

## **Lecturers' Attitude towards Students' Evaluation of Teaching Effectiveness in Colleges of Education**

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### **Abstract**

*Education is considered as a weapon of change and social responsibility of government to be given to her people which improves the transformation of any meaningful national development. This study investigated the Nigerian Colleges of Education lecturers' attitudes towards students' evaluation of their teaching effectiveness. The research design adopted was descriptive while the population entails all lecturers from all the colleges of education across south west zone in Nigeria. Purposive sampling was used to select two federal and two state colleges while random sampling was adopted to select 380 lecturers. A structured questionnaire titled "Lecturers' Attitudes Questionnaire on Students Evaluation of Teaching Effectiveness" (LAQSETE) was used for data collection. Percentage and chi-square was used to analysis data obtained. Findings revealed that 63.61% of the lecturers have positive attitude. The results also showed that gender, status and teaching experience affect lecturers' attitude. It was concluded that gender, status and teaching experience of lecturers made significant differences in the attitude of lecturers towards students' evaluation of their teaching effectiveness while only age of the lecturers did not make any significant difference. Therefore, it is recommended that students' evaluation of lecturers' teaching effectiveness should be paramount to the educational system in colleges of education. Also in order to encourage the student's enthusiasm, the management of the college and the stakeholder as a whole should create awareness for the students on the importance of their rating and give the assurance that the evaluation results will be used appropriately.*

**Keywords:** Attitudes, colleges of education, students' evaluation, teaching effectiveness

### **Introduction**

Education is considered as weapon of change and social responsibility of government to be given to her people (Abdullahi, 2005), which improves the growth and transformation of any meaningful national development; hence appropriate attention towards the growth and development of education is imperative. The progress of any nation has much to do with the quality of its educational system, which in turn depends on the effectiveness of the teachers. Ukeje (2000) submitted that, "education is so powerful, it can lift up or impoverish", so it is imperative to make education to be effective. Ukeje, however, agreed that the greater benefits derived from education depends on the educational quality of

teachers in the transmission of knowledge and skills. Therefore, it is expected that only the intellectually effective and qualified persons should be prepared to engage in the industry of teaching profession. Teaching is a versatile and valued exercise that is meant for bringing about positive changes in students' learning outcomes. In view of the importance of teaching, there is need for it to be effective.

The Nigerian educational system is focusing on the key factors that geared towards an effective learning outcome, educational outcomes with sense of equity, learners' diversity needs, teachers' role and challenges in teachers support, recent assessment procedure, the effectiveness of the curriculum that is suitable for learning, the governance conditions and services, the funding of education and ways of improving on efficiency. The academics and policymakers were really concerned about the unprofitable outcomes of educational system despite the huge expenses incurred by the government (Van der Berg, 2007). Hanushek (2002) was concerned about the incompetence of input-based policies around the world in delivering effective educational outcomes over the latter part of the twentieth century.

Evaluation of teaching effectiveness of lecturers by students have received global attention and widely made mandatory in most universities in North America, United Kingdom and African nations. The origin of student's evaluation of their lecturers as Machingambi and Wadesango (2011) observed started in the 15<sup>th</sup> century, when the students at the University of Bologna in Italy paid their lecturers according to their teaching abilities. Evaluation of teaching effectiveness is very necessary as a way of improving the act of teaching and learning, considering the view that the educational system of any nation drives the other systems. It is now general phenomenon by notable scholars globally that quality assurance in the educational system is the hub that moves the nation. Iyamu and Aduwa (2005) declared in their study that most African universities failed to have good monitoring systems for the graduate assistants that started teaching as soon as they are employed without been mentored by the older lecturers and due to poor salary structures for lecturers, it was also noted that some of this younger lecturers are more likely to become business oriented to meet their numerous needs. Iyamu and Aduwa (2005) highlighted the importance of student's evaluation of their lecturers teaching effectiveness as follows:

- 1 Excellence in teaching will be recognized and rewarded.
- 2 It will provide a platform for participation between lecturers and students.
- 3 It enhances provision of necessary information about teaching procedure
- 4 It stimulates an educational institution that will consider its own goals and values.
- 5 It will Provides a basis for students' contribution in shaping the institutions educational goals.

One of the ways of measuring teaching effectiveness of lecturers in North American higher education institutions is the students' evaluation scores submitted at the end of each academic session. The instrument used for this purpose are generally referred to as the student rating of teaching (SRT), teacher rating form (TRF), student evaluation of teaching (SET) and student evaluation of faculty (SEF). Abrami, Theall, and Mets (2011) reported that results of rating by the student is a tool for instructional improvement and serves as evidence for promotion and decisions making at when due. Furthermore, it serves as a means for student course selection, as one criterion of programme effectiveness, and as the continuing focus of active research and intensive debate. Moreover, the results of this kind of ratings can also be used for either formative or summative evaluation of a given course or lecturer. Another very important purpose of student evaluations is to assist the teacher in self-evaluation and possibly to become more effective teacher. Theall and Franklin (2011) observed that summative evaluation is systematic and it requires a longer period of time before completion. Some higher institutions of learning mostly depend on students' ratings alone in order to make their final decision. Consequently, evaluating faculty teaching effectiveness by the use of student has placed them in the highest sensitive position of becoming inevitable personnel of evaluation process. Many scholars have defined effective teaching using various dimensions. In a general view the typical lists of characteristics describing effective teaching were listed to include organised planning, intellectually challenging interaction with children, appropriate and fairly extensive use of homework.

In another development, Muijs and Reynolds (2011) emphasised not only on what a good teacher does but also what they believe about themselves and about their pupils. Also for a reasonable effective teaching to occur teachers are expected to be present at school, make use of the time table prepared for academic purposes and convey enthusiasm about learning to students in the classroom. An education survey on students' evaluation of their lecturers teaching effectiveness revealed that although it was a welcome development by the lecturers but majority of them do not agree on how and who should carry it out. Scriven (2005) however make a suggestion that students are in the best position to carry out the evaluation of their own increased knowledge and comprehension as well as changed motivation towards the courses, they were also in the position of knowing when content of the course are covered and if examination questions represent the entire content of the course. Moreover, those that have contrary opinion believe that some of the students may not be objective enough in evaluating their lecturers.

Johnson (2012) after an online study of 1,883 students from ten universities in Europe concluded that of all the techniques of evaluating lecturers' effectiveness, students' evaluation proved to be more effective at providing specific information for formative and summative purposes and should be an important part of teacher evaluation. Idiaka, Joshua and Kritsonia (2006) in a study of "Attitude of academic staff in Nigerian tertiary institutions towards students' evaluation of instruction", focused on higher institution in

south east of Nigeria revealed that Nigerian academic staff and other Africa nations displayed a significant positive attitude towards student evaluation of instruction though the attitude was more positive towards formative than summative purposes. They found out in their study that members of staff of Education and Arts showed more positive attitude than those in Science and that expressed attitude was significantly influenced by professional status and academic qualification.

Hanushek (2010) sees teaching effectiveness as consistent inevitable roles of teachers for student achievement but not consistently stating any specific characteristic such characteristics are teacher experience and teacher qualifications which are generally not strongly associated with student achievement. One possible reason for the lack of consistent evidence around teacher characteristics that improve learning is that effective teaching may be context-dependent and involve an inter-related set of characteristics. Goe, Bell and Little (2008) offer another model for effective teaching. Their five--point definition focuses measurement efforts on multiple components of teacher effectiveness namely:

1. A teacher that is effective posses high expectations for all students and assist students learn
2. An effective teacher positively adds to academic, attitudinal, and social outcomes of students.
3. Effective teachers make use of various resources to plan and structure learning opportunities; monitor student progress formatively and adapting instruction as needed
4. Effective teachers help in the development of classrooms and schools that value diversity and civic--mindedness

Quality control in the educational system is a must formational development as all other systems ride on the wings of the educational system. An educational system that lacks monitoring is prone to failure and will definitely go down with other systems. Students who are direct recipients of what the lecturer has to offer are in a unique position to evaluate what happens in the classroom. Maiwada (2011) presses the view that the inability of stakeholders in education to evaluate the standard of classroom teaching has contributed to the falling standard of education in African nations. The implication here is that if students' evaluation of instruction is, as a rule, made apart of evaluative process, instructional improvement in schools will be recorded. Therefore, this study investigates the attitudes of lecturers towards students' evaluation of their teaching effectiveness in colleges of education

### **Research Questions**

1. What is the general attitude of lecturers towards students' evaluation of their teaching effectiveness?
2. Do the lecturers' genders have any effect on students' evaluation of their teaching effectiveness?
3. Do the lecturers' ages have any effect on students' evaluation of their teaching effectiveness?
4. Do the lecturers' statuses have any effect on students' evaluation of their teaching effectiveness?
5. Do the lecturers' teaching experiences have any effect on students' evaluation of their teaching effectiveness?

### **Methodology**

This study adopted a descriptive research design. The population of the study consisted of all colleges of education in the south west, Nigeria. Two colleges of education each representing both federal and state across four states in the south west were purposefully selected; random sampling was used to select students from year three of the selected four colleges of education. The survey method was used in gathering information from the lecturers with the use of a self developed research instruments named “Lecturers' Attitude Questionnaire on Students Evaluation of Teaching Effectiveness” (LAQSETE). The LAQSETE had two sections. Section A was on lecturers' personal data while B was made up of ten items designed to elicit response on attitude of lecturers towards students' evaluation of their teaching effectiveness. The questionnaire had a 2-point Likert scale response pattern. These were: Agree and Disagree, interchangeably meaning positive and negative weighted 2 and 1 respectively.

Two experts in the field of educational evaluation from University of Ibadan were selected to examine the face and content validity of the instrument. Their observations and corrections were effected before it was administered to there spondents. The content validity of the instrument was established by considering the variables in the study and it was ensured that items were drawn from the research questions raised for equal representation, also face validity was also checked in terms of the typesetting of the instrument and the researcher ensured that the appearance of the instrument is good and attractive to the respondents. The reliability of the instrument was established by a method known as test-retest method. The same instrument was administered to 50 lecturers from another college of education that was different from sampled colleges. After two weeks, the same instrument was re-administered to the same respondents and the two scores were generated accordingly, the computation of the result was done with the use of Pearson Product Moment Correlation (PPMC) and a reliability coefficient of 0.82 was obtained.

The analysis of data for this study was done using percentage and chi square.

**Table 1:**  
List of sampled colleges of education

S/N	Name of the University	Status	State of Location	Year of Establishment	No of Respondents	Percentage of Respondents
1	Emmanuel Alayande College of Education Oyo	State	Oyo	1896	108	28.43
2	Adeyemi College of Education, Ondo	Federal	Ondo	1964	96	25.26
3	Federal college of Education Osiele, Abeokuta, Ogun State.	Federal	Ogun	1976	124	32.63
4	College of Education, Ikere Ekiti	State	Ekiti	1977	52	13.68
	Total				380	100

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## Results

**Research Question 1:** What is the general attitude of lecturers towards students' evaluation of their teaching effectiveness?

**Table2:**  
Frequency and percentage presentation of lecturers' attitude towards students' evaluation of their teaching effectiveness.

S/N	Items	Frequency of Agreed	% of Agreed	Frequency of Disagreed	% of Disagreed
1	It is appropriate for a student to evaluate my teaching effectiveness	282	74.21	098	25.79
2	The students are matured and capable of evaluating their lecturers	265	69.74	115	30.26
3	The judgement of the students in evaluating their lecturers tends to be more reliable	256	67.37	124	32.63
4	Lecturers preparation will improve when informed that they will be evaluated by their students	227	59.74	153	40.26
5	Students' evaluation tends to improve relationships among both parties.	199	52.37	181	47.63
6	Lecturers sought for new innovations and idea in order to be highly rated by the students	268	70.53	112	29.47
7	Professionally, lecturers can be improved through their students evaluation	211	55.53	169	44.47
8	The knowledge of students evaluation will help the lecturer in self - evaluation	278	73.16	102	26.84
9	The results of students evaluation will help management and other stakeholders in decision making	234	61.58	146	38.42
10	Lecturers that are regularly evaluated by their students tend to perform excellently well.	197	51.84	183	48.16
	Average Total	242	63.61	138	36.39

Table 2 revealed that in this study out of a total of 380 lecturers used for this study, 63.61% have positive attitude towards students' evaluation of their teaching effectiveness while 36.39% have negative attitude. Although there are variations in the percentage per items, nevertheless, all the ten items raised shows more than 50% of positive attitude indications. Items 1, 8 and 3 gave scores of 74.21%, 73.16% and 70.53% respectively. The least score on the positive attitude has 51.84%; whereas 48.16% of the lecturers disagreed. On the other hand, where the lecturers claimed to disagree with the items, the least percentage indicated that it is not appropriate for the students to evaluate their lectures teaching effectiveness, the percentage recorded was 25.79% compared to those that agreed with 74.21%. Some of the lecturers see it as insult.

**Research Question 2:** Do the lecturers' genders have any effect on students' evaluation of their teaching effectiveness?

**Table3:**

Chi-Square statistics of gender and attitude of lecturers towards students' evaluation of their teaching effectiveness

Gender	Frequency of Positive Attitude	Frequency of Negative Attitude	Total	$\chi^2$	Critical Value
Male	166 (142)	042 (66)	208	16.4	3.46 @ 0.05 df = 1.000
Female	076 (101)	096 (71)	172		
Total	242	138	380		

Table 3 indicated the results of the effect of gender on the attitude of lecturers toward students' evaluation of their teaching effectiveness. The table showed a total number of 166 males as against 76 female lecturers that have positive attitude whereas 42 males and 96 females were indicated on the negative attitude column. The result of this study further revealed that the calculated value of ( $\chi^2$ ) given as 16.4 was higher than the table value of 3.46 at 0.05 level of significance and one degree of freedom. Therefore, there was an existence of significant difference in the lecturers' attitude towards students' evaluation of their teaching effectiveness based on gender.

**Research Question 3:** Do the lecturers' ages have any effect on students' evaluation of their teaching effectiveness?

**Table4:**

Chi-square statistics of age and attitude of lecturers towards students' evaluation of their teaching effectiveness

Age Range	Frequency of Positive Attitude	Frequency of Negative Attitude	Total	$\chi^2$	Critical Value
25-34	12 (16)	08 (04)	20		
35-44	84 (87)	34 (31)	118		
45-54	88 (89)	56 (54)	144	3.74	
55-64	43 (36)	28 (35)	71	8.59	
65 and above	15 (15)	12 (13)	27	@ 0.05	
	242	138	380		df = 4.000

There are five categories of age range in the result shown in table 4, the age range for which the positive attitude of lecturers was highest was 45-54 (88) and 35-44 (84) having the corresponding negative attitudinal responses of 56 and 34 respectively. Also indicated on table 4 was the calculated value ( $\chi^2$ ) of 3.74 which is lower than the table value of 8.59 at 0.05 level of significance. This means that age of the lecturers does not affect their attitude towards students' evaluation of their teaching effectiveness.

**Research Question 4:** Does the lecturer's status have any effect on students' evaluation of their teaching effectiveness?

**Table 5:** Chi-square statistics of status and attitude of lecturers towards students' evaluation of their teaching effectiveness

Lecturers Status	Frequency of Positive Attitude	Frequency of Negative Attitude	Total	$\chi^2$	Critical Value
Professor	16 (13)	19 (22)	35		
Associate Prof	25 (20)	21 (26)	46		
Senior Lecturer	123 (134)	71 (60)	194		
Lecturer	67 (63)	17 (21)	84	8.32	6.22
Junior Lecturer	11 (13)	10 (8)	21		@ 0.05
Total	242	138	380		df = 4.000

The five categories of lecturers' status were shown on table 5 with the highest frequency of 123 from senior lecturer out of 242 respondents that indicated positive attitude, most of the lecturers in the professor status have negative attitude when the percentage of the frequency is considered. The calculated ( $\chi^2$ ) value of 8.32 revealed to be higher than the table value of 6.22 at 0.05 level of significance and four degree of freedom. Therefore, the lecturers' status is significantly important when it comes to the attitude of lecturers towards students' evaluation of their teaching effectiveness.

**Research Question 5:** Do the lecturers' teaching experiences have any effect on students' evaluation of their teaching effectiveness?

**Table 6:**

Chi-square statistics of teaching experience and attitude of lecturers towards students' evaluation of their teaching effectiveness

Years of Teaching Experience	Frequency of Positive Attitude	Frequency of Negative Attitude	Total	$\chi^2$	Critical Value
0-10	24 (28)	13 (09)	37		
11-20	87 (75)	64 (76)	151		
21-30	109 (107)	43 (45)	152		
31-40	16 (18)	11 (09)	27	13.12	9.23 @
41 and above	06 (08)	07 (05)	13		0.05
Total	242	138	380		df =
					4.000

The years of experience of the lecturers was also considered as revealed in table 6 with 5 classes ranges from 0-41 and above. The study showed that the highest frequency of teaching experience on the positive attitude column was between 21 and 30 years (109) while it was between 11 and 20 (64) on the negative attitude column. Result on Table 5 also revealed the calculated  $\chi^2$  value of 13.12 to be greater than the table value of 9.23 at 0.05 level of significance and four degree of freedom.

## Discussion

The result of the analysis of the research question showed that 242 lecturers representing 63.61% have positive attitude towards students' evaluation of their teaching effectiveness while 138 lecturers representing 36.39% have negative attitude. This result is in agreement with the findings submitted by Idiaka, Joshua and Kritsonia (2006), they that Nigeria and many African nations' lecturers have positive attitude towards students' evaluation of their teaching effectiveness. In another development, Yusuf, Uthman, Agbonna and Olumonyi (2010); Machingambi and Wadesango (2011) also have similar submission but with the view that some of the African lecturers find it difficult to accept the evaluation by their students. Further understanding of this revealed that if care is not taking, there will be highest level of abuse by the students to be bias and more so the fear of lecturers' intimidation also limits students' appropriateness. This result on the research question one showed that a significant difference exists between the male and female lecturers' attitude towards students' evaluation of their teaching effectiveness. This

is contrary to the findings of Jackson in Iyamu and Aduwa (2005) who revealed that there is no significant difference in the perception of lecturers towards students' evaluation of instruction. This is probably because most students enjoy the services of the lecturers that give them enough time to do what they like instead of engaging them in teaching and learning, thus some lecturers feel that engaging such students to evaluate lecturers will make the students to underscore lecturers that force them to learn. Results of research question two also revealed no significant difference in the lecturers' attitude towards students' evaluation of their teaching effectiveness in terms of age. This collaborates with the findings of Jackson in Iyamu and Aduwa (2005) who also found no significant difference based on age.

Furthermore, research question three on lecturers' status was found to have significant difference in the lecturers' attitude towards students' evaluation of their teaching effectiveness. This supports the work of Jackson in Iyamu and Aduwa (2005) and the findings of Idiaka, Joshua and Kritsonia (2006) who found professional status to significantly influence lecturers' attitude towards student evaluation of instruction. Finally, the result on research question four showed a significant difference existence in the attitude of lecturers towards students' evaluation of their teaching effectiveness based on teaching experience. This, however, did not agree with the finding of Jackson in Iyamu and Aduwa (2005) who found teaching experience not making any significant difference in lecturers' attitude.

## **Conclusion**

The result of this study revealed that most of the lecturers in Nigeria colleges of education have positive attitude towards students' evaluation of their teaching effectiveness. It was found that gender, status and teaching experience of lecturers made significant differences in the attitude of lecturers towards students' evaluation of their teaching effectiveness while only age of the lecturers did not make any significant difference. Lecturers in Nigerian colleges of education as a whole tend to appreciate student evaluation of their teaching effectiveness if quality is to be assured in the educational system. Based on the findings of this study, the following recommendations were made

1. Since students are at the receiving end of the instruction, students' evaluation of lecturers' teaching effectiveness should be paramount to the educational system in Nigeria colleges of education.
2. Also in order to encourage the students, the management of the school and the stakeholder as a whole should create awareness for the students on the importance of their rating and give the assurance that the evaluation results will be used appropriately.
3. On the part of the lecturers, the awareness should be based on seminars and re-orientation in order to get the best out of them.

4. They should also be warned against any victimization of any students as regards the evaluation. The colleges authorities are also expected to give award and incentives to those lecturers that perform excellently well to serve as a way of encouraging the upcoming ones.
5. Finally, the Nigerian government through ministries of education should as a matter of urgency inculcate students rating as part of the criteria for their lecturer's promotion in order to make the exercise more effective.

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