expressed agreed with the faculty's expertise. Lower proportion, 3.3%, expressed strong agreed with the statement. On the other side, in the MBM course, 6.4% of students disagreed with the faculty's subject matter knowledge, and 3.2% of students picked a "Strongly Disagree" position. 16.2% of respondents chose to stay neutral, while 29% agreed with the expert opinion. However, majority, 45.2%, strongly agreed, demonstrating a noticeably favorable opinion of the faculty's subject matter knowledge in this course. The findings indicate that a greater proportion of MBM students expressed higher positive view with the expertise of their faculty members compared to MBS students.

The students were questioned "Faculty explain the subject matter in a simple manner". In the MBS course, 6.4% of students indicated the faculty member could not convey the material simply, while 16.2% were neutral. 80% of students appreciated faculty members' ability to effectively simplify the material. Only 6.4% of students strongly agreed. None of the MBM students expressed concerns about the faculty's ability to explain simply. 6.4% were neutral, while 74.2 percent students believed that the faculties had simplified the subject matter. A notable percentage, 19.4%, strongly agreed. Students in the MBM course tend to be more satisfied with the way in which faculty members clarify complicated topics, as seen by a greater degree of agreed.

Students were questioned about "faulty application of several examples to clarify concepts." In this study, 25.8% of students had a neutral viewpoint, while 6.4% disagreed with the faculty's use of examples to explain concepts. 54.8% of students agreed with the statement. Furthermore, 13% indicated they strongly agreed. No student in the MBM disagreed with the use of examples by faculty to clarify concepts. While 45.2% felt the faculty's use of examples to clarify concepts 19.4% had a neutral stance, and a substantial percentage, 35.4%, expressed strong agreement with the statement. Students in the MBM course expressed more agreement with the statement that faculty's use of examples to clarify concepts.

Only 6.4% students disagreed with the faculty members show interest in understanding students' knowledge and perceptions. About 33.1% students were on the neutral, while 58.1% were in agreed with the statement. Only 3.2% of respondents strongly agreed with this. 3.2% of MBM students disagreed with faculty members' interest in understanding their knowledge and perceptions, while 22.6% had a neutral stance. A majority, 51.6%, agreed that faculty members show this interest to understand student's knowledge and perception, and 22.6%, strongly agreed. MBM course students reflect a higher level of agreement, reveled a stronger perception that faculty members show interest in understanding students' perspectives and knowledge.

Comparison between students perception about Faculty Knowledge in Subject Matter

Table 3. Independent Samples Test on faculty knowledge on Subject

		Group Statistics								
	Course	N	Mean	Std. Deviation		Std. Error Mean				
Faculty	MBS	31	3.6694	.31877		.05725				
Knowledge	MBM	31	4.0726	.43872		.07880				
in Subject										
Matter										
		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Faculty	Equal	2.259	.138	-	60	.000	-.40323	.09740	-	-
Knowledge	variances			4.140					.59805	.20840
in Subject										
Matter										
	Equal			-	54.772	.000	-.40323	.09740	-	-
	variances			4.140					.59844	.20801
not										

assumed

Source: Field Survey, 2023

The data display on comparing how "MBS" and "MBM" students perception about Faculty Knowledge in Subject Matter. The "MBS" students have a mean perception score of (M=3.6694, SD= 0.31877, and Std. Error= 0.05725). In contrast, the "MBM" students exhibits a higher (M=4.0726, SD= 0.43872, and Std. Error= 0.07880). The findings indicate that students involved in the "MBM" students showed a somewhat positive perception of faculty expertise in the respective topic as compared to the students in "MBS" course.

An independent-sample test was conducted where P=.000 (two-tailed). Which is less than .05, this indicate a significant difference between MBS and MBM students perception related to faculty knowledge in subject matter.

Perception on Learning Environment

Table 4. Learning Environment

Learning Environment		Course		Total
		MBS	MBM	
LE5				
Faculty encourage students to speak and share their views on the subject	Strongly Disagree	0	0	0
	Disagree	0	0	0
	Neutral	9.6%	3.3%	6.4%
	Agree	58.1%	66.7%	62.9%
	Strongly Agree	32.3%	30%	30.7%
Total		100%	100%	100%
LE6				
Faculty gives students freedom to be creative in classroom	Disagree	9.7%	0	4.8%
	Neutral	41.9%	9.6%	25.8%
	Agree	38.8%	54.8%	46.7%
	Strongly Agree	9.7%	35.4%	22.7%
	Total		100%	100%
LE7				
Faculty plan different activities to create class busy	Strongly Disagree	16.2%	0	8%
	Disagree	35.5%	6.5%	20.9%
	Neutral	32.2%	19.4%	25.9%
	Agree	16.1%	48.3%	32.3%
	Strongly Agree	0	25.8%	12.9%
	Total		100%	100%
LE8				
		Course	Total	

		MBS	MBM	
Faculty used verities of tools like worksheets, journal article management game, real life example in class	Strongly Disagree	6.4%	0	3.2%
	Disagree	38.8%	6.4%	22.5%
	Neutral	38.8%	32.3%	35.5%
	Agree	9.6%	48.4%	29.2%
	Strongly Agree	6.4%	12.9%	9.6%
	Total		100%	100%

Source: Field Survey, 2023

Students were questioned "Faculty encourages students to speak and share their views on the subject" result show in MBS, 9.6% of students were neutral on whether faculty members encouraged them to speak out and express their opinions. The majority, 58.1%, agreed that faculty members promote involvement, with 32.3% strongly agreed. In the MBM course, the lowest percentage, 3.3%, took a neutral view on this statement. The majority, 66.7%, agreed that faculty members encourage students to speak and share their views on the subject, with 30% strongly agreed. Students in both the MBS and MBM courses seem to believe that faculty members actively encourage them to speak out and offer their perspectives on the topic.

Students were questioned regarding "Faculty gives students freedom to be creative in the classroom." The result revealed that in MBS, 9.7% of students felt that teachers provide them space to experiment and think outside the box in the classroom. Almost half (41.9%) were neutral and almost as many (38.1%) believed that teachers encourage autonomy in the classroom. 9.7% of students strongly agreed with this statement. In the context of the MBM course, none of the students disagreed with the statement. However, a neutral opinion was stated by 9.6% of the students. 54.8%, expressed agreement with the notion, while a noteworthy 35.4% strongly agreed with this perspective. Students in the MBM course expressed more agreement with the statement.

Students were questioned regarding "Faculty plan different activities to create class busy" In MBS, 16.2% of students strongly disagreed with the assumption that faculty members organize varied activities to keep the class interested., 35.5% disagreed, About 32.2% have a neutral perception. A smaller fraction, 16.1%, agreed that the staff does use varied activities to keep the class busy.

On the other side, in the MBM course, none of the students strongly disagreed with the statement. Only 6.5% disagree, while 19.4% take a neutral opinion. A considerable number, 48.3%, agreed that numerous activities are done to keep the class engaged. Additionally, 25.8% strongly agreed. While a large minority of MBS students indicate disagreement or neutrality, MBM students are more likely to agree or strongly agree that the faculty successfully prepares activities to ensure a busy and interesting classroom atmosphere.

Students were questioned regarding “Faculty used verities of tools like worksheets, journal article management game, real life example in class” 6.4% of students in the MBS course strongly disagreed with the concept Furthermore, 38.8% of students disagreed, 38.8% of people have a neutral viewpoint, 9.6% of respondents, a lesser percentage, agreed that faculty used a range of techniques. 6.4% more students strongly agreed with this statement. None of the students strongly disagree form the MBM course, 6.4% of students disagreed, while 32.3% are neutral. 48.4% of respondents agreed. Additionally, 12.9% of respondent’s response they strongly agreed, indicating that faculty exposed to a wider variety of instructional techniques. While a sizeable number of MBS students disagreed or are neutrality, MBM students are more likely to agreed or strongly agreed that teachers employ a range of materials, including worksheets, managing journal articles, games, and real-world examples. Comparison between students perception on faculty create learning environment

Table 5. Independent Samples Test on Learning Environment

		Group Statistics								
	Course	N	Mean	Std. Deviation	Std. Error Mean					
Learning	MBS	31	3.2258	.51379	.09228					
Environme	MBM	31	4.0323	.46432	.08339					
nt										
		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning	Equal	.13	.71	-	60	.000	-.80645	.12438	-	-
Environme	varianc	2	8	6.48					1.055	.5576
nt	es			4					25	6
	assumed									
	Equal			-	59.39	.000	-.80645	.12438	-	-
	varianc			6.48	5				1.055	.5576
	es not			4					30	1
	assumed									

Source: Field Survey, 2023

The data display on comparing how "MBS" and "MBM" student’s perception on faculty create Learning Environment. The "MBS" students have a mean

perception score of (M=3.2258, SD= 0. 51379, and Std. Error= 0. 09228). In contrast, the "MBM" students exhibits a higher (M=4.0323, SD= 0. 46432, and Std. Error= 0. 08339). The findings indicate that students involved in the "MBM" course showed a somewhat positive perception on faculty create learning environment as compared to the students in "MBS" course.

An independent-sample test was conducted where P=.000 (two-tailed). Which is less than .05, these indicate a significant difference between MBS and MBM students perception on faculty create learning environment.

Perception on faculty relationship and motivation with students

Table 6. Relationship and Motivation

Relationship and motivation				
RM9		Course		Total
		MBS	MBM	
Faculty encourage students to do better	Disagree	3.2%	0	1.6%
	Neutral	9.7%	9.6%	9.7%
	Agree	77.5%	67.8%	72.5%
	Strongly Agree	9.6%	22.6%	16.2%
	Total	100%	100%	100%
RM10		Course		Total
		MBS	MBM	
Students can raise questions to their faculty regarding different topics	Disagree	6.5%	3.2%	4.8%
	Neutral	12.9%	29%	21%
	Agree	67.7%	38.8%	53.2%
	Strongly Agree	12.9%	29%	21%
	Total	100%	100%	100%
RM11		Course		Total
		MBS	MBM	
Faculty will guide students during trouble in teaching and learning phase	Strongly Disagree	6.4%	0	3.2%
	Disagree	0	3.2%	1.6%
	Neutral	54.8%	13%	33.8%
	Agree	29%	67.7%	48.5%
	Strongly Agree	9.7%	16.1%	12.9%
	Total	100%	100%	100%
RM12		Course		Total
		MBS	MBM	
Students feel safe and happy with faculty	Strongly Disagree	6.4%	0	3.2%
	Disagree	3.2%	0	1.6%
	Neutral	29.1%	12.9%	21%
	Agree	54.8%	51.6%	53.2%

	Strongly Agree	6.5%	35.5%	21%
Total		100%	100%	100%

Source: Field Survey, 2023

Students question regarding “Faculty encourage students to do better”, the survey shows that both MBS and MBM students have a generally good view of how their faculty support them. In the MBS class, 77.5% of students believe the faculty pushes them to do better, while in the MBM class, only 67.8% agreed. Also, a large number of MBM students (22.6%), more than the 9.6% in the MBS course, "strongly agreed" with faculty support. This shows those faculties have a big effect on how motivated students are in the MBM course.

Students question regarding “Students can raise questions to their faculty regarding different topics” the majority of students in both the MBS and MBM courses feel confident in their abilities to ask faculty different questions. In the MBS course, 21 students (67.7%) agreed, 4 (12.9%) strongly agreed, and just 2 (6.5%) disagreed with the statement. Similarly, 12 students (38.7%) agree, 9 students (29%) strongly agree, and 1 student (3.2%) disagrees in the MBM course. Overall, 33 students (53.2%) agree, and 13 students (21% strongly agree) that they may ask their faculties questions, demonstrating a good feeling of openness and accessibility in both classes.

The findings show students' perceptions on faculty help throughout difficult teaching and learning times in MBS and MBM classes. In the MBS course, (29%) students agreed, and (9.7%) strongly agreed, with the statement. Furthermore, (54.8%) students were neutral. Notably, 6.4% MBS student’s voice strongly disagreed. In the MBM course, however, a significant majority of students, 67.7%, agreed, and 16.1% strongly agreed, with teacher help through difficult stages. In the MBM course, there is little disagreement, with just 3.2% disagreed. Overall, 48.4% students agreed and 12.9% students strongly agreed that faculty will give help through obstacles, maintaining the sense of excellent support systems within these academic programs.

The data shows that students' feelings of safety and happiness with faculty vary between the MBS and MBM courses. In the MBS course, 54.8% students agreed and 6.5% students strongly agreed, while 9.7% students disagreed. In the MBM course, 51.6% students agreed, and a larger number of 35.5% students strongly agreed. Overall, a significant portion of students, 53.2% agreed, and 21% students strongly agreed that they feel secure and content with faculty, indicating a generally positive student-faculty relationship in both courses.

Comparison between student’s perception about relationship with faculty and motivation

Table 7. Independent Samples Test on Relationship and Motivation

		Group Statistics				
	Course	N	Mean	Std. Deviation	Std. Error Mean	
Relationship and motivation	MBS	31	3.6694	.57875	.10395	
	MBM	31	4.0645	.49568	.08903	

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
									Lower	Upper
Relationship and motivation	Equal variances assumed	.355	.553	-2.887	60	.005	-.39516	.13686	-.66892	-.12140
	Equal variances not assumed			-2.887	57.615	.005	-.39516	.13686	-.66905	-.12127

Source: Field Survey, 2023

The data display on comparing how "MBS" and "MBM" students perception about Relationship with faculty and motivation. The "MBS" students have a mean perception score of (M=3.6694, SD= 0. 57875, and Std. Error= 0. 10395). In contrast, the "MBM" students exhibits a higher (M=4.0645, SD= 0. 49568, and Std. Error= 0. 08903). The findings indicate that students involved in the "MBM" course showed a somewhat positive perception of students on relationship and motivation as compared to the students in "MBS" course.

An independent-sample test was conducted where P=.005 (two-tailed). Which is less than .05, this indicate a significant difference between MBS and MBM students perception in relationship and motivation.

Perception on faculty time
 Table 8.Faculty Time

Time

T13		Course		Total
		MBS	MBM	
Faculty come on time to class	Strongly Disagree	3.2%	0	1.6%
	Disagree	3.2%	0	1.6%
	Neutral	35.5%	19.4%	27.5%
	Agree	35.5%	61.3%	48.4%
	Strongly Agree	22.6%	19.4%	20.9%
	Total		100%	100%
T14		Course		Total
		MBS	MBM	
Faculty regularity in taking classes	Strongly Disagree	6.5%	0	2
	Disagree	6.5%	0	2
	Neutral	22.6%	19.4%	13
	Agree	45%	58.1%	32
	Strongly Agree	19.4%	22.5%	13
	Total		100%	100%
T15		Course		Total
		MBS	MBM	
Faculty pre-inform about their absences	Strongly Disagree	0	0	0
	Disagree	12.9%	0	6.4%
	Neutral	12.9%	19.4%	16.2%
	Agree	51.6%	45.2%	48.4%
	Strongly Agree	22.6%	35.5%	29%
	Total		100%	100%
T16		Course		Total
		MBS	MBM	
Faculty complete syllabus of the courses in time	Strongly Disagree	9.7%	0	4.8%
	Disagree	29%	3.2%	16.2%
	Neutral	22.6%	12.9%	17.7%
	Agree	22.6%	35.5%	29%
	Strongly Agree	16.1%	48.4%	32.3%
	Total		100%	100%

Source: Field Survey, 2023

The data, which comes from 62 answers from MBS and MBM professors, shows how important it is to be on time. In MBS, 3.2% disagreed strongly, 3.2% disagreed, 35.5% were neutral, 35.5% agreed, and 22.6% agreed strongly. In MBM, nobody strongly agreed or disagreed, 19.4% were neutral, 61.3% agreed,

and 19.4% strongly agreed. Most notably, MBM agreed more. In MBM, 80.6% of students agreed or highly agreed, while in MBS, only 58.1% agreed. A refined picture appears, showing a strong tendency for both courses to agree, which suggests a culture of being on time.

With a total of 62 students from MBS and MBM courses, the data shows how regularly the teachers teach their classes. In the MBS course, 6.5% strongly disagreed and 6.5% disagreed, but in the MBM course, no one said anything like that. Also, 22.6% of MBS students were neutral, while only 19.4% of MBM students were neutral. On the positive side, 45% agreed and 19.4% strongly agreed in the MBS course, while 58.1% agreed and 22.5% strongly agreed in the MBM course. In MBS, 64.5% agreed or strongly agreed, while in MBM, the number was 80.6%. The results show that most students have a good opinion of how consistent the teachers are in both courses.

The data show about "Faculty pre-inform about their absences" among 62 MBS and MBM students. In MBS, 12.9% show disagreed, but in MBM, there is no disagreed observed. The neutrality rate for MBS is 12.9% and for MBM it is 19.4%. Positive trends include agreed (51.6%), strong agreed (22.6%), and agreed (45.2%), strong agreed (35.5%), in MBS and MBM, respectively. Together, 74.2% (MBS) and 80.6% (MBM) state they agree or strongly agree. This shows a good attitude towards letting students know ahead of time about absences, which is stronger in MBM.

The provided data examines whether Faculty complete syllabus of the courses in time, 62 students across MBS and MBM courses. In the MBS course, 9.7% strongly disagreed and 29.0% disagreed, whereas only 3.2% disagreed in the MBM course. Notably, the MBM course does not feature any strong disagreed. Neutrality rates stand at 22.6% (MBS) and 12.9% (MBM). On a positive note, 22.6% agreed and 16.1% strongly agreed in the MBS course, indicating a belief in timely syllabus completion. MBM showcases even stronger affirmation, with 35.5% agreed and a significant 48.4% strongly agreed. Overall, 38.7% (MBS) and 84.0% (MBM) demonstrate agreed or strong agreed, suggesting a heightened conviction in successful syllabus completion in the MBM course.

Comparison between students perception regarding faculty time

Table 9. Independent Samples Test on Faculty Time

		Group Statistics			
	Course	N	Mean	Std. Deviation	Std. Error Mean
Time	MBS	31	3.5645	.88968	.15979
	MBM	31	4.1210	.53956	.09691
Independent Samples Test					
		Levene's	t-test for Equality of Means		

		Test for Equality of Variances						95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	Lower	Upper
Time	Equal variances assumed	6.193	.016	-2.978	60	.004	-.55645	.18688	-.93027	-.18263
	Equal variances not assumed			-2.978	49.439	.004	-.55645	.18688	-.93192	-.18098

Source: Field Survey, 2023

The data display on comparing how "MBS" and "MBM" students perception about faculty time. The "MBS" students have a mean perception score of (M=3.5645, SD= 0. 88968, and Std. Error= 0.15979). In contrast, the "MBM" students exhibits a higher (M=4.1210, SD= 0. 53956, and Std. Error= 0. 09691). The findings indicate that students involved in the "MBM" course showed a somewhat positive perception on faculty time as compared to the students in "MBS" course.

An independent-sample test was conducted where P=.004 (two-tailed). Which is less than .05, this indicate a significant difference between MBS and MBM students perception on faculty time.

DISCUSSION

The purpose of this study was divided in two part i.e., to identify the perception of students towards faculty performance; and to compare the faculty performance between MBS and MBM faculty. The findings of this study showed that both Master of Business Studies (MBS) and Master of Business Management (MBM) students expressed their perception that their faculty members have a high level of expertise in their respective fields. Both groups of students were satisfied with the emphasis their faculty placed on creating a conducive learning environment, MBS students noticed a shortcoming in faculty's ability to arrange various activities that would keep the class interested. In addition, students in both MBS and MBM programmes reported close relationship with the faculty and noted their faculty's motivation to support students; However, MBS students felt that their faculties fail to help them enough when they were having trouble learning. In the same way, in terms of faculty time, both MBS and MBM students believed positive opinions, but MBS students noted a deficiency in their faculty's capacity to cover the whole course within the allocated timeframe. From the perspectives of both

MBM and MBS students it is clear that the MBM faculty's performance is considered as much more effective than the MBS faculty. Four hypothesis was rejected and state that there is significant different between MBS and MBM students perception on knowledge in subject matter, learning environment, relationship and motivation and faculty time.

The study's results suggest that MBS faculties should work to improve activity planning in order to get their students more involved in class. It is critical to address MBS students' concerns about support during challenging times. Efforts should also be made to enhance syllabus management in order to assure on-time completion. It would be beneficial for the MBS programme if the MBM faculty shared their methods for fostering a positive learning environment and keeping positive connections with their students, since they are seen as contributing to the MBM faculty's improved performance. Maintaining open lines of communication between faculties and their students is crucial for fixing any problems that may arise and bettering the educational experience as a whole.

CONCLUSION AND RECOMENDATION

Finding : The findings of the study indicate that the faculty of MBM demonstrates higher levels of performance compared to the faculty of MBS across several dimensions, including subject knowledge, learning environment, connections and motivation, and time management. These results highlight the greater efficacy of the MBM faculty. **Implication :** The research highlights the importance of strategic changes, such as the addition of more interesting activities for MBS students and the enhancement of support services. To improve the quality of education, it highlights the need for specialised training for teachers in these areas and presents an effective model for MBM teachers.

Limitation : This study's focus on opinions of students may introduce subjective biases. The results may not be applicable to other academic fields since the research only looked at two business programmes. The study's based on cross-sectional approach may not capture perception changes over time.

Future Research : Future research might investigate teaching methodologies, student engagement strategies, and faculty-student interactions to ascertain the factors contributing to the effectiveness of MBM teachers.

ADVANCED RESEARCH

This research still has limitations so further research needs to be carried out on this topic

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