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Students' perceptions towards teaching faculty and administrative functioning: A case study of Maharashtra Animal and Fishery Sciences University, Nagpur

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Abstract

This study assessed the perceptions of undergraduate students toward teaching quality and college administration at the Maharashtra Animal and Fishery Sciences University (MAFSU), Nagpur. A random sample of 50 final-year students was surveyed using a structured questionnaire. The findings revealed that 66 per cent of students were from rural backgrounds, 66 per cent of the students were studied in state language and 48% of their fathers were engaged in farming. Most students (60%) secured second class, followed by 38% with first class grades. 66 per cent of the students were studied in state language. Regarding overall perception of students towards teaching faculty, 52 per cent of respondents rated them as average and 34% as good, with sincerity, subject knowledge, and syllabus coverage being the most appreciated traits. However, moderate satisfaction was observed in the use of ICT tools, innovation in teaching, and student guidance. Concerning college administration, 54 per cent of students rated its functioning as average, while 30 per cent rated it good. Students expressed high satisfaction with campus safety and anti-ragging measures but sought improvement in academic support, fee structure, and administrative responsiveness. The study concludes that while the university demonstrates strong academic commitment, greater emphasis on modern teaching practices and efficient administration can further enhance veterinary education quality.

Keywords: Students' perception, teaching quality, college administration, constraints, MAFSU Nagpur

Introduction

India is one of the world's leading agricultural and livestock-based economies, where animal husbandry, dairy, and fisheries sectors play a crucial role in rural livelihood and national development. The livestock sector alone contributes significantly to agricultural GDP, food security, and employment generation, especially in rural and peri-urban areas. Veterinary and animal sciences education, therefore, holds a vital position in supporting sustainable livestock development, improving animal health, and ensuring the welfare of farmers and society.

The Maharashtra Animal and Fishery Sciences University (MAFSU), Nagpur, was established to impart quality education, research, and extension in veterinary, dairy, and fishery sciences. The university aims to produce skilled, ethical, and socially responsible veterinarians who can address the challenges of animal health, production, and management in a rapidly evolving agricultural landscape. The effectiveness of this mission largely depends on the quality of teaching, faculty competence, and institutional environment provided to students.

Education, particularly professional education like veterinary science, is not merely the transmission of

knowledge but a process of shaping students' attitudes, skills, and professional values. The success of this educational process depends on a dynamic interaction between teachers and students. Teachers are expected to create conducive learning environments, encourage critical thinking, and foster problem-solving abilities among students (Slameto, 2010) ^[4]. Students, in turn, evaluate their teachers based on communication skills, teaching strategies, subject expertise, and ability to relate theory with practical experience.

Understanding students' perceptions toward their teachers and university administration provides valuable feedback for improving academic quality and institutional performance. Studies (Etuk *et al.*, 2013; Laxman *et al.*, 2020) ^[1, 3] have shown that positive student perceptions are closely linked with academic motivation, satisfaction, and learning outcomes. Despite the importance of such feedback, limited research has been conducted on veterinary and allied universities in India to assess students' views on teaching effectiveness and administrative functioning. Recent studies by Singh and Sharma (2019) and Sharma and Chaturvedi (2021) emphasized the growing need for systematic evaluation of teaching quality and learner

satisfaction in veterinary education across India. Hence, the present study was undertaken to assess the perceptions of undergraduate students towards the teaching faculty and college administration at the Faculty of veterinary, Maharashtra Animal and Fishery Sciences University, Nagpur. The findings are expected to provide insights for enhancing academic standards, teacher-student relationships, and overall institutional performance in veterinary and allied education.

Methodology

The present study was conducted at the Maharashtra Animal and Fishery Sciences University (MAFSU), Nagpur, during the academic year 2016-2017. The main objective was to assess the perceptions of undergraduate students toward the teaching faculty and the functioning of the college administration at the faculty of veterinary under MAFSU. A total of 50 final-year Bachelor of Veterinary Science and Animal Husbandry (B.V.Sc. & A.H.) students were selected using a random sampling technique to ensure fair representation of the student population. Data were collected through a structured and pre-tested questionnaire, developed in consultation with experts from the fields of veterinary education, animal science, extension, and social sciences.

Responses were measured on a five-point Likert scale (Excellent-Very Poor) with assigned weights of 5 to 1. The collected data were coded, tabulated, and analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation to assess overall perception levels.

Results and Discussion

The results are presented with various heads such as personal characteristics of the students, student's perception towards the teaching faculty, Student's perception towards the college administration and conclusion.

Personal Characteristics of the Students

The socio-personal profile of the students is presented in Table 1. The findings revealed that among the 50 respondents, 52 per cent were male and 48 per cent were female, indicating an encouraging participation of women in veterinary and allied sciences. This growing gender balance reflects the increasing interest of female students in professional courses such as veterinary science, animal husbandry, and fisheries.

A majority (66%) of the respondents belonged to rural areas, while 34 per cent came from urban backgrounds. This suggests that students from rural families are increasingly pursuing veterinary education, possibly due to their familiarity with livestock and a strong inclination toward animal-based livelihoods.

Regarding the medium of schooling, half of the students (50%) studied up to SSLC in the state language, while the remaining half studied in English medium. This balanced distribution highlights the linguistic diversity of students and underscores the need for bilingual instructional approaches in veterinary education to ensure better comprehension of technical subjects.

Parental occupation analysis showed that nearly 48 per cent of fathers were engaged in farming, followed by 28 per cent in government service, while 58 per cent of mothers were

homemakers. These figures reflect the rural agricultural background of most students and the role of farming families in contributing to the pool of veterinary graduates.

With respect to academic performance, 60 per cent of students secured a second class, 38 per cent achieved a first class, and only 2 per cent attained distinction. This performance pattern indicates that while most students maintain satisfactory grades, there remains scope for academic enhancement through better learning support and mentorship programs. Similar findings were reported by Govindagowda *et al.* (2012) [2] in agricultural universities, emphasizing the need for academic counseling and improved practical exposure.

Table 1: Personal characteristics of students (n = 50)

Sl. No	Category	Frequency	Per cent
A	Gender		
1	Male	26	52.00
2	Female	24	48.00
B	Rural/Urban background		
1	Rural	33	66.00
2	Urban	17	34.00
C.	Medium of study up to SSLC		
1	State language	25	50.00
2	English	25	50.00
D.	Parent Occupation		
	Mother		
1	Home maker	29	58.00
2	Govt. Service	17	34.00
3	Business	04	08.00
	Father		
1	Govt. Service	14	28.00
2	Business	07	14.00
3	Pvt. jobs	05	10.00
4	Farming	24	48.00
E.	CGPA (Cumulative Grade Point Average)		
1	Second class (6-7.99)	30	60.00
2	First class (8-8.99)	19	38.00
3	Distinction (9-10.00)	01	02.00

Overall Perception of Students towards Teaching Faculty

The overall perception of students towards their teaching faculty is summarized in Table 2. A majority (52%) of the respondents rated their teachers' performance as average, 34 per cent rated them as good, and 10 per cent perceived them as poor. This suggests that while most veterinary faculty members are viewed positively, there is still a need for enhancement in teaching methodologies and interactive learning. Veterinary education demands a blend of theoretical knowledge and practical clinical training; therefore, continuous innovation in teaching methods, including simulation-based learning, case studies, and ICT integration, could improve students' learning experience.

Table 2: Overall perception of students towards teaching faculty (n = 50)

Sl. No	Category	Frequency	Per cent
1.	Poor (<48.88)	05	10.00
2.	Average (48.88- 69.86)	26	52.00
3.	Good (>69.86)	17	34.00
		Mean = 59.37	SD = 10.49

Perception of Students towards Teaching Faculty Attributes

Students' detailed perceptions about various aspects of teaching are presented in Table 3. The results revealed that the highest proportion of students (62%) rated teachers as excellent in sincerity and commitment to teaching, followed by excellence in conducting examinations and evaluations (44%) and organization & completion of syllabus (30%). These findings indicate that most teachers perform their academic responsibilities effectively and with dedication. A considerable proportion of students rated their teachers as good in areas such as Interaction with students, updating & acquiring the new development in veterinary sector (62%), Teaching skills (54%), depth of subject knowledge (50%), motivation and career guidance (46%) and use of practical knowledge (40%). Veterinary teaching requires not only conceptual clarity but also practical demonstration in animal handling, clinical diagnosis, and farm management. Hence, students' appreciation of faculty sincerity and subject expertise reflects positively on the professional quality of

veterinary education at MAFSU.

However, some areas received average or lower ratings, particularly summarization at the end of class, use of their experience in teaching (54%), providing course materials and use of teaching aids & addressing student problems (40%), use of ICT tools (36%) and innovation in teaching (30%). These findings point to the need for professional development programs that enhance teachers' digital competence, student engagement, and mentoring capacity. Integrating multimedia tools, virtual dissections, and e-learning modules could enrich the veterinary curriculum and bridge these gaps.

Similar trends were reported by Etuk *et al.* (2013) [1], who emphasized that students' perceptions are strongly influenced by teachers' ability to innovate and communicate effectively. These findings are consistent with Singh and Sharma (2019) and Sharma and Chaturvedi (2021), who found that effective use of modern teaching methods and regular feedback mechanisms significantly, enhance veterinary students' learning satisfaction.

Table 3: Perception of students towards teaching faculty

Sl. No	Indicators	Scoring pattern									
		Excellent		Good		Average		Poor		Very poor	
		F	%	F	%	F	%	F	%	F	%
1	Depth of subject Knowledge	07	14.0	25	50.0	16	32.0	02	04.0	00	00.0
2	Updating & acquiring the new development in agriculture sector	09	18.0	31	62.0	07	14.0	03	06.0	00	00.0
3	Teaching skills	15	30.0	27	54.0	07	14.0	01	02.0	00	00.0
4	Organization and completion of course (coverage of syllabus)	15	30.0	24	48.0	10	20.0	01	02.0	00	00.0
5	Punctuality	10	20.0	20	40.0	17	34.0	01	02.0	01	02.0
6	Interaction with students	17	34.0	31	62.0	02	04.0	00	00.0	00	00.0
7	Innovations in teaching	20	40.0	15	30.0	15	30.0	00	00.0	00	00.0
8	Conducting examination and Evaluation	22	44.0	23	46.0	05	10.0	00	00.0	00	00.0
9	Practical knowledge and relevance	17	34.0	20	40.0	06	12.0	07	14.0	00	00.0
10	Motivation and career guidance	19	38.0	23	46.0	02	04.0	06	12.0	00	00.0
11	Sincerity of teaching faculty	31	62.0	18	36.0	01	02.0	00	00.0	00	00.0
12	Assignment and its relevance	01	02.0	15	30.0	19	38.0	13	26.0	02	04.0
13	Use of their experience in teaching	02	04.0	10	20.0	27	54.0	09	18.0	02	04.0
14	Summarization at the end of class	06	12.0	18	36.0	26	54.0	00	00.0	00	00.0
15	Providing course materials and use of teaching aids	08	16.0	19	38.0	20	40.0	03	06.0	00	00.0
16	Time management	02	04.0	28	54.0	17	34.0	03	06.0	00	00.0
17	Addressing students problem	05	10.0	22	44.0	20	40.0	02	04.0	01	02.0
18	Use of ICT tools for teaching	06	12.0	19	38.0	08	16.0	06	12.0	00	00.0

F-Frequency%-Per cent

Overall Perception of Students about College Administration

Students' overall perception of the college administration is shown in Table 4. A majority (54%) of the respondents rated administrative functioning as average, while 30 per cent rated it good, and 16 per cent considered it poor. This indicates that while the university maintains satisfactory governance, there is still room for improvement in terms of student services, responsiveness, and efficiency in addressing student concerns. Effective administration plays a vital role in shaping the learning environment, especially in professional institutions like veterinary colleges where clinical facilities, laboratories, and hostels require systematic management.

Table 4: Overall perception of student about college administration: (n = 50)

Sl. No	Category	Frequency	Per cent
1.	Poor (<43.51)	08	16
2.	Average (43.51-56.95)	27	54
3.	Good (>56.95)	15	30
		Mean = 50.23	SD = 6.72

Students' Perception about Specific Administrative Aspects

Detailed results on students' satisfaction with various administrative aspects are presented in Table 5. The majority (58%) of students expressed that they were fully satisfied with functioning of alumni association followed by

college administration (56%), fee structure (54%), measures taken to eradicate ragging, reflecting a safe (52%) and disciplined campus environment. Satisfaction was also observed regarding the counselor cell - motivation and problem solving (44%), ban on cigarettes and liquor (38%) and maintenance of the auditorium and account section (32%), which contributes to a healthy and functional learning atmosphere.

However, partial dissatisfaction was noted with the academic section (38%), fee structure (26%), and admission procedure (24%). These findings indicate a need for greater

transparency, better communication, and student-centered administrative reforms. Additionally, improving the functioning of the placement cell, counseling services, and student associations could enhance institutional reputation and student satisfaction.

Similar studies in agricultural and veterinary universities have reported comparable patterns (Laxman *et al.*, 2020) [3], suggesting that while academic quality is generally appreciated, administrative and support systems often lag behind in responsiveness and modern management practices.

Table 5: Student perception about college administration (n = 50)

Sl. No	Particulars	Degree of satisfaction									
		FS		S		PS		D		FD	
		No	%	No	%	No	%	No	%	No	%
1.	College administration (Supportive/encouraging)	28	56.0	15	30.0	05	10.0	02	04.0	00	00.0
2.	Functioning of placement cell/campus recruitments	19	38.0	19	38.0	07	14.0	03	06.0	02	04.0
3.	Safety and security of students in the campus	16	32.0	15	30.0	12	24.0	04	08.0	02	04.0
4.	Functioning of students' association	04	08.0	7	14.0	19	38.0	13	26.0	07	14.0
5.	Functioning of alumni association	29	58.0	15	30.0	02	04.0	02	04.0	02	04.0
6.	Admission procedure	32	64.0	15	30.0	02	04.0	01	02.0	00	00.0
7.	Fee structure	29	54.0	14	28.0	07	14.0	00	00.0	00	00.0
8.	Treatment of students (gender, regional and caste)	11	22.0	16	32.0	03	16.0	13	26.0	07	14.0
9.	Measures taken to eradicate ragging	26	52.0	15	30.0	07	14.0	02	04.0	00	00.0
10.	Ban on cigarette, liquor and other items in college premises	14	28.0	19	38.0	10	20.0	04	08.0	03	06.0
11.	Auditorium - access and maintenance	17	34.0	17	34.0	13	26.0	01	02.0	02	04.0
12.	Account section	18	36.0	17	34.0	07	14.0	04	08.0	02	04.0
13.	Counselor cell - motivation and problem solving	11	22.0	22	44.0	11	22.0	04	08.0	02	04.0
14.	Academic section	11	22.0	16	32.0	03	16.0	10	20.0	10	20.0

FS=Fully Satisfied, S= Satisfied, PS= Partially Satisfied, D= Dissatisfied, FD=Fully dissatisfied.

Conclusion

The study found that students of MAFSU, Nagpur, generally have a positive perception of their teaching faculty and college administration. Teachers were viewed as sincere, knowledgeable, and effective, though improvement is needed in ICT use, innovative teaching, and student guidance.

Students were satisfied with campus discipline and safety measures, but expected better administrative efficiency and academic support. Strengthening teacher-student interaction, adopting modern teaching tools, and improving student services will enhance the overall learning experience.

Regular feedback and continuous faculty development are essential to ensure high-quality veterinary education that produces skilled and responsible veterinarians for the livestock sector.

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