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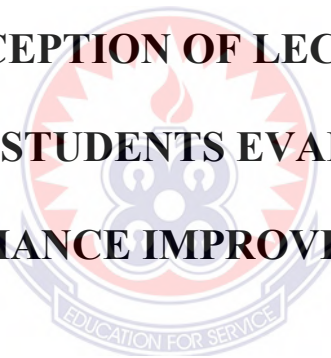
**FACULTY OF EDUCATION AND**

**COMMUNICATION SCIENCES**

**PERCEPTION OF LECTURERS**

**ON USE OF STUDENTS EVALUATION AS A**

**PERFORMANCE IMPROVEMENT TOOL**



**Charles Ato Hinson**

*2016*



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**Charles Ato Hinson**

A dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the school of Graduate Studies, University of Education, Winneba in partial fulfilment of the requirements for award of Master of Philosophy in Educational Leadership Degree.

*2016*

## DECLARATION

### Student's Declaration

I, Charles Ato Hinson declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



### Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

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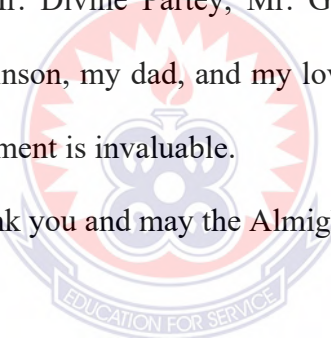
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To you all, I say thank you and may the Almighty God bless.



## **DEDICATION**

To the late Mrs. Fidelia Adwoa Hinson, a dear mother

And

Mrs. Christie Okae-Anti, A mother indeed.



## TABLE OF CONTENTS

DECLARATION	ii
STUDENT’S DECLARATION	ii
SUPERVISOR’S DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background to the Study	1
1.1.1 Quality Assurance	2
1.1.2 The Importance of Quality Assurance in Instructional Performance Improvement	4
1.1.3 Types of Quality Assurance	7
1.1.4 The Role of Quality Assurance and the State of Our Institutions of Higher Learning	8
1.1.5 The Use of Lecturer Evaluation to Improve the Performance of Lecturers	9
1.1.6 The Importance of Student Evaluation of Lecturers	11
1.1.7 Mixed Feelings on the use of Student Evaluation of Lecturers	13

1.2	Statement of the Problem	15
1.3	Objectives of the Study	17
1.4	Research Questions	18
1.5	Significance of the Study	18
1.6	Delimitations	19
1.7	Limitations of the Study	20
1.8	Organisation of the Study	20
1.9	Definition of Terms	21
1.16	Summary	22
<b>CHAPTER TWO: LITERATURE REVIEW</b>		<b>24</b>
2.1	Student Evaluation of Lecturers	24
2.2	Origins of Student Evaluation of Lecturers	26
2.3	Defining Assessment	28
2.4	Characteristics of Good Assessment	29
2.5	Formative and Summative	30
2.6	Objective and Subjective	31
2.7	Informal and formal	32
2.8	Internal and external	32
2.9	Standards of quality	33
2.10	Similar Studies of Student Evaluation of Lecturers Conducted	35
2.1	Definition of Human Performance Technology	37
2.2	The History and Development of Human Performance Technology	40
2.3	Grounding Theories in Human Performance Technology	43
2.3.1	Economic Theories	43



2.3.2	Scientific Management	44
2.3.3	Social Science Motivation Theories	45
2.4	Direct Development towards Human Performance Technology	46
2.5	Critical Attributes of Human Performance Technology	48
2.5.1	Human Performance Technology is Systematic	49
2.5.2	Human Performance Technology is Systemic	50
2.5.3	Human Performance Technology Grounded in Scientifically Derived Theories and the Best Available Empirical Evidence	51
2.5.4	Human Performance Technology is Open to All Means, Methods and Media	51
2.5.5	Human Performance Technology is focused on Achievements that Human Performers and System Value	52
2.6	The Importance of Human Performance Technology to Organisations	52
2.7	The Human Performance System: The Concept of the 3s (System, Systemic and Systematic)	53
2.7.1	The System	54
2.7.2	Systemic/Systems Approach	56
2.7.3	Systematic	57
2.7.4	Implications of the 3s in Aspects of Human Performance Technology	58
2.8	The Five Principles of Human Performance Technology (ADDIE Model)	59
2.8.1	Analysis	60
2.8.2	Design	60
2.8.3	Development	61

2.8.4	Implementation	61
2.8.5	Evaluation	61
2.9	Human Performance Technology Process	62
2.9.1	Problem Definition	63
2.9.2	Analysis	63
2.9.3	Job or Performer Level	65
2.9.4	Evaluation (Feedback)	65
2.10	Summary	66
<b>CHAPTER THREE: RESEARCH METHDOLOGY</b>		<b>67</b>
3.1	Research Design	67
3.2	Population	68
3.3	Sample and Sampling Procedures	70
3.4	Data Collection / Instrumentation	73
3.5	Pilot Testing	74
3.5.1	Reliability Test Results: Validity and Reliability Measures	75
3.2.1	Data Collection Procedure	77
3.6	Data Analysis Procedures	77
3.7	Summary	79
<b>CHAPTER FOUR: PRESENTATION OF DATA</b>		<b>81</b>
4.1	Section A: Bio-Data of Respondents	81
4.1.1	Gender of Respondents	81
4.1.2	Age of Respondents	82
4.1.3	Rank of Respondents	84

4.1.4	Experience of Respondents	86
4.2	Presentation of Results on Research Questions	88
4.2.1	Research Question One: To what extent do lecturers value student evaluations?	88
4.2.2	Research Question Two: What formative functions does students' evaluation serve?	92
4.2.3	Research Question Three: What summative functions do students' evaluation serve?	95
4.2.4	Research Question Four: What teaching methods are lecturers prepared to adopt in teaching, knowing they would be evaluated by their students?	98
4.2.5	Research Question Five: Test for Variance	103
<b>CHAPTER FIVE: DISCUSSION OF RESULTS</b>		<b>109</b>
5.1	Background Information of Respondents	109
5.2	Discussion of Results	109
5.2.1	Research Question One: To what extent do lecturers value student evaluations?	110
5.2.2	Research Question Two: What formative functions does students' evaluation serve?	112
5.2.3	Research Question Three: What summative functions do students' evaluation serve?	115
5.2.4	Research Question Four: What teaching methods are lecturers prepared to adopt in teaching, knowing they would be evaluated by their	

students?

117

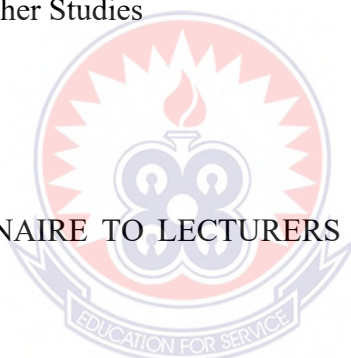
5.2.5	Research Question Five: Does the Rank of a Lecturer Affect His or Her Perception of Student Evaluation?	120
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<b>CHAPTER SIX: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>122</b>
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6.1	Summary of the Study	122
6.2	Conclusions	123
6.3	Recommendations	124
6.4	Suggestions for further Studies	125

REFERENCES	126
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APPENDIX: QUESTIONNAIRE TO LECTURERS ON STUDENT EVALUATION OF LECTURERS	134
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## LIST OF TABLES

Table 1: Population Distribution of Lecturers by Rank and Campus	69
Table 2: Sample Sizes for Various Populations of Size 10 to 500 Million	71
Table 3: Age Distribution of Respondents	83
Table 4: Distribution of Rank of Respondents	85
Table 5: Years of Experience of Respondents	87
Table 6: Lecturers Responses on the Value of Students Evaluation	89
Table 7: Responses on Formative Functions of Student Evaluation of Lecturers	93
Table 8: Responses on Summative Functions of Student Evaluation of Lecturers	97
Table 9: Responses on the Teaching Strategies of Lecturers	100
Table 10: Descriptive Statistics on One Way Analysis of Variance (ANOVA) on the Perception of Lecturers on the Extent to which Lecturers Value Student Evaluations	104
Table 11: One Way Analysis of Variance (ANOVA) on the Perception of Lecturers on the Extent to Which Lecturers Value Student Evaluations	105
Table 12: Post Hoc Tests Multiple Comparisons on One Way Analysis of Variance (ANOVA) on the Perception of Lecturers on the Extent to Which Lecturers Value Student Evaluations	107
Table 13: Tukey Harmonic Mean Sample Size on One Way Analysis of Variance (ANOVA) on the Perception of Lecturers on the Extent to Which Lecturers Value Student Evaluations	108

## LIST OF FIGURES

Figure 1: Gender of Respondents	82
Figure 2: Research Question One: A Bar Chart Showing the Mean Response To “What Extent Lecturers Value Student Evaluations?”	92
Figure 3: Research Question Two: A Bar Chart Showing Mean Response To “What Formative Functions Students’ Evaluation Serve?”	95
Figure 4: Research Question Three: Mean Response To “What Summative Functions Students’ Evaluation Serve?”	98
Figure 5: Research Question Four: Mean Responses Showing “What Teaching Methods Are Lecturers Prepared to Adopt in Teaching, Knowing They Would Be Evaluated by Their Students?”	102



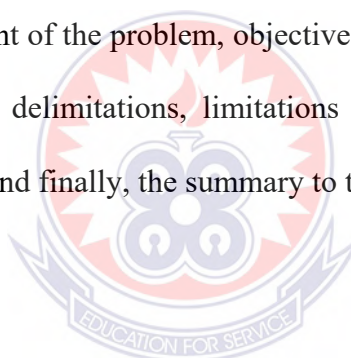
## ABSTRACT

The study was designed to investigate into the perception of University of Education, Winneba lecturers on the use of Student Evaluation of Lecturers as a feedback tool to enhance their instructional practices. A twenty-item Likert-scale type self-administered questionnaire was adopted from Machingambi and Wadesango (2011) and were distributed to 170 respondents drawn from a population of 416 lecturers of University of Education, Winneba. The data was analysed using descriptive statistics, Chi-square and One-Way Analysis of Variance (ANOVA). The findings of the study showed that lecturers did not accept the idea of student evaluation. Furthermore, according to the results, the lecturers did not agree to the formative function of student evaluation. In addition, the findings of the study showed that, student evaluation again, was also not accepted for summative functions. Again, the results showed that, lecturers use teaching strategies that they think would help students to learn but not teaching strategies that will make students rate them high. Finally, the results showed that, there is significant difference in Senior Lecturers group and Lecturer group on the acceptance of student evaluation to some extent whereas Associate Professors and Professors group do not. Based on the findings, the general conclusion was that, lecturers of University of Education, Winneba did not accept student evaluation to a large extent thus, though generally student evaluation may be beneficial, it is not fully embraced by lecturers of the University of Education, Winneba.

## CHAPTER ONE

### INTRODUCTION

This chapter serves as the introduction to the research report. It deals with the background to the study where some insight is given into the fundamental issues into the research. Under the background to the study, the chapter discusses Quality assurance, the importance of Quality Assurance in instructional performance improvement, types of Quality Assurance, the role of Quality Assurance and the state of our institutions of higher learning, the user of student evaluation as a Quality Assurance tool to improve the performance of lecturers, the importance of student evaluation of lecturers, mixed feeling on the use of student evaluation of lecturers. The chapter then continues with the statement of the problem, objectives of the study, research questions, significance of the study, delimitations, limitations of the study, organisation of the study, definition of terms and finally, the summary to the chapter.



#### 1.1 Background to the Study

One of the fundamental needs of society is the need to strive for perfection. The various institutions responsible for the production of goods and services all rely on the ability to research and come out with findings that will help in this venture. One of the fundamental processes of staying in business and maintaining customer satisfaction in an enterprise is the development of Quality Assurance processes to make sure products are of the highest quality possible. The Quality Assurance process takes many forms and is largely dependent on the type of product the entity is interested in.

Human Performance Technology (HPT) is a practice primarily concerned with the goal of maximising human performance or human output in various disciplines.



The Human Performance Technology process involves a holistic evaluation of the process and how lapses could be reduced or totally avoided to maximize output.

The field education, quality assurance as a process is to make sure the instructional process is given a firm foundation and in so doing, students maximize their learning potential and output in the field. One of the ways in which this is done is by the use of Student Evaluation.

Thus, to achieve quality in education, the student evaluation process is employed but to increase the potential output of the institution(s), Human Performance Technology is the key to making sure this process is achieved.

### **1.1.1 Quality Assurance**

Boyle (1997) quotes Ball (1985) as defining quality as “fitness for purpose” (Boyle, 1997, p. 113). Boyle (1997) further expands quality as the relation to articulate values, purposes, and desired processes, experiences and outcomes. They say, the attempt to define quality in educational terms is hampered by a number of constraints such as language, paradigms and rubrics. Lagrosen (2004) also states that, it is difficult to define Educational Quality Assurance because its constituents has not been generally and thoroughly addressed.

These factors make the definition of quality in education difficult. In fact, quality assurance, quality control, quality management etc all fall under this broad spectrum and though they may represent different aspects of the ‘quality’ environment, they have some principles in common viz to be systematic and comprehensive about maximising the quality of how things are done and the outcomes that result. Boyle (1997) suggests that the term ‘Quality Assurance’ has been adopted by educational institutions because it is the most common variant of the acronyms used to label the

approach. Another reason is that, educational communities favour this term over others because it does not suggest a strong inspectorial or control connotations as for example, quality “control” does. It is therefore inferred that, the term Quality Assurance is more “friendly” in the educational environment than others since it is not a somewhat strict and mandatory term. To Boyle (1997), Quality Assurance has the following definitions depending on one’s concept and area:

- (i) It is a collective term for planned, formalise internal and external activities intended to provide confidence that the output will meet required quality levels.
- (ii) The mechanisms and procedures adopted to ensure a given quality or continued improvement of that quality. This include but not limited to planning, defining, encouraging, assessing and control of quality.

Boyle (1997) gives a final definition of Educational Quality Assurance as the ongoing development and implementation of ethics, policies and processes aimed at maintaining and enhancing quality as defined by values, plans, goals and stakeholders’ needs. Lagrosen (2004) on the other hand, says there are varied definitions of Quality Assurance depending on one’s area of focus and finally defines it by saying that, though in time the customer based definition has been seen to prevail, all the various dimensions must be considered as such, will define quality as the bridging of the gap between external quality management, starting with customer perceived quality and internal quality management focused on conformance. The “Quality Speaks Newsletter” of the University of Education, Winneba defines Educational Quality Assurance as the quality of measure of how well a university supports its students in learning, by providing an environment that creates the potential for them to succeed in their studies. They go further to say that, quality has three attributes or facets as;

- (i) The level of achievement needed for a student to succeed and qualify,
- (ii) The conditions that must be met by universities and academic programmes to be accredited or certified by an accreditation agency and
- (iii) The minimum standards that should not vary from one university to another or from one country to another.

Boyle (1997) reiterates that, in the last decade, there has been a surge in the literature on Educational Quality Assurance (EQA). The literature spans across various disciplines and levels of education and even so, there are situations where the principles of Educational Quality Assurance is being approached by some institutions on a piecemeal, non-systematic or poorly planned and integrated approaches.

### **1.1.2 The Importance of Quality Assurance in Instructional Performance Improvement**

Educational Quality Assurance is of immense importance to the institutions of education or training and the world as a whole. From the discussions already made, it is a necessity for the assurance and dependability of our institutions of higher learning. Without it, it will be virtually difficult to ascertain the credibility and dependability of the products (graduates) that these institutions churn out period after period. According to the “Quality Speaks Newsletter” (2013), there are about four basic importance of Educational Quality Assurance. These are:

- (i) It helps to have a measure of quality and standards. This means that, policy makers and the university sector and general public can have confidence in the qualification and the educational process.
- (ii) It gives the assurance that, national funding for higher education follows quality and standards and that monies are not merely wasted.

- (iii) It helps in evaluating the standard of an institution of higher learning such that, it could attain international status.
- (iv) Attaining international recognition and status will result in attracting foreign students. This will mean that, with effective Educational Quality Assurance established, there will be trust in the educational system internationally.

To achieve this, many institutions of higher learning have instituted and established internal review processes as well as validation processes when mounting programmes to ensure that, these goals are met. Some of these measures include:

- (i) Activities: Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.
- (ii) Resources: Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.
- (iii) Mission statement: Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.
- (iv) Independence: Agencies should be independent to the extent that they have both autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.
- (v) External quality assurance criteria and processes used by the agencies: The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- a self-assessment or equivalent procedure by the subject of the quality assurance process;
- an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;
- publication of a report, including any decisions, recommendations or other formal outcomes;
- a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

(vi) Accountability procedures: Agencies should have in place procedures for their own accountability.

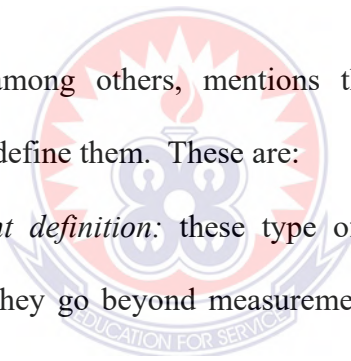
Machingambi and Wadesango (2011) also note that teacher evaluation is a vital part of the educational process, even though there is no consensus on the best way to use it to influence the performance of teachers. They maintain that most education professionals would agree, however, that since many important decisions are made on the basis of information gathered in the evaluation process, it is crucial that the instruments for evaluating the instructional process should pass the validity and reliability test. In the same light, Iyamu and Aduwa-Ogiegbaen (2005) indicate that teacher evaluation refers to a periodic evaluation of teachers' performance by students and it involves a systematic gathering and analysis of information, on the basis of which decisions are taken regarding the effectiveness, efficiency and/or competence of the teacher in realising set professional goals and the desire of the school to promote effective learning.

It must be emphasised that lecturers' evaluation by students is practised in Ghanaian universities but there are no empirical sources to cite to buttress this fact. Despite this, it is a common practice at least in the University of Education, Winneba. This state of affairs even makes this current study imperative since students' evaluation of lecturers' instructional practices is widely publicised.

### 1.1.3 Types of Quality Assurance

The concept of Quality Assurance though not a new one, is marred by varied views and definitions. These definitions are rather based on the perceived types. Thus, even though it is a single concept, there are types of Quality Assurance that dictates different definitions.

Lagrosen (2004) among others, mentions the following types of Quality Assurance and attempts to define them. These are:

- 
- (i) *Transcendent definition:* these type of definitions are subjective and personal. They go beyond measurement and description and therefore are related to concepts such as beauty and love.
  - (ii) *Product-based definition:* these type of definitions view quality as a measurable variable and that the basis for measurement are objective attributes of the product.
  - (iii) *User-based definitions:* these type of definitions simply suggests that, quality is a means for customer satisfaction. These type of definitions are therefore highly individualistic and partly subjective.
  - (iv) *Manufacturing-based definitions:* perhaps the most common type there is, this type is defined as conforming to requirements and specifications.

(v) *Value-based definitions*: this type of definitions are related to cost.

Thus, quality is seen as providing good service for cost.

Educational Quality Assurance according is said to be fairly new on the Quality Assurance front but its definition is coined from a combination of various existing definitions with attributes that are related to education.

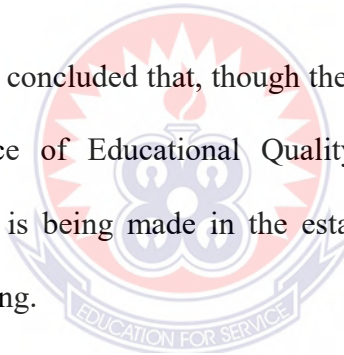
#### **1.1.4 The Role of Quality Assurance and the State of Our Institutions of Higher Learning**

Despite the zeal to achieve quality in our higher institutions of learning, the road has not been easy and it is still not on solid ground. In fact, there are efforts now to bridge the educational gap between developed and developing nations' educational system by the establishment of bodies to foresee such goals. These include but not limited to the European Network for Quality Assurance in Higher Education (ENQA) which primarily operates in Europe, and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the Association of African Universities, National Accreditation Board of Ghana, and the National Council for Tertiary Education among others. These institutions are tasked with helping to develop, monitor and ensure Quality Assurance in tertiary institutions across countries, continents and globally.

None the less, University of Education, Winneba is in its embryonic state in the development, institutionalise and monitoring of Quality Assurance. The case of University of Education, Winneba, though a fairly young institution of higher learning, is not all that different from other sister public institutions. The "Quality Speaks Newsletter (2013) makes mention of a number of challenges identified internationally such as:

- (i) Acceptance of change and transparency.
- (ii) Use of learning outcomes and their assessments.
- (iii) Recognition of the diverse and autonomous traditions in global higher education practices.
- (iv) Professional versus academic universities dichotomy.
- (v) League tables showcasing research versus teaching.
- (vi) Need for regular and routine internal and external reviews to enhance quality and standards.
- (vii) Acceptance of students as equal partners in the higher education operations.
- (viii) Recognition of students' needs and their different modes of learning among others.

Generally, it can be concluded that, though there is a challenge in the formation, operation and maintenance of Educational Quality Assurance, there is a strong commitment and progress is being made in the establishment of such outfits in our institutions of higher learning.



### **1.1.5 The Use of Lecturer Evaluation to Improve the Performance of Lecturers**

Lecturer evaluation by students has been in existence since the early 19<sup>th</sup> Century. But before that time, Barrette, Morton and Tozcu (2006) and Machingambi and Wadesango (2011) recall that informal student evaluation of teachers began as early as the 15<sup>th</sup> Century, when students at the University of Bologna paid instructors according to their teaching abilities. Marsh and Bailey (1993) state that the literature on Students' Evaluation of Teaching Effectiveness (SETE) consists of thousands of studies and this dates back to the 1920s or earlier. In studies in the late 1920s, students and expert evaluators were asked to describe teachers they considered to be effective, and to



rate characteristics of good teachers. In the 1930s, scales were devised for the evaluation of teachers; these scales were based on qualities believed to be important in teaching (Barrette et al., 2006).

Lecturer evaluation by students is conducted in higher institutions of study to seek responses from students on how effective lecturers have delivered (instructional) information. Lecturer evaluation by students has the intention of improving upon the instructional process in institutions of higher learning, especially, universities. To this end, De Neve (1991) indicates that Students' Evaluation of Instruction (SEI) has become a common practice in universities, which has the primary objective of improving the teaching and learning processes in those institutions. Besides this, De Neve (1991) recalls that several research findings (Marsh, 1987; McKeachie, 1987 as cited in De Neve, 1991) attest to the impact students' evaluation of instruction have had on the progress of the instructional processes in universities where it has been utilised over a period of time. Additionally, De Neve (1991) makes it clear that the multidimensionality of Student Evaluation of Lecturers coupled with its reliability and validity have clearly been demonstrated in a previous research conducted at Leuven University using the Questionnaire for Evaluation of Lecturers (Evalec) and that the findings in this research confirm those conducted earlier by De Neve and Janssen (1982) and Janssen and De Neve (1988).

Furthermore, evaluation of teaching quality has been around in institutions of higher learning for several years now and summative teaching evaluations have frequently been used as a form of assessing lecturers' performance in the lecture hall (Winchester & Winchester, 2010). Similarly, some other scholars echo the view point that student evaluation of instruction has been around for decades and are the most frequent form of assessment of faculty performance in the classroom (Becker & Watts,

1999; Davis, 2009; Kozub, 2010; Onwuegbuzie, Witcher, Collings & Filler, 2007). According to Chen and Hoshower (1998), (as cited in Winchester, C. M., 2010) the original objective of Student Evaluation of Lecturers is to provide feedback to lecturers in order for them to improve on their teaching.

### **1.1.6 The Importance of Student Evaluation of Lecturers**

It is not only in the developed world that students' evaluation of instruction is used to assess the instructional practices of lecturers but in the developing world too. Urua (2012) who undertook a study in Nigeria re-echoes the importance of lecturers' evaluation by students. He starts by emphasising that evaluation constitutes a crucial part of quality assurance work and that in higher education institutions (HEIs) in Nigeria, evaluation in the pedagogical domain has usually been characterized by the traditional approach, a one-sided evaluation of students by the teachers. Urua (2012) also agrees with earlier views that over the years, researching education has shown that student evaluation of teachers improves the overall quality of teaching and learning. As such in his study, he advocated an evaluation of teachers by the students for formative purposes in order to provide a better strategic output of the educational products in HEIs in Nigeria. Yet another study conducted in Nigeria by Yusuf, Uthman, Agbonna and Olumonyi (2010) found that lecturers generally do not accept students' evaluation of their teaching. However, they perceived that the students' evaluation of teaching would bring about positive changes in their instructional practices. Consequently, it was recommended that students' evaluation of classroom teaching should be introduced, made mandatory and conducted regularly in the Nigerian universities.

Indeed, there has been countless discussions about the effective use of Student Evaluation of Lecturers by faculty as a feedback system to help improve lecturing.

However, there is the camp of those lecturers who believe in this notion and those who are of the view that students do not possess the requisite knowledge and maturity to evaluate their lecturers. In fact, it can be deduced, though it may come as no surprise that, there are those who are fans of Student Evaluation of Lecturers because they can provide them feedback aimed at improving the quality of their teaching and those who vehemently oppose having the quality of their teaching evaluated by those they serve: the students. There is the halo effect which favours a lecturer because he or she is liked by his or her students and thus, the evaluation does not reflect the person's true teaching abilities. Thus, such a report may not help the lecturer improve his or her teaching. Liaw and Goh (2003) are of the view that, even though the lecturer evaluation system was developed to help improve instruction, after thirty years of its inception, they are influenced by factors which do not directly measure the relevance of teaching quality. Thus, the overall aim of the lecturer evaluation by students would be compromised.

Most of the literature on the view of lecturers on the use of lecturer evaluation systems is that, though they may accept it and agree to its importance, they also agree it should be used only for formative purposes to help lecturers improve their performance and not for summative purposes to consider promotions, salaries and retaining of lecturers. According to Arthur (2009), lecturers' reaction to student evaluation is in two forms: professionalism and performativity. She explains that, when lecturer evaluation is used primarily as a formative exercise, it helps to improve professionalism in teaching. However, if it is used as a summative exercise, then performativity is measured. In summative exercises, the overall process is summarised and a more final result is derived. She goes ahead to add that, when the exercise is used primarily as a performativity exercise, it ceases to improve teaching to a large extent because lecturers would be considering increasing their ratings by adopting practices that may not be

professional in nature. She however underscores the professionalism of lecturing by underpinning the general principles of a profession.

In fact, Quality Speaks (2013) categorically states that, the students' voice is important in the process of Educational Quality Assurance. It is stated that, students actually provide feedback on their experiences of the teaching and learning process both formally and informally. It is further explained that, formal feedback of their experiences include the completion of surveys and questionnaires, attending course and consultative committee to give their views and representatives of students airing out the views of their colleagues at meetings with authorities. Informally, students discuss issues in peer groups or with a student representative or students become involved in student organisation to gather an act on feedback. Thus, Student Evaluation of Lecturers is one of the important and fundamental feedback systems in the performance of Educational Quality Assurance.

### **1.1.7 Mixed Feelings on the use of Student Evaluation of Lecturers**

Some of the positions have been in favour and others have been against the use of Student Evaluation of Lecturers to improve the performance of lecturers or improve the instructional process in institutions of higher learning.

Students' evaluation of instruction as lecturer evaluation by students has come to be known in the research literature, has been debated widely across the academic world and several refereed articles have been written to express a position on the concept. Some of the positions have been in favour and others have been against the use of Student Evaluation of Lecturers to improve the performance of lecturers or improve the instructional process in institutions of higher learning.

To buttress the point raised above, Murray (2005) recounts an experience he had concerning students' evaluation of lecturers' teaching in Canadian universities. He states that there was a lot of opposition and lots of controversy regarding student evaluation of teaching, as there still is. One incident he recalled had to do with a Dean - an eminent economist - who was initially opposed to student evaluation of teaching, but changed his mind when he got a 1.4 rating and thought a rating greater than one ( $a > 1$ ) was the top rating. That time the assessor did not have the courage to tell him that 1.4 was actually an extremely low rating. Somehow, the Dean upon further analysis of the score realised that it was a low score and he reverted to his earlier position not supporting students' evaluation of lecturers' instructional work. Despite this controversy, student evaluation of teaching got accepted and spread like wildfire across North America and other countries.

The other side of the issue is given by Machingambi and Wadesango (2011) in a study they conducted in South Africa. Their study examined lecturers' perceptions of student evaluations of their instructional practices. The results of that study indicated that generally, university lecturers had negative perceptions of students' evaluation of their instructional practices. Specifically, it was observed that while lecturers were sometimes positive about the use of results of student evaluations for formative purposes, they were strongly opposed to the use of such information for summative purposes. Consequently, it was recommended that student evaluations of teaching must always be triangulated with other multidimensional evaluation methods so as to increase validity and reliability in the evaluation of teaching effectiveness in higher education.

It is not only in the developed world that students' evaluation of instruction is used to assess the instructional practices of lecturers but in the developing world too.

Urua (2012) who undertook a study in Nigeria re-echoes the importance of lecturers' evaluation by students. He starts by emphasising that evaluation constitutes a crucial part of quality assurance work and that in higher education institutions (HEIs) in Nigeria, evaluation in the pedagogical domain has usually been characterized by the traditional approach; a one-sided evaluation of students by the teachers. Urua (2012) also agrees with earlier views that over the years, research in education has shown that student evaluation of teachers improves the overall quality of teaching and learning. As such in his study, he advocated an evaluation of teachers by the students for formative purposes in order to provide a better strategic output of the educational products in HEIs in Nigeria. Yet another study conducted in Nigeria by Yusuf, Uthman, Agbonna and Olumonyi (2010) found that lecturers generally do not accept students' evaluation of their teaching. However, they perceived that the students' evaluation of teaching would bring about positive changes in their instructional practices. Consequently, it was recommended that students' evaluation of classroom teaching should be introduced, made mandatory and conducted regularly in the Nigerian universities.

## **1.2 Statement of the Problem**

The need to improve upon instructions in universities across the world cannot be underestimated. In spite of the wide acceptance of lecturers' evaluation by students, some lecturers continue to oppose the use of that mode of assessing their instructional practices. In other circles, the student evaluation is used as a form of assessing the teaching skills of lecturers for summative purposes such as promotion, salary determination, among others. In fact, according to the guidelines for the Appointment

and Promotion of Academic Staff of the University of Education, Winneba, forty percent (40%) of faculty evaluation among other things includes the evaluation by students and departmental heads. Thus, it is important for lecturers, students and in fact the entire university community to accept lecturer evaluation by students as an acceptable medium of assessment for promotional purposes.

However, some researchers, such as Clifford (1999) and Richmond (2003) continue to indicate that student opinion is of particular importance because it represents an important addition to the data customarily used to judge a lecturers' instructional competence. They maintain it is the one source of direct and extensive observations of the way teachers carry out their daily and long-range tasks. In the same way, Iyamu and Aduwa-Oglebaen (2005) cited the view of Eble (1974) who long ago identified the benefits of Student Evaluation of Lecturers instructional practices to include the fact that:

1. Student evaluation increases the chances that excellence in teaching will be recognised and rewarded,
2. Student evaluation provides a means of participating between students and teachers in the teaching-learning process and raises the whole level of instruction.
3. Evaluation provides the only direct and extensive information about a faculty member's teaching,
4. An institution may be stimulated by student evaluation of teaching to consider its overall goals and values; and
5. The support of student evaluation is a tangible sign that faculty and administration recognise the importance of student involvement in shaping the institution's educational goals and practices (p.621-622).

From the exposition given above, the relevance of students' evaluation of instruction is not in doubt. However, research conducted in South Africa and Nigeria indicate that some lecturers are opposed to that form of assessment. The lecturers who are opposed to that form of assessment are of the opinion that Student Evaluation of Lecturers does not and is not the proper way to evaluate a lecturer. Indeed, Arthur (2009) reiterates that, it is believed that in a profession, only members of the profession can evaluate each other i.e. peer review and that, students are not members of the body of teachers in higher education.

Though Student Evaluation of Lecturers if performed in Ghanaian public and private universities as mandated by policy, as a way of measuring and improving quality assurance, the views of lecturers have not been sought. The current trend of Student Evaluation of Lecturers being done as a mandatory exercise could result in the whole exercise being undermined especially by lecturers who oppose it. This is so because lecturers may perform to obtain good ratings probably to benefit from its advantages such as job security and retention, among others, at the mercy of the "quality" education being sought by putting up practices that would help them gain good evaluation ratings rather than perform professionally.

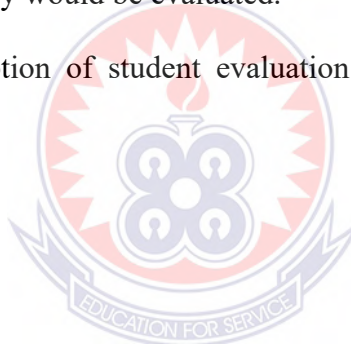
What is not known is the view of lecturers in Ghanaian universities about this form of assessment, hence this study was intended to examine the perceptions of lecturers of the University of Education, Winneba on the matter. This research assessed lecturers' perception on Student Evaluation of Lecturers and also investigated as to whether it should be used to improve their instructional practices.



### **1.3 Objectives of the Study**

The main objective of this research is to investigate the views of Ghanaian lecturers on the use of Student Evaluation of Lecturers as a feedback tool to enhance their instructional practices. In view of this, the study specifically attempted to:

1. Examine the value of Student Evaluation of Lecturers.
2. Establish the extent to which lecturers accept the formative functions of Student Evaluation of Lecturers.
3. Determine the extent to which lecturers accept the summative functions that Student Evaluation of Lecturers serve.
4. Establish the extent lecturers are prepared to adopt teaching methods suggested by students knowing they would be evaluated.
5. Establish the perception of student evaluation on lecturers within the various ranks.



### **1.4 Research Questions**

Based on the objectives, the following research questions were formulated to guide the study:

1. To what extent do lecturers value student evaluations?
2. What formative functions do student evaluation serve?
3. What summative functions do student evaluation serve?
4. What teaching methods are lecturers prepared to adopt in teaching knowing they would be evaluated by their students?
5. Does the rank of a lecturer affect his or her perception of student evaluation?

## **1.5 Significance of the Study**

There is a lot of information on lecturer evaluation by students. However, there seem to be very little information on the exercise, if any, in Ghana and the West African sub-region. This study seeks to investigate the perception of lecturers in Ghana about lecturer evaluation in the University of Education, Winneba. The study will provide some insight into the views of lecturers on student evaluation.

The major benefit of the study is to contribute to existing literature on lecturer evaluation. This will bridge the gap in the available information pertaining to lecturer evaluation in West Africa and Ghana in particular. The study will also enhance the background information for the Quality Assurance Unit of the University of Education, Winneba by providing relevant insight into the perception of lecturers about student evaluation. The findings of the study would inform the Quality Assurance Unit of the University of Education, Winneba into conducting student evaluation in a manner that will better inform the usefulness of the exercise for all stakeholders viz University management, lecturers, students and ultimately, enhance the Quality Assurance of the University. Furthermore, policies regarding the conduct of student evaluation in University of Education, Winneba and for that matter, Ghana could be enhanced with appropriate considerations so that the stakeholders against the exercise would be adequately considered in order not to allow any party to undermine the exercise.

## **1.6 Delimitations**

Geographically, the study is conducted among lecturers of the University of Education, Winneba, Ghana. In terms of coverage of content, data collection covers,

lecturers views on Student Evaluation of Lecturers' instructional practices, the usefulness of the exercise as a tool to improve lecturers' instructional practices and whether lecturers agree that the result of the evaluation process should be considered in the retention of lecturers.

### **1.7 Limitations of the Study**

The study was challenged by one constraint, which was time limitation. This was so because, if time was adequate the researcher should have stayed on the field for a longer time to observe lecturers' instructional processes and measure that against students evaluation reports and use these results to compare lecturers perceptions of the process, but this could not be done within the time frame available to the researcher. Another limitation of this study was that data collection was confined to one institution which would not be ideal for making generalisation in the Ghanaian context. If there was adequate time, data collection would have been extended to two or more institutions of higher learning to ensure divergence of views on the subject matter. In spite of these limitations, every necessary step had been taken to ensure that the results of this study are generalizable to the University of Education, Winneba and to some extent the other public universities in Ghana.

### **1.8 Organisation of the Study**

This report comprises six chapters. Chapter One contains the introduction, which dilates on the background to the study, statement of the problem, purpose of the study,

research questions, significance of the study, delimitation and limitations and the organization of the study.

Chapter Two generally reviews literature related to students' evaluation of instruction. But specifically, the literature focuses on lecturers' perception of students' evaluation of lecturers' instructional practices and the usefulness of that exercise by University management.

Chapter Three takes a look at the methodology used in data collection and analysis. Chapter Four deals with the findings of the study and Chapter Five, the discussions and interpretations of the result. Chapter Six presents the summary of the main findings, conclusions drawn and recommendations made as well as the suggested areas for further research.

## 1.9 Definition of Terms

The following are the terms that are used in the report. It is essential to define the context in which these terms are used in order not to misconstrue their meanings and mislead the reader. These are:

**Student:** individuals studying in an institution of higher learning such as a university.

**Evaluation:** the task of quantifying one's opinions about an activity or item.

**Lecturer:** an individual who teaches at an institution of higher learning such as a university.

**University:** an institution of higher learning.

**Ghanaian Public Universities:** state owned universities that are duly supported and controlled by the state. These are:

1. University of Cape Coast (UCC)

2. University of Ghana, Legon (UG)
3. University of Education, Winneba (UEW)
4. University of Mines and Technology (UMaT)
5. University of Development Studies (UDS)
6. Kwame Nkrumah University of Science and Technology, Kumasi (KNUST)
7. University of Professional Studies, Accra (UPSA)
8. University of Energy and Natural Resources, Sunyani (UENR)
9. University of Health and Allied Sciences, Ho (UHAS)

The study is however delimited to the University of Education, Winneba and its four constituent campuses, namely: Ajumako, Kumasi, Mampong and Winneba.

### **1.10 Summary**

Chapter One of the study sheds light on the introduction to the study. It defines quality assurance as the fitness for purpose. It further explains the importance of quality assurance in instructional performance improvement as states that, it helps to measure quality and standards, it helps in evaluating the standard of an institution of higher learning among others. These can be achieved by embarking on a number of important tasks such as activities, resources, mission statement and independence just to mention a few. What this means is that, for quality assurance to be effective, these factors must be available to the institution.

Lecturer evaluation on the other hand, has been deemed to have existed since the early 1900's. It is a means by which students give feedback to lectures on their views of the lecturer's performance in class. That is, the way the lecturer handled the teaching of the course. This is however fraught with a lot of problems mainly from the lecturers who usually feel students do not possess the requisite knowledge to be able to

evaluate a lecturer. Others are of the view that students could use the process to malign lecturers they do not like or just as a sheer punitive instrument.

The objectives of the study viz; to examine the value of student evaluation, to establish the extent to which lecturers accept the formative functions of student evaluations, to determine the extent to which lecturers accept the summative functions of student evaluation, to establish the extent to which lecturers are prepared to adopt teaching methods suggested by students because they would be evaluated and finally, to establish if there is a difference in the view of lecturers on student evaluation based on their ranks.

The research questions follows as;

- (i) To what extent do lecturers value student evaluations?
- (ii) What formative functions do students' evaluation serve?
- (iii) What summative functions do students' evaluation serve?
- (iv) What teaching methods are lecturers prepared to adopt in teaching knowing they would be evaluated by their students?
- (v) To what extent does the rank of a lecturer affect his or her perception of student evaluation?

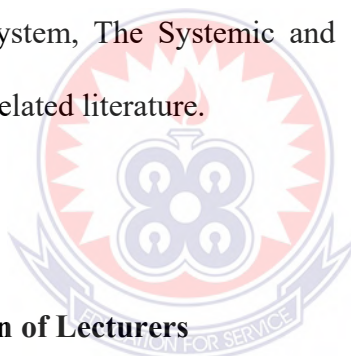
The chapter concludes with organisation of the study. The study is organised into six chapters. Chapter one is the introduction, chapter two deals with existing literature, related to the study. Chapter three is the methods used to undertake the study and chapter four presents the findings of the study. Chapter five discusses the findings of the study and chapter six concludes the study. It expands on findings, conclusions, and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter reviews existing literature related to the research. It delves into empirical studies already conducted and gives an in-depth analysis on them. The review also covers topics on Human Performance Technology (HPT) as well as Student Evaluation of Lecturers (SEL). It expands on the origins of student evaluation, defines assessment/evaluation and the types, the standards or quality among others.

The chapter also defines Human Performance Technology, the history and development of Human Performance Technology, its grounding theories. It also enumerates the importance of Human Performance Technology and more especially the concept of the 3s; The System, The Systemic and Systematic. The chapter finally defines evaluation and its related literature.



#### 2.1 Student Evaluation of Lecturers

Traditionally, simple questionnaires are administered to students usually at the last meeting of lecturers and their students. Afterwards, the questionnaires are collected based on the various courses and then their contents analysed. Usually, the lecturers are then expected to receive copies of the analysis and it is hoped that this feedback when positively received, accepted and analysed, could help the lecturer alter, if necessary, his or her teaching strategy to improve on his or her instructional practices.

To guide this research, the concept of lecturers accepting the view of students on what, when and how to teach are examined. According to a research by Shevlin, Banrad, Davies and Griffiths (2010), a person's charisma may influence the way students evaluate that person's teaching. Thus, there is the tendency for students to be

bias based on their affection for their lecturers. This therefore means that if the lecturers want to be rated higher, it pays for them to have a good relationship with their students. In a similar report, Zabaleta (2007) also reiterates that, students can be bias toward the evaluation process based on the gender of the lecturer. They found out that, even though the differences were minimal, female lecturers received better ratings than their male counterparts. This could be attributed to the “motherly” nature in women. In a sharp contrast, Carson (2001) also studied the perception of student evaluations pertaining to gender and female lecturers were of the view that their male counterparts received better ratings than them due to their gender. This they believe is due to their ability to synthesize the core quality of the lecturer presentation as against the gender of the lecturer presenting the lecture.

Also, according to Kember and Wong (2000), most students prefer the didactic approach to teaching as against the transformational teaching method in the university. In his findings, most students have this notion based on their background from the high schools. Indeed, students he interviewed were of the view that studying using the lecture and transformational approach in the university made teaching difficult and that students were more likely to acknowledge, accept and appreciate the use of authority by the lecturer and therefore they are ready to accept whatever the lecturer stated as the truth. In effect, lecturers who thought these students using the didactic strategy will be evaluated higher than those who would teach using the transformational approach in the university. Though these findings were centred on mostly freshmen and fresh women, there was evidence that mature students who had completed high school or their first degree, worked for over five years and had come back to study, also had a similar notion.



## 2.2 Origins of Student Evaluation of Lecturers

According to Neve (1991), Student Evaluation of Lecturers and instruction is a fairly common practice in higher education. He also added that, over the last two decades, significant improvements have been made in this regard.

Spencer and Flyer (1992) as cited in Wachtel (1998) state that the first lecturer evaluation scale was published in 1915. Since then, he notes from Marsh (1987), they were introduced at several major US universities.

In fact, Smith and Morris (2011) note that in the United Kingdom, it is now mandatory for universities to evaluate their lecturers which in turn will serve as a central repository information for evaluating the universities in the view of students. Thus, the evaluation is to help improve quality assurance and to make sure universities produce quality products. An excerpt from this publication states that, “universities will be expected to publish online summary reports of student surveys of lecture courses, aiding choice and stimulating competition between the best academics”(Smith & Morris, 2011, p.5). This goes without saying that in the United Kingdom, it is mandatory for institutions to practice lecturer evaluation by students.

Again, according to Matthes, (2002) (as cited by Turhan, Yaris and Nural, 2005), scores for lecturers did not differ by their titles. These researchers state however that, in another report, scores for junior staff were rated lower than that of senior staff tutors. Turhan et al., mention that, in another survey, tutors who conducted objective structured clinical examinations received higher ratings than lecturers who conducted other forms of assessment. This report suggests that the conduct of examination format has a role to play in the overall rating of a lecturer.

Another interesting revelation by Turhan, Yaris and Nural (2005) is the fact that lecturers who were more open to students and thereby treated them as colleagues rather than distancing themselves as students and lecturers rather received lower ratings. This assertion also suggests that a cordial relationship seems to affect the ratings of a lecturer. The study was repeated in 2002 and 2003 after taking the lecturers through developmental workshops but there were no significant differences in the performance of the total instructor group. In their conclusion, they stated that, annual evaluation feedback systems do not have any bearing on the improvement of performance of lecturers in their locale.

Kember and Wong (2000) also conclude in their study that the lecturer evaluation should rather be seen as a form of feedback system and not as a form of judgement for whether a lecturer is a bad or good teacher. Kember and Wong (2000) concludes that the evaluation should rather focus on learning outcomes and not teaching per say.

Findings by Schmelkin, Spencer and Gellman (1997) indicate that, lecturer evaluation is multidimensional as supported by the views of both lecturers and students and that lecturers' find similar use for these results which are ultimately used as a feedback mechanism. These multidimensional areas include presentation, organisation, grading and interaction, among others. As quoted by Schmelkin, Spencer and Gellman (1997), Marsh (1987) states that "The usefulness of student ratings, particularly as diagnostic feedback to faculty, is enhanced by the presentation of separate components".

Feldman (1993) quoting Unger (1979) (as cited by Denson, N., Loveday, T., & Dalton, H., 2010), also suggests that students evaluation of their lecturers is affected by gender and that for female lecturers, a difficult female grader is perceived as bad

teacher while there was no difference in the difficulty and teaching effectiveness of a male teacher.

### **2.3 Defining Assessment**

Assessment as defined by Herman, Knuth and Dietal (1991) as "any method used to better understand the current knowledge that a student possesses." This implies that assessment can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a five-hour standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessment may affect decisions about grades, advancement, placement, instructional needs, and curriculum.

#### **2.3.1 Educational Assessment**

This is defined by Wikipedia.com (n.d.) as "the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs". Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole. According to the *Academic Exchange Quarterly*: "Studies of a theoretical or empirical nature (including case studies, portfolio studies, exploratory, or experimental work) addressing the assessment of learner aptitude and preparation, motivation and learning styles, learning outcomes in achievement and satisfaction in different educational contexts are all welcome, as are studies addressing issues of measurable standards and benchmarks".

It is important to notice that the final purposes and assessment practices in

education depends on the *theoretical framework* of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge and the process of learning.

## 2.4 Characteristics of Good Assessment

Good assessment information provides accurate estimates of student performance and enables teachers or other decision makers to make appropriate decisions. The concept of test validity captures these essential characteristics and the extent that an assessment actually measures what it is intended to measure, and permits appropriate generalizations about students' skills and abilities. For example, a ten-item addition/subtraction test might be administered to a student who answers nine items correctly. If the test is valid, we can safely generalize that the student will likely do as well on similar items not included on the test. The results of a good test or assessment, in short, represent something beyond how students perform on a certain task or a particular set of items; they represent how a student performs on the objective which those items were intended to assess.

Measurement experts agree that test validity is tied to the purposes for which an assessment is used. Thus, a test might be valid for one purpose but inappropriate for other purposes. For example, our mathematics test might be appropriate for assessing students' mastery of addition and subtraction facts but inappropriate for identifying students who are gifted in mathematics. Evidence of validity needs to be gathered for each purpose for which an assessment is used.

A second important characteristic of good assessment information is its consistency, or reliability. Will the assessment results for this person or class be similar

if they are gathered at some other time or under different circumstances or if they are scored by different raters? For example, if you ask someone what his/her age is on three separate occasions and in three different locations and the answer is the same each time, then that information is considered reliable. In the context of performance-based and open-ended assessment, inter-rater reliability also is essential; it requires that independent raters give the same scores to a given student response.

## 2.5 Formative and Summative

Assessment is often divided into formative and summative categories for the purpose of considering different objectives for assessment practices.

**Summative assessment** - Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative.

**Formative assessment** - Formative assessment is generally carried out throughout a course or project. Formative assessment, also referred to as "educative assessment," is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work, and would not necessarily be used for grading purposes. Formative assessments are diagnostic.

When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative. Summative and formative assessment are often referred to in a learning context as *assessment of learning* and *assessment for learning* respectively. Assessment of learning is generally summative in nature and intended to measure learning outcomes and report those outcomes to students, parents, and administrators. Assessment of learning generally occurs at the conclusion of a class, course, semester,

or academic year. Assessment for learning is generally formative in nature and is used by teachers to consider approaches to teaching and next steps for individual learners and the class.

A common form of formative assessment is *diagnostic assessment*. Diagnostic assessment measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning. *Self-assessment* is a form of diagnostic assessment which involves students assessing themselves. *Forward-looking assessment* asks those being assessed to consider themselves in hypothetical future situations.

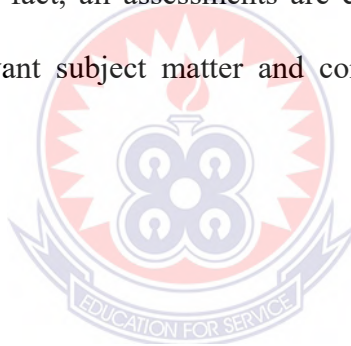
*Performance-based assessment* is similar to summative assessment, as it focuses on achievement. It is often aligned with the standards-based education reform and outcomes-based education movement. Though ideally they are significantly different from a traditional multiple choice test, they are most commonly associated with standards-based assessment which use free-form responses to standard questions scored by human scorers on a standards-based scale, meeting, falling below, or exceeding a performance standard rather than being ranked on a curve. A well-defined task is identified and students are asked to create, produce, or do something, often in settings that involve real-world application of knowledge and skills. Proficiency is demonstrated by providing an extended response. Performance formats are further differentiated into products and performances. The performance may result in a product, such as a painting, portfolio, paper, or exhibition, or it may consist of a performance, such as a speech, athletic skill, musical recital, or reading.

## 2.6 Objective and Subjective

Assessment (either summative or formative) is often categorized as either

objective or subjective. Objective assessment is a form of questioning which has a single correct answer. **Subjective assessment** is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). There are various types of objective and subjective questions. Objective question types include true/false answers, multiple choice, multiple-response and matching questions. Subjective questions include extended-response questions and essays. Objective assessment is well suited to the increasingly popular computerized or online assessment format.

Some have argued that the distinction between objective and subjective assessments is neither useful nor accurate because, in reality, there is no such thing as "objective" assessment. In fact, all assessments are created with inherent biases built into decisions about relevant subject matter and content, as well as cultural (class, ethnic, and gender) biases.



## 2.7 Informal and formal

Assessment can be either *formal* or *informal*. **Formal assessment** usually implies a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment does not contribute to a student's final grade.

An **informal assessment** usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion. An informal assessment may also be termed an **evaluation**.

## **2.8 Internal and external**

Internal assessment is set and marked by the school (i.e. teachers). Students get the mark and feedback regarding the assessment. External assessment is set by the governing body, and is marked by non-biased personnel. With external assessment, students only receive a mark. Therefore, they have no idea how they actually performed (i.e. what bits they answered correctly.)

## **2.9 Standards of quality**

In general, high-quality assessments are considered those with a high level of reliability and validity. Approaches to reliability and validity however, vary.

### **Reliability**

Reliability relates to the consistency of an assessment. A reliable assessment is one which consistently achieves the same results with the same (or similar) cohort of students.

Various factors affect reliability—including ambiguous questions, too many options within a question paper, vague marking instructions and poorly trained markers. Traditionally, the reliability of an assessment is based on the following:

1. Temporal stability: Performance on a test is comparable on two or more separate occasions.
2. Form equivalence: Performance among examinees is equivalent on different forms of a test based on the same content.
3. Internal consistency: Responses on a test are consistent across questions.

### **Validity**



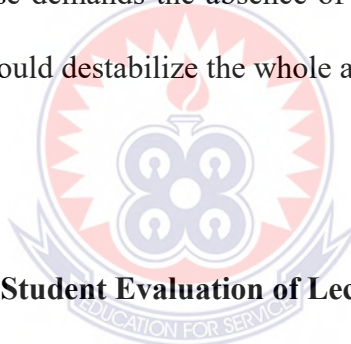
A valid assessment is one which measures what it is intended to measure. For example, it would not be valid to assess driving skills through a written test alone. A more valid way of assessing driving skills would be through a combination of tests that help determine what a driver knows, such as through a written test of driving knowledge, and what a driver is able to do, such as through a performance assessment of actual driving. Teachers frequently complain that some examinations do not properly assess the syllabus upon which the examination is based; they are, effectively, questioning the validity of the exam.

Validity of an assessment is generally gauged through examination of evidence in the following categories:

1. Content – Does the content of the test measure stated objectives?
2. Criterion – Do scores correlate to an outside reference? (ex: Do high scores on a 4th grade reading test accurately predict reading skill in future grades?)
3. Construct – Does the assessment correspond to other significant variables? (ex: Do ESL students consistently perform differently on a writing exam than native English speakers?)
4. Face – Does the item or theory make sense, and is it seemingly correct to the expert reader?

A good assessment has both validity and reliability, plus the other quality attributes noted above for a specific context and purpose. In practice, an assessment is rarely totally valid or totally reliable. A ruler which is marked wrong will always give the same (wrong) measurements. It is very reliable, but not very valid. Asking random individuals to tell the time without looking at a clock or watch is sometimes used as an example of an assessment which is valid, but not reliable. The answers will vary between individuals, but the average answer is probably close to the actual time. In

many fields, such as medical research, educational testing, and psychology, there will often be a trade-off between reliability and validity. A history test written for high validity will have many essay and fill-in-the-blank questions. It will be a good measure of mastery of the subject, but difficult to score completely accurately. A history test written for high reliability will be entirely multiple choice. It isn't as good at measuring knowledge of history, but can easily be scored with great precision. We may generalize from this. The more reliable our estimate is of what we purport to measure, the less certain we are that we are actually measuring that aspect of attainment. It is also important to note that there are at least thirteen sources of invalidity, which can be estimated for individual students in test situations. They never are. Perhaps this is because their social purpose demands the absence of any error, and validity errors are usually so high that they would destabilize the whole assessment industry.



## **2.10 Similar Studies of Student Evaluation of Lecturers Conducted**

Of specific and direct importance to this study are two studies carried out in Walter Sisulu University. Machingambi and Wadensango (2011) in their research indicate that the issue with teacher evaluation is not whether it is useful or should be done or not. The concerns with the practice are largely the question of who should do it. Their respondents had a generally negative perception of students' evaluation of lecturers, as 38.3 percent and 33.3 percent either strongly disagreed or disagreed in terms of whether the idea of students' evaluating their lecturers was acceptable.

Machingambi and Wadensango (2011) opine that the use of students in lecturer evaluation emanates from the critical assumption that students as clients in higher education deserve a greater say in issues that concern the quality of instruction they

receive. Their research did reveal that while the use of student evaluations of their lecturers has become widely acclaimed and in tandem with best practices, the system is definitely saddled with a number of challenges. According to lecturers, the evaluation of teaching by students has more demerits than merits.

Dorasamy and Balkaran (2013) also highlighted the fact that while research agenda continue with the debate regarding the validity and reliability of student ratings in institutions of higher learning, there is sufficient backing for the use of student ratings for the process of improving teaching and learning. Sampling views from the Faculty of Management Studies at the Durban University of Technology, they conclude however, that instead of administering the evaluation forms during the course, teaching can be rated at different specified intervals. These periodic ratings allow lecturers to take corrective steps in addressing identified problems.

Dorasamy and Balkaran suggest that the formative aspects of a programme evaluation instrument are essential. They believe that if students' evaluation of lecturers is important for improving teaching and learning and to be used for ongoing summative purposes, then it is appropriate that student ratings of lecturers be incorporated into the overall evaluation of programmes.

Observing from the results of the analysis of one of his research questions, Inko-Tariah (2013) indicates from his study with regard to Nigerian Universities that 321 lecturers representing 66 percent have positive attitude towards students' evaluation of their teaching effectiveness while 169 lecturers representing 34 percent have negative attitude. Though Machingambi and Wadesango 2011 observe that most lecturers in Africa have not accepted that idea. This could be attributable to the fact that lecturers know the idea can help professionalism but there is a sense of fear that if not handled with care, students will use it to witch-hunt lecturers who insist on the right things.

Iyamu and Aduwa-Ogiegbaen (2005) observed that Nigerian university lecturers generally have a low perception of the need for student evaluation. According to them, lecturers are more accepting of student evaluation for formative purposes than for summative purposes. Significantly, they noted that Nigerian university lecturers at the lower level usually show low acceptance of student evaluation compared to their senior counterparts. Their study ultimately recommends that students' evaluation of lecturers should be made mandatory and conducted regularly in Nigerian universities as teachers, students and the entire university system will benefit from such evaluation.

### **2.11 Definition of Human Performance Technology**

The term Human Performance Technology has been attempted by many but the actual definition seems to elude many. This is because as an emerging new field, drawing its fundamental theories and paradigms from many existing avenues has made it difficult to focus on a single point of definition.

Some authors have attempted to define Human Performance Technology with emphasis on their definition based on its processes and methods and therefore defined Human Performance Technology as “a set of methods and processes for solving problems or realizing opportunities related to the performance of people and that it may apply to individual, small groups or large organisations” as stated by the National Society for Performance and Instruction, and cited in Rosenberg (1990) by Stolovitch and Keeps (1999, p. 8). The National Society for Performance and Instruction also quote Benefit and Tate (1990) who defined Human Performance Technology as “the systematic process of identifying opportunities for performance improvement, setting performance standards, identifying performance improvement strategies, performing

cost/benefit analysis, selecting performance improvement strategies, ensuring integration with existing systems, evaluation of the effectiveness of performance improvement strategies and monitoring performance improvement strategies”. This definition however, seeks more to establishing the process of Human Performance Technology. Jacobs (1988) is also cited by Stolovitch and Keeps (1999, p.8) as defining Human Performance Technology as “representing the use of the systems approach in a number of different forms, depending upon the problem of interest and professional activity required”.

According to the International Society for Performance Improvement as stated by Stolovitch and Keeps (1999), Human Performance Technology is the study and ethical practice of improving productivity in organisations by designing and developing effective interventions that are result-oriented, comprehensive and systemic.

Basically, Human Performance Technology deals with improving people’s performance to improve an organisation’s performance.

That said, according to Stolovitch and Keeps (1999) it is generally accepted when defining the words in the practice as against the aspects of the practice the words denote. They reveal that, the word “human” is not very significant but only there to emphasize that, the practice seeks to focus on humans rather than machines or any other factors in the production process. “Performance” on the other hand, has a more fundamental meaning to the practice. They explain that, “performance” is the outcome of behaviour and by altering behaviour, one can ultimately control performance.

They further state that, recently, the word performance in Human Performance Technology has been closely related to improvement because primarily, that is what Human Performance Technology seeks to achieve. “Technology” on the other hand, though appropriate in Human Performance Technology, has often been misconstrued in

meaning and the reason why it is attached to the practice by many. They explained that, to many, technology refers to machinery. They therefore define technology from its origins as “the scientific study of practical matters”. More recent use of the terms however, have been to denote the application of procedures derived from scientific research and professional experience to the solution of practical problems.

These words put together, they establish that, Human Performance Technology is a field of study that seeks to bring about changes to a system, and in such a way that the system is improved in terms of the achievement of its values. In short, all Human Performance Technology seeks to establish in an establishment is the increase or improvement in the performance of people or individuals. Human Performance Technology therefore is a practice that believes that no matter the level of output, there could be an increment by altering various aspects of the system.

Other authors have apparently focused on the end result of Human Performance Technology and therefore have attempted to define it as “the purpose of Human Performance Technology is to increase human capital, which can be defined as the product of time and opportunity, technology is an orderly and sensible set of procedures for converting potential into capital” as stated by Gilbert (1996) and cited by Stolovitch and Keeps (1999, p.8).

No single definition seems to be accepted. It is, however, generally accepted that Human Performance Technology as defined by Dick and Wagner (1995) and cited by Stolovitch and Keeps (1999), is a fundamental commitment to the identification of organisational performance problems and the development of the most appropriate solutions”. They agree that, this view corresponds to Carr’s definition of the field as one whose goal is diagnosing organisational ills and improving human performance within organisations. Harless (1995) as stated in Stolovitch and Keeps (1999, p.9) also

defines Human Performance Technology as “an engineering approach to attaining desired accomplishment from human performers by determining gaps in performance and designing cost-effective and efficient interventions”. This definition was proposed by Stolovitch and Keeps (1999).

In this study, Human Performance Technology is meant to refer to the student assessment of their lecturers. This exercise is one of the important steps in Human Performance Technology practice where feedback is sought from the workers. Lecturer evaluation by students is a feedback system that solicits the views of students on the performance of their lecturers. This feedback system when properly implemented and used, could serve as a tool for helping lecturers improve their performance in the classroom.

## **2.12 The History and Development of Human Performance Technology**

Ferond states in Pershing (2006) that, attempts at Human Performance Improvement dates back to civilization times. He goes further to explain that, Dean (1997b) said throughout history, leaders have been adopting safeguards to sustain organisations and to ensure their survival amidst their socioeconomic and political forces. Schwab (1999) as cited in Stolovitch (1999), reiterated that, Human Performance Technology is a relatively new field that has been evolving over the past thirty years from research and practice in the behavioural sciences. Brethower as cited in Stolovitch (1999) also stated that, Human Performance Technology has enjoyed thirty years of achievement. Human Performance Technology has grown so wide that, today, it is applied to many professionals in industry. Rosenberg et al. as cited in Stolovitch (1999) support that Performance Technology is still evolving to define an

emerging field in organisations. Rosenberg et al. further say that “Human” additive to the practice was to distinguish and emphasize that, the focus is on ‘humans’ and not other factors in the production process.

Stolovitch and Keeps (1999) also continues that, Human Performance Technology is an applied field of study that is primarily concerned with the performance of humans in the workplace. They further argue that, the term Human Performance Technology seeks to quantify the result of an activity performed by humans which could be a set of obtained results, quantified result, accomplishment, execution by carrying out anything ordered or undertaken to something performed or done to a deed, achievement or exploit and to the execution or accomplishment of work. As stated by Stolovitch and Keeps (1999, p.4), Nickols (1977) defines performance as “the outcomes of behaviour”. Thus, Human Performance Technology practitioners look at ways of influencing a person’s behaviour to elicit more productivity.

In a Wiki article, Human Performance Technology is purported to have emerged from the fields of Educational Technology and Instructional Technology in the 1950s and 1960s. It goes further to state that, in the post war era, there was the need to improve productivity and the then Instruction Systems Design did not seem to fully achieve the desired improvements in organisational performance. Thus, in the late 1960 to early 1970s, Human Performance Technology emerged as a separate field and this was further enhanced by the institutionalisation of the then National Society for Programmed Instruction being renamed as the National Society for Performance and Instruction and then the International Society for Performance Improvement (ISPI) in 1995. The article cites Chyung (2008) as stating that, Human Performance Technology evolved as a systemic and systematic approach to address complex types of performance issues and to assist in the proper diagnoses and implementation of solutions



in order to close performance gaps among individuals. The article also mentions Thomas Gilbert and Geary Rummler as the pioneers in the field of Human Performance Technology.

Again Ferondreiterates in Pershing (2006) that, some of the earliest records suggest that the Babylonians taught work by way of apprenticeships, afterwards, management and incentives seemed the way of controlling them. This system was rendered ineffective by the industrial revolution where it was no longer an individual based, individual centred expertise training and production but a mass manufacturing process that involved hundreds if not thousands of individuals. This also gives rise to the need for a more effective way of managing the product supply process to ensure a steady produce.

Human Performance Technology has a number of underlying conditions or assumptions as established by Geis in Stolovitch and Keeps (1999). They are as follows:

- 1) Human performance follows specific laws and can often be predicted and controlled.
- 2) Knowledge of human behaviour is limited and so Human Performance Technology must rely on practical experience as well as scientific research.
- 3) Human Performance Technology draws from many research bases while generating its own.
- 4) Human Performance Technology is the product of a number of knowledge sources: cybernetics, behavioural psychology, communications theory, information theory, systems theory, management science and more recently, the cognitive sciences and neuroscience.

- 5) Human Performance Technology is neither committed to any particular delivery system nor confined to any specified population and subject matter area. It can address any human performance, it is most commonly applied within organisational, work and social improvement settings.
- 6) Human Performance Technology is empirical. It requires systematic verification of the results of both its analysis and intervention efforts.
- 7) Human Performance Technology is evolving. Based on guiding principles, it nonetheless allows enormous scope for innovation and creativity.
- 8) Although Human Performance Technology cannot yet claim to have generated a firm theoretical foundation of its own, the theory and experience based principles that guide it are moulded by empirical data that have accumulated as a result of documented, systematic practice. In many ways, Human Performance Technology shares attributes with other applied fields.

These underlying factors are evident in all aspects of the Human Performance Technology practice. In this research, the above enumerated principles are fundamental in the identification of any flaws in the work of lecturers. It is also fundamental and important in any policies or suggestions that may be suggested since empirical evidence should be sought through a research base such as the Lecturer Evaluation by Student to provide a good source of dependable and empirical evidence that will serve as the foundation for any work to be done regarding improving the work of the lecturer.

## **2.3 Grounding Theories in Human Performance Technology**

### **2.3.1 Economic Theories**

This theory was rooted in the “subsistence theory” and the “economic man theory”. The former propounded that, hungry workers would be most productive because they needed to work for sustenance. The latter on the other hand propounded by Adam Smith suggested that, workers should be paid based on their performance or output. According to Pershing (2006), Ferond (1892) confirmed that, Shoenhof stated in a report and even suggested further that, paying workers higher wages by their output actually reduced cost while increasing productivity. This however set the course for a complex profit sharing system. Ferond further states that, more traditional practices of cutting rates when workers improved performance and job security undermined the incentive approaches discovered.

This goes to support some of the theories for probable solutions that this research could identify. In fact, as part of the research, there is an attempt to find out the views of lecturers whether their salaries should depend on results emanating from the view of the Student Evaluation of Lecturers. Thus, it must be well proven whether increasing or decreasing lecturers’ salaries would produce the desired result.

### **2.3.2 Scientific Management**

Again, some studies such as Ferond (1996) and Frederick Taylor (1885, 1903, 1911) as cited in Pershing (2006), addressed some flaws in the subjective performance stands by combining economic theories with time and motion studies. Indeed, she states that Taylor’s submission clearly means “a rationally defensible standard for establishing the rate with the amount of rewards clearly linked to levels of performance”. This revelation is thought to be Taylor's most fundamental contribution to

the field of Human Performance. In his context, workers operate as extensions of machinery and optimize production and efficiency by submitting to the machine's pulse rather than the human's. This meant that, humans would have to work according to the tune of machines and not according to their own tunes. People may be forced to work longer and faster according to the dictates of the machines.

Although lecturing does not depend solely on machines per se, there are other technologies that could as well impact the performance of lecturers. These may include research tools such as the internet, computers and tablets among others. There are other scientific or technological innovations that could help in the lecturing process such as the use of projectors and software in the delivery of knowledge.

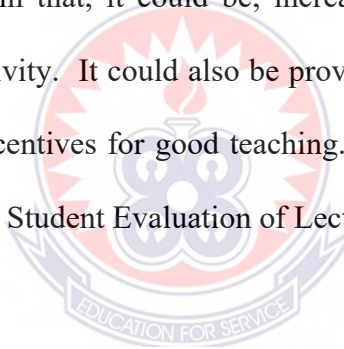
### **2.3.3 Social Science Motivation Theories**

The Social Science Motivation Theories put human relations to the forefront of productivity. Organisations started evaluating the value of financial incentives given to workers to motivate them to work. These new crop of studies focused on the worker rather than productivity. Murphy and Alexander (2000) cites the Hawthorne studies at Western Electric as cited in Parsons (1992) as an example. This discovery commonly termed the social man, suggested that other motivators could impinge on workers' productivity. Within this period, concern for people or workers became a focus and again, the goal of productivity became a focus and not just merely output.

In 1943, Abraham Maslow proposed his physiological theory of needs which had a great influence in performance management. This theory was however problematic to implement because it was difficult to assess, observe, predict and ultimately assess needs state of people. Because of the difficulty in adaptation of Maslow's theory, it was of great interest to academicians and theorists and not the

practical working businesses. Vroom's "expectancy theory" was also propounded. This theory sought to explain that, a person's behaviour is mediated by an internal process of perceiving the probability that an event will occur. Motivational theories on internal states and needs, expectations, etc were difficult to assess from the Human Performance Technology point of view. These interventions, however, did not hit the nail in the head. This is because changing attitudes or inner feelings of people did not guarantee an increase in productivity or output. Thus, more had to be done in order to achieve this.

The Social Science theories have also greatly impacted the Human Performance Technology practice. In this research, the workforce being lecturers are again quite susceptible to this theory in that, it could be, increasing their salaries would impact positively on their productivity. It could also be provision of teaching logistics as well as other factors such as incentives for good teaching. This could come in the form of awards emanating from the Student Evaluation of Lecturers responses.



#### **2.4 Direct Development towards Human Performance Technology**

It became evident that it was merely not enough for human feelings and emotions and the like to be monitored in order to achieve a change in output. Thus, behavioural psychologists deviated from the inherent mentalist theories. As reported by Pershing (2006), Ivan Pavlov (1849 - 1936) was one of the earliest behavioural theorists. He discovered that, environmental stimuli could elicit involuntary responses or reflexes. Edward Thorndike (1989, p.160) went further by manipulating the association between stimulus and responses to achieve learning. His experiments according to Pershing (2006, gave birth to the three primary laws, namely:

- (i) Neutral paths are established through practice, thus, producing learning.
- (ii) The more one practices a response, the greater the likelihood it will be maintained over time.
- (iii) Behaviours can be weakened or strengthened depending on whether they are repeatedly followed by either positive or adverse consequences.

Consequently, what Thorndike discovered was that behaviour controlled its consequence. These laws became the foundations for programmed instruction. These theories were developed further by other pioneers such as John Watson (1926) and more especially B. F. Skinner who became widely known as the main propounder for behavioural psychology.

Skinner according to Pershing (2006) embraces Thorndike's law of effect and Watson's work on Pavlov and Thorndike. B. F. Skinner's development on these theories had a significant impact on Human Performance Technology. Pershing (2006) goes further to enlighten that, Human Performance Technology is a convergence of a number of disciplines:

- Behaviour Theory
- Systems Analysis
- Communication
- Educational Psychology
- Human Resource Development
- Psychology
- Instructional Systems Design and Technology
- Management Theory and
- Organisational Design and Development.

Rosenberg, as cited in Stolovitch (1999), also mention the following areas as having a significant impact on the development of Human Performance Technology.

- Systems
- Learning Psychology
- Instructional System Design
- Analytical Systems
- Cognitive Engineering
- Information Technology
- Ergonomics and Human Factors
- Psychometrics
- Feedback Systems
- Organisational Development and Change
- System Intervention among others.

The above means that, though Human Performance Technology is relatively new and developing, it is a divergence of various disciplines that have a common denominator which is performance improvement for human beings.

## **2.5 Critical Attributes of Human Performance Technology**

Though Human Performance Technology seems to be a versatile, new and somewhat not fully entrenched in its own operations with definitive boundaries, there are some fundamental guidelines when practicing Human Performance Technology. These according to Stolovitch and Keeps (1999) include the following;

1. Human Performance Technology is Systematic.
2. Human Performance Technology is Systemic.

3. Human Performance Technology Grounded in Scientifically Derived Theories and the Best Available Empirical Evidence.
4. Human Performance Technology is Open to All Means, Methods and Media.
5. Human Performance Technology is focused on Achievements that Human Performers and System Value.

### **2.5.1 Human Performance Technology is Systematic**

Human Performance Technology is said to be systematic because even though its practice is so widespread and versatile, it follows a series of underlying principles. A Human Performance Technology practitioner cannot implement his or her own way of practicing. There are a series of systematic steps that must be followed in practicing Human Performance Technology in order to arrive at the desired solutions or results. These steps are stated by Stolovitch and Keeps (1999) and underscored by Schwab (1999). These are:

- Performance analysis
- Needs Assessment
- Support intervention

It is important to note that, though the steps enumerated seem to be few, there are various steps to be performed under each in order to solicit the desired result.

In Student Evaluation of Lecturers, the systematic nature of Human Performance Technology is necessary to ensure a smooth and reliable result each time the practice is conducted. This ensures that a certain guaranteed level of reliability is derived. It also will ensure that the use of the Student Evaluation of Lecturers will not be biased towards any side but it will be fair to all the parties involved.



### **2.5.2 Human Performance Technology is Systemic**

Human Performance Technology is also said to be systemic. This simply means in practicing Human Performance Technology, one cannot focus on only one aspect of the production line or process. The Human Performance Technology practitioner will have to consider all the various aspects of the process in its entirety. This is because Human Performance Technology believes that even though there might have been a perceived problem at a particular part of the process, the problem may have originated from a totally different part of the process and as such, when one focuses on an aspect of the process, then the real problem may not be found and the real solution may be applied.

This is where some of the existing literature on Student Evaluation of Lecturers for some institutions and sections of the education world have a lot of contention. This is because some institutions base their decisions on promotion, salary increase, salaries and even lecturer retention on the results of Student Evaluation of Lecturers. Others contend that, this is not fair since the results of Student Evaluation of Lecturers may not be highly conclusive. There could also be other areas in the lecturing or educational process that do not impact on lecturers or that lecturers could not have control over and yet, the performance of their professional duties will be evaluated by Student Evaluation of Lecturers. Areas such as teaching and learning materials, laboratories, books among others may not be directly in the control of the lecturer and yet, they are equally important in the teaching and learning process. It is therefore fundamentally important for the lecturer to be evaluated based on all the other factors that impact on the performance of his or her duties rather than on only one source.

### **2.5.3 Human Performance Technology Grounded in Scientifically Derived Theories and the Best Available Empirical Evidence**

Even within the supposedly murky nature of the Human Performance Technology practice, it is firmly grounded in existing and proven theories and based on sound empirical evidence. All aspects of the practice and indeed, prescribed solutions are and must be grounded and backed by solidly proven theories and evidence. This goes a long way to assure a great level of trust and dependency on the Human Performance Technology principle and its solutions. Thus, any recommendations that would be made would have to be a “proven” method of intervention that will guarantee a certain level of success.

### **2.5.4 Human Performance Technology is Open to All Means, Methods and Media**

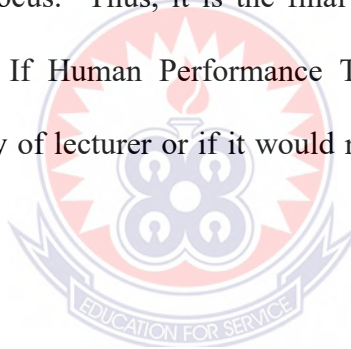
This principle affirms the openness of Human Performance Technology and the versatility of its practice. Simply put, Human Performance Technology is a congruence of many different principles and theories and practices. In practicing Human Performance Technology, the practitioner does not leave any other disciplines, theories or methods to chance. The practitioner harnesses all existing and available options with proven results to achieve the derived outcome.

For this study, Student Evaluation of Lecturers could be adopted as part of a Human Performance Technology process to enhance the productivity of lecturers, it will have to encompass all available methods and media and means of achieving the desired result. It is therefore not enough for only Student Evaluation of Lecturers to be used in evaluating and ultimately deciding on a lecturer’s productivity and thereof.

### **2.5.5 Human Performance Technology is focused on Achievements that Human Performers and System Value**

The main focus and goal of practicing Human Performance Technology is to facilitate or enhance the productivity or achievement of organisations. This is achieved primarily through the study of the organisational system and more specifically, the people in the organisation. Human Performance Technology is less concerned with one specific aspect of an organisation against the other but rather focuses on the overall final product or achievement.

Though this study is focusing on Student Evaluation of Lecturers, as a way to improving the lecturers' productivity, it is the overall level of improvement of the lecturer that is the main focus. Thus, it is the final output that Human Performance Technology focuses on. If Human Performance Technology cannot guarantee an increase in the productivity of lecturer or if it would result in adverse results, then it is not worth pursuing.



### **2.6 The Importance of Human Performance Technology to Organisations**

According to the WordWeb (2007), an organisation is persons (or committees or departments, etc.) who make up a body for the purpose of administering something or a group of people in an organised structure or manner for the purpose of achieving a goal.

According to [www.businessdictionary.com](http://www.businessdictionary.com), an organisation is a social unit of people, systematically structured and managed to meet a need or to pursue collective goals on a continuing basis. Rummler and Brache (1995) also state that all organisations are systems. Thus, organisations have different and varying sections or sub systems that interrelate to achieve the desired output. All organizations have a management

structure that determines relationships between functions and positions, and subdivides and delegates roles, responsibilities, and authority to carry out defined tasks.

All organisations are open, according to Hanna (1988). Thus, they are influenced and affected by the environment beyond their boundaries. The other underlying factor is that, organisations are made up of a group of human beings. As with dealing with people, there may be the need at one time or the other to try and maximise their output, hence the need for the Human Performance Technology professional. A good understanding of organisations would reveal to the Human Performance Technology professional that, the system is beyond the boundaries of the organisation and will prompt him or her to look beyond the horizon of the organisation in order to facilitate a holistic solution or intervention.

The primary focus of organisations is its output. This is very true of especially business organisation which focus on production of goods and services and it is so much so because when organisations fail to maximise their output, their returns on investment reduces and if care is not taken, this can result in the collapse of the entity.

Human Performance Technology is a one stop shop that seeks to help any business in its entirety and therefore can guarantee a certain level of commitment on the part of the organisation's sustainability. This is not to say Human Performance Technology is a magic wand but at least, it has proven to be an effective way of cutting down on waste in organisations and helping the organisations focus on their primary goal of increasing productivity or achievement.

## **2.7 The Human Performance System: The Concept of the 3s (System, Systemic and Systematic)**

This demonstrates the importance of the concept of system, systemic and systematic procedures in Human Performance Technology. It seeks to underscore the importance of the three concepts to the Human Performance Technology professional and how undermining these concepts can severely impact the result of an improvement intervention. Many writers such as Dick, Carey and Carey (2001), Stolovitch and Keeps (1999) cites Brethower (1999), Goldstein and Ford (2002) among others, write to underscore the importance that must be attached to these three concepts. In effect, most writers are of the view that, if Human Performance Technology professionals fail to realise the importance of these concepts and employ them fully in their work, they may simply perform ineffectively if not be a total failure.

The concept of analysing, developing and implementing interventions of any kind in any organisation is based on the concept of:

- (i) The System
- (ii) Systemic and
- (iii) Systematic

These three concepts have been coined as the '3s'. It suffices to note that, in all endeavours of the practice of Human Performance Technology, the 3s is a fundamental and important concept that should and cannot be overlooked and underestimated in any way. Any attempt to side-line even one of these concepts and not make them a central part of the performance improvement task is most likely bound to be ineffective if not a total failure.

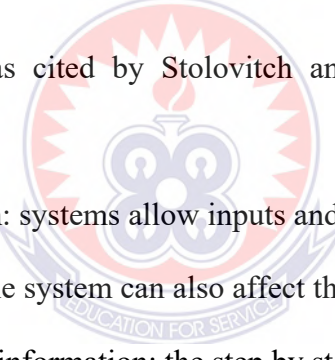
In fact, all the related literature pertaining to Human Performance Technology, it is can be seen that, the three 'S' being the system, systemic and systematic concepts

resonate in all processes the Human Performance Technology professional undertakes. These three concepts are somehow inter-related but have quite different meaning to the HP Technologist. Taking each of the system as a single unit, an in-depth attempt is made to shed more light on each one.

### 2.7.1 The System

The WordWeb (2007) dictionary defines a system as an instrumentality that combines interrelated interacting artefacts designed to work as a coherent entity or a group of independent but interrelated elements comprising a unified whole. Dick, Carey and Carey (2001) also state that a system is a collection of inter-related parts that together produce an output.

Brethower (1999) as cited by Stolovitch and Keeps (1999) outlines that a system's principles as:

- 
- (i) All systems are open: systems allow inputs and they give out outputs and conditions outside the system can also affect the system itself.
  - (ii) All systems process information: the step by step movement of a system's objective is information processing whereby at each stage, some improvement or otherwise is made in an overall goal to perfect the output.
  - (iii) All systems are guided: there are general rules and regulations that ensure the system's goals are achieved. The guidance systems serve as checks and balances.
  - (iv) All systems are adaptive: this means that all systems can change their attributes to maximize their goal. When there is a change such as factors in the system's environs, the system will make adaptive changes in order to accommodate the changes outside.

- (v) All systems are energy channelling: just as environmental factors affect systems, they would be able to manage their inputs in such a manner as to maximise their output. They can either completely shut down one unproductive system or reduce the attention to that system to maximize others.
- (vi) All systems have environmental intelligence: systems are aware of their environment and can interpret the changes in the environs. This helps them understand the situation around them and therefore puts them in a better position to make a good decision. And last but not the least,
- (vii) All systems can maximise their sub-systems: as already discussed, a system is made up of sub sub-systems which are also made up of other sub-systems. Maximising sub-systems means a system can focus on the use of a particular sub-system when necessary and either completely shutting down other sub-systems or reducing their capacity to achieve its goal.

Again, because systems are open, there are similarities between any two systems but not necessarily the same. For just this reason, the second ‘s’ becomes very important to the Human Performance Technology professional.

### **2.7.2 Systemic/Systems Approach**

The systems approach is synonymous with the term systemic. The WordWeb (2007) dictionary defines systemic as “Affecting an entire system”. Already, it has been established that a system is complex and it interrelates with other systems. Systems approach or systemic can also be said to be the identification of systemic similarities among all systems according to Brethower in Stolovitch and Keeps (1999).

Thus, Goldstein and Ford (2002) identify that systems approach is to consider all these various parts and entities in the system rather than to consider the system as a

single entity. It seeks to underpin the theory that, all systems especially biological have certain similarities in common and these similarities result in certain goals. The International Society for Performance Improvement (ISPI) also states that taking systems view is important because systems are complex systems that affect the behaviours of those who work in them. Thus, to the Human Performance Technology professional, being aware of such systemic seminars, operating and complexities under a systems approach, will then be more informed and be able to make informed decisions.

Consequently, when the assumption is made that one system is the same as another, the wrong decision might be made and consequently the wrong intervention. Understanding systems approach reduces these tendencies and results in better intervention design and implementation.

### **2.7.3 Systematic**

Here again, systematic is associated with the Human Performance Technology professional and the profession's work. The WordWeb (2007) dictionary defines the word as "characterized by order and planning". Indeed, Richey, Klein and Tracey (2011), quoting Ryan (1975), define systems approach as the scientific, systematic and rational procedure for optimising outcomes of an organisation by implementing a set of related operations to study an existing system, solve problems and develop new or modify existing systems.

It is therefore evident that in the Human Performance Technology professional's work, order in the performance of activities is important. The art of being organised in an order characterised by one specific activity after the other can be referred to as systematic. Plomp, Ely, Kuiper and Mulder (1997) support the importance of the



systematic nature of the Human Performance Technology professionals' job by stating that though the procedure may not necessarily follow the ADDIE model, all processes are generally in this flow and no matter the type of model one chooses to use, there is the systematic manner in which the task must be accomplished by first analysing, then designing, implementing, and evaluating.

The ADDIE model is a general Human Performance Technology process guideline which involves five basic steps. These steps according to Stolovitch and Keeps (1999), are Analysis, Design, Development, Implementation and Evaluation. Activities outlined in each of these steps itself are systematic in nature. It is therefore a safe conclusion that, systematic procedures are a central component of the Human Performance Technology professional's job and should not be overlooked in any way.

#### **2.7.4 Implications of the 3s in Aspects of Human Performance Technology**

According to the International Society for Performance Improvement as stated by Stolovitch & Keeps (1999), Human Performance Technology is the study and ethical practice of improving productivity in organisations by designing and developing effective interventions that are result-oriented, comprehensive and systemic.

From the definition, the key words that solidify Human Performance Technology are: study, improving productivity, organizations, designing and developing, effective interventions, results-oriented, and comprehensive and systematic.

*Improving performance* means enhancing the quality and quantity of outputs from an organization. Stolovitch and Keeps (1999) explain that there are three ways to increase productivity. They state that, an organization can hold inputs constant and increase outputs. Second, outputs can be held constant and inputs can be decreased. And finally, inputs can be decreased while outputs are increased.

Including the term *organization* emphasizes the importance in Human Performance Technology of studying systems rather than just individual performers.

*Designing and developing* is the process of creating a plan for improvement after completing a needs analysis, studying the organization and ordering objectives and evaluating the work along the way.

It is important to provide *effective* performance improvement for an organization. It involves aligning improvement interventions with organizational goals and being efficient in the process. It is worth noting that all activities and systems must be effective in their plan. This is because if the processes in place are not effective, then there will be lapses and the organisation cannot perform in an improved and desired manner.

*Interventions* are the meat of the operation. A Human Performance Technology specialist will carefully select, design, and implement an intervention to fill a specific gap in performance. There are a wide variety of interventions available to Human Performance Technology practitioners and they will often use a combination of these.

Human Performance Technology is focused on being *results-oriented*. Like interventions, there are a variety of results to look at in the Human Performance Technology practice. Results from an intervention need to be measurable and they must improve the organization.

Finally, applications of Human Performance Technology must be *comprehensive and systemic*. Organizations often have multiple areas in need of improvement and they are comprised of different interacting parts. Therefore, interventions must address the variety of concerns and take the whole organization and its integrated parts into consideration. This is because organisations are open systems that are in itself supra systems to other sub systems.

## **2.8 The Five Principles of Human Performance Technology (ADDIE Model)**

The general Human Performance Technology process involves five basic steps that a professional must be guided by in an attempt to improve performance related problems. These steps according to Stolovitch and Keeps (1999), are Analysis, Design, Development, Implementation and Evaluation. This is simply referred to as the ADDIE Model in Human Performance Technology. This model was accepted by the ISPI as the work of Tom Gilbert. (See [www.wikipedia.org/hpt](http://www.wikipedia.org/hpt)). It is interesting to note that, though there are many other models and indeed Human Performance Technology professionals do not necessarily adhere to one specific model, all these other models are basically drawn around the general process models and incorporate all the elements found in the ADDIE model though some may interchange some of the arrangements.

### **2.8.1 Analysis**

The analysis stage basically helps in identifying the basic needs and goals of the job. These may include analysis of the end goal to identify the overall result of the entire project, analysis of the job process or organisational process, analysis of the organisation's vision, analysis of the job or organisational area or sub-system needing intervention, analysis of the individual or individuals needing the intervention, analysis of the type of intervention to use, analysis of the type of evaluation to use among others. In short, before any Human Performance Technology professional starts an intervention, a comprehensive analysis must be done and needless to say, it must be done in a holistic, system wide manner not leaving any aspect of the system out so as to make as accurate as possible, a diagnosis.

### **2.8.2 Design**

After the analysis has been completed, then it is time to design the intervention. This is especially important when it is an instructional intervention. According to Goldstein and Ford (2002), designing an instructional intervention in a systematic manner involves the instruction being as interactive as possible. That in short, means it should be practical and problem solving oriented. This idea is not far-fetched from what Dick, Carey and Carey (2001) state. Stolovitch and Keys (1999) also adds that the Human Performance Technology professional may not be an expert in a particular field of instruction and as such, may contract a subject area expert to help in the design and sometimes delivery of the instruction.

The issue worth noting is that, when designing an intervention, it is not a particular mode or type of intervention that should be adopted but rather all issues accrued from the analysis should be equally considered and all types of interventions considered before the best application would be selected. In some cases, as stated by Stolovitch and Keys (1999), the Human Performance Technology professional may adopt more than one strategy if he or she is convinced that is the best approach to improving performance.

### **2.8.3 Development**

This is the stage where the actual implementation begins. At this stage, the professional puts pen on paper or uses technology to prepare the materials and for the intervention based on the analysis and design also ready completed. Course materials, hand-outs, lesson plans, lesson objectives among others are clearly produced.

#### 2.8.4 Implementation

The implementation state is the actual exercise to the intervention. This is where all the planning comes to an end and the preparation is actually executed.

#### 2.8.5 Evaluation

Last but not the least is evaluation. In fact, though it is placed last in the ADDIE model, it is in fact carried out throughout the process and could be done on an aspect of it could be done even before or during the analysis. The evaluation has two components or types. Formative evaluation and summative evaluation.

**Formative evaluation** is done as the process goes on to ascertain the level of achievement and to gather other relevant data to aid the process.

**Summative evaluation** is done after the implementation to ascertain the validity of the intervention. It can also be done to ascertain the effectiveness of the training as against other forms of training.

In certain cases, confirmative evaluation could also be done. This is done after the summative evaluation and usually after a period of time to ascertain if the intervention is still valid and effective. This is usually important in areas where technology is fast evolving and one may wish to validate if an existing technology in one's organisation needs changing or is effective as it is.

Human Performance Technology is an effective way for organisations to maximize their output by targeting their individual employees and having interventions to maximise their outputs. The role of the Human Performance Technology professional is therefore not a slight one. The Human Performance Technology professional can make an organisation successful or cause the demise of one. This warrants that the job a Human Performance Technology professional conducts should

be thorough and to the best of the person's ability, all avenues and options should be exploited to arrive at the best possible alternative.

Side-lining any of the above mentioned concepts could rather spell doom and as such, it is important for the Human Performance Technology professional to consider all systems involved in a job, the Human Performance professional should conduct his job in a systemic manner and above all, go about all the various aspects of the job in a concise and systematic manner. When these options are well adopted and used, there leaves very little room for error and consequently, failure in an intervention.

## **2.9 Human Performance Technology Process**

The process of developing a performance strategy involves the various techniques that can be adapted to improve the overall performance of an organisation. The process starts with identification of the major components of the organisation in order to facilitate the analysis process. As stated by Stolovitch and Keeps (1999), the process of formulating a performance strategy involves five basic steps. These are:

1. Problem / Opportunity Definition
2. Analysis
3. Design and Development
4. Implement and Maintenance
5. Evaluation

### **2.9.1 Problem Definition**

This is the process of identifying the problem existing in the organisation. As to whether there is a problem or not, trying to identify the problem reveals this. It is also

important because it aims at helping to identify the type of problem whether process, training or otherwise and this in turn will define the type of solution to adopt.

### 2.9.2 Analysis

The analysis stage is the period the Human Performance Professional investigates the problem in depth, identifies the causes of the problem and changes that may have to occur in order to rectify the identified problem.

In analysing the problem (enumerated above), the following will be considered:

- **Flow of work:** this process is also referred to as the work flow or business flow. In this stage, the day to day activities are monitored to ascertain the lapses or otherwise in the process in order to identify and eliminate or modify the problem processes.
- **Technology:** investigation would be conducted into the type of technology being used and the possibility of improving on the existing or introduction of a newer more appropriate technology.
- **Environment:** the environment deals with the overall factors that can affect the process of producing a product. This may include government legislature, weather, capital, competition, among others.
- **Infrastructure:** the infrastructure deals with the physical resources that area available towards the production of a product. These include buildings, fittings, furniture, air conditioning, teaching and learning materials, classroom technology resources, among others.
- **Procurement:** this process involves the purchasing of items for use towards the production process. It usually involves the purchasing of infrastructure such as machinery, buildings, roads as well as other logistics.

- **Training:** training is considered depending on the type of problem identified and the appropriate solution. The training could take many forms such as practical, apprenticeship, on the job training, classroom training, etc.
  - **Content:** the content of the training as discussed above will depend on the type of training and to a large extent the target group. The conception of the target group should be taken seriously into consideration at this stage in order to guarantee the success of the training.
- **Process:** the process is the workflow or business flow. It starts from the acquisition of raw materials to the time the product reaches the market or end consumer. Between these two points, there are a number of sophisticated interconnected processes that help to arrive at the overall result of producing a product. These could include plant process and information flow among others.
- **Environment:** the environment includes all the factors that surround the process and the system as a whole. It includes factors that may not directly impact on the production process but may otherwise affect the process anyhow. These could include government policies, legislature, perception of the populace among others.
- **Maintenance:** maintenance comes in different forms such as the infrastructure and the established changes in the organisation itself. If infrastructure is not maintained, there is the likelihood of decay over time and this can also impact on the production process. Maintaining the changes or intervention made to the process is also vital to guarantee the continued improvement in the production process.



### **2.9.3 Job or Performer Level**

This is the analysis of the key jobs or performers in the production process. These key items when manipulated should result in a marked change in the overall result of the product. Thus, manipulating one of these variables would result in a higher or lower output.

### **2.9.4 Evaluation (Feedback)**

Evaluation is the process of measuring the success or otherwise of a product or a process. Indeed, evaluation is important in the implementation of a solution since it is the evaluation that could aid assessing the viability and success of the solution.

### **2.10 Summary**

The chapter reviewed the related literature. The findings include findings on student evaluation of lecturers. According to Neve (1991), the process is a fairly common practice which has gained a lot of improvements in the last two decades. It is process where usually questionnaires are given to students to evaluate their lecturers at the end of a course. The details of the evaluation span across a number of issues such as the lecturers' attitude to work, the way the instruction is delivered, as well as how well the student understood the course.

The chapter also touched on assessment or evaluation and the types such as formative and summative. It describes summative evaluation as the form of evaluation that is done at the end of a process or to conclude a process. It is usually done to measure the effect of the process. Formative evaluation on the other hand is the process

of evaluation done wither within the process or as the process is ongoing. For evaluation to be effective, it should be reliable and valid.

Human Performance Technology was defined as the field of study that seeks to bring about changes to a system, and in such a way the system is improved in terms of the achievement of its values. Thus, Human Performance Technology seeks to improve the performance of people or individuals. Human Performance Technology is firmly grounded in Economic, Scientific Management and Social Science Motivation theories.

More importantly, it is open to all means, methods and media. This is to say that, Human Performance Technology simply seeks to achieve improvement in any way possible. The Human Performance Technology process is based on the five principles of the ADDIE Model: Analysis, Design, Development, Implementation and Evaluation.



## CHAPTER THREE

### RESEARCH METHDODOLOGY

This chapter consists of the research methodology used for the gathering of information for this study. It explains the research design, population, sample and the sampling procedure employed. It also covers data collection / instrumentation, pilot testing, reliability test results of validity and reliability measures, data collection procedure, data analysis procedures and finally the summary of the chapter.

#### 3.1 Research Design

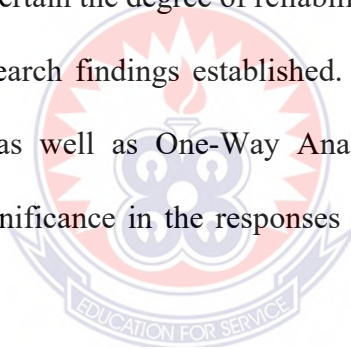
According to De Vaus (2001), a research design refers to the overall strategy that a researcher chooses to integrate the different components of a study in a coherent and logical way, thereby ensuring that s/he effectively addresses the research problem. Also, the research design constitutes the blueprint for the measurement, collection and analysis of data. Warren and Fraenkel (1996) as stated by Murphy & Alexander (2000), stated that the descriptive research design is the overall plan used for collecting data in order to answer the researcher's questions and also the specific data analysis, techniques and methods that the researcher intends to use to draw conclusions. In this study the researcher is assessing the perceptions of lecturers of the University of Education, Winneba on the students' evaluation of their instructional practices as a tool to improve their performance.

The second reason why the descriptive research design was adopted for the study is that it serves as a glue that is holding this research project together. Above all, the descriptive research design fits very well into this idea of research design because Creswell (2002), (as cited in Villachica, Stone, & Endicott, 2006) noted that descriptive

research ensures that questions such as ‘What is happening?’, ‘How is something happening?’ and ‘Why is something happening?’ are adequately and appropriately answered and that was exactly what this current research had done.

Finally, the research was adopted from a study by Machingambi and Wadesango (2011) of the Walter Sisulu University in South Africa that used Likert scale items to elicit the perception of lecturers in relation to Student Evaluation of Lecturers. This study was then modified to suit the present study. It was imperative that a similar approach to the research was adopted in order to effectively do justice to the current study.

The research to have a solid position on the discoveries made, further statistical tools were employed to ascertain the degree of reliability of the findings and to establish a firm position on the research findings established. Pearson’s Chi Square Statistics was used in this regard as well as One-Way Analysis of Variance (ANOVA) to establish the degree of significance in the responses of the various groups as regards each research question.



### **3.2 Population**

The target population for this study was lecturers of the University of Education, Winneba. The rationale for involving all lecturers was that the view of each of them was necessary to help the researcher to make a conclusive judgement on the issue under consideration. This University is a multi-campus institution, with a campus at Winneba and three other campuses at Kumasi, Ashanti Mampong and Ajumako. At the time of this study, the breakdown is shown in Table 1.

**Table 1: Population Distribution of Lecturers by Rank and Campus**

RANK	WINNEBA			KUMASI			MAMPONG			AJUMAKO			GRAND TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Assist. Lecturer	5	5	10	2	0	2	3	0	3	0	1	1	9	6	16
Lecturer	148	46	194	57	10	67	16	4	20	4	5	9	225	65	290
Snr. Lecturer	43	9	52	11	1	12	8	0	8	2	0	2	62	12	74
Associate Professor	19	1	20	2	0	2	1	0	1	0	0	0	22	1	23
Professor	11	1	12	0	0	0	1	0	1	0	0	0	12	1	13
<b>GRAND TOTAL</b>	<b>226</b>	<b>62</b>	<b>288</b>	<b>72</b>	<b>11</b>	<b>83</b>	<b>29</b>	<b>4</b>	<b>33</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>331</b>	<b>85</b>	<b>416</b>

Source: University of Education, Winneba, Planning and Statistics Unit (March, 2013)

### **3.3 Sample and Sampling Procedures**

According to Johnson and Christensen (2008), there is an average sample size table they adopted from Krejcie and Morgan.



**Table 2: Sample Sizes for Various Populations of Size 10 to 500 Million**

<i>N</i>	<i>n</i>	<i>N</i>	<i>n</i>	<i>N</i>	<i>n</i>	<i>N</i>	<i>n</i>	<i>N</i>	<i>n</i>
10	10	110	86	300	169	950	274	4,500	354
15	14	120	92	320	175	1,000	278	5,000	357
20	19	130	97	340	181	1,100	285	6,000	361
25	24	140	103	360	186	1,200	291	7,000	364
30	28	150	108	380	191	1,300	297	8,000	367
35	32	160	113	400	196	1,400	302	9,000	368
40	36	170	118	320	201	1,500	306	10,000	370
45	40	180	123	340	205	1,600	310	15,000	375
50	44	190	127	360	210	1,700	313	20,000	377
55	48	200	132	380	214	1,800	317	30,000	379
60	52	210	136	500	217	1,900	320	40,000	380
65	56	220	140	550	226	2,000	322	50,000	381
70	59	230	144	600	234	2,200	327	75,000	382
75	63	240	148	650	242	2,400	331	100,000	384
80	66	250	152	700	248	2,600	335	250,000	384
85	70	260	155	750	254	2,800	338	500,000	384
90	73	270	159	800	260	3,000	341	1,000,000	384
95	76	280	162	850	265	3,500	346	10,000,000	384
100	80	290	165	900	269	4,000	351	500,000,000	384

Note: *N* stands for the size of the population. *n* stands for the size of the recommended sample. The sample sizes are based on the 95 percent confidence level

Source: Adapted from Burke Johnson and Larry Christensen (2008), *Educational Research, Third Edition* (p.242)

According to Table 2 above which is Johnson and Christensen (2008) Sample Size table, my population of 416 is about one-third between the sample size of 400 and the next size of 420. These population have corresponding sample size of 201 and 205 respectively.

Based on the above analysis, the sample size adopted for this study was estimated as 203 respondents, which is about 50 percent of the target population of 416. The distribution of the sample for the four campuses was: Winneba (140), Kumasi (39), Mampong (14) and Ajumako (10). This sample size was at a confidence level of 95% and a confidence interval of 5%.

The Stratified Random Sampling procedure was used for the selection of respondents. At every campus, the names of all lecturers were written on pieces of paper, folded and placed in a bowl and raffled for picking. Thus, the lottery technique of the simple random sampling method was employed. With the assistance of colleague students, the required number for each campus was selected. During the selection, whenever a name was picked it was not replaced so that the remaining persons had equal opportunity of being selected.

The sample was not distributed according to rank, age and gender because the research was not directly comparing responses in this manner. However, it was deemed appropriate to provide an accurate reflection of the target population. In order to be fair to the target population however, the Stratified Random Sampling method was employed to pick proportional number of respondents according to the location (campus) of the respondents.



### 3.4 Data Collection / Instrumentation

The instrument used for data collection was a self-administered questionnaire. This questionnaire was adapted from the studies of Machingambi and Wadesango (2011) who conducted their studies in South Africa. Their instrument covered research questions 1 to 3. However, the instrument was modified and a fourth section was added to collect responses on the fourth research question.

The adapted questionnaire had 38 items (See the appendix), in which the first 8 questions in “Section A” dealt with the demographic data on respondents. The “Section B” had 10 items and dealt with the general perception of lecturers on Students’ Evaluation of Lecturers’ instructional practices (Students’ Evaluation of Instruction, SEI); the third part which contained five (5) items numbering 19-23 being “Section C” were concerned with the formative functions of students’ evaluation reports and the fourth part, being “Section D” comprises five (5) items, 24 - 28 and dealt with the summative functions of students’ evaluation of instruction. The final “Section E” had ten (10) items which sought information on the teaching strategies of lecturers.

Even though the focus of this study was slightly different from the two previous studies, the instrument was appropriate for this purpose because, the first part was concerned with the general perception of lecturers on students’ evaluation of their instructional practices. The second part that dealt with the formative functions and that addresses the second objective of this study, which was intended to measure whether in the view point of lecturers, the reports from the students’ evaluation exercise could be used to improve upon lecturers instructional practices or not. Thirdly, the idea behind summative function of students’ evaluation report is akin to determining whether the whole process of students’ evaluation of lecturers’ instructional practices is acceptable to the lecturers.

Apart from the items that were adapted from the study cited earlier, there were other items that dealt with the background of lecturers in four areas that were thought to be of relevance to results of the study. The four areas that were thought to be of concern were: gender, length of service, rank and campus. The background characteristics of the lecturers constituted Section A of the questionnaire. In view of this development, the questionnaire had been divided into five sections. Sections A, B, C, D and E respectively, dealing with the demographic data on respondents, general perceptions of lecturers towards Student Evaluation of Lecturers, whether Student Evaluation of Lecturers reports should be used to improve instruction and the extent Student Evaluation of Lecturers is acceptable to lecturers and how lecturers are willing to change their teaching style to suit students.

The main items on the instrument were a four - point Likert-type scale questions with responses: Strongly Agree (SA), Agree (A), Disagree (D) to Strongly Disagree (SD). The five point scale model was not adopted in order not to give respondents the option of choosing any response at the centre of the scale. The responses on the Likert type scale were of 30 items and were weighted as: Strongly Agree = 1, Agree = 2, Disagree = 3, and Strongly Disagree = 4.

### **3.5 Pilot Testing**

A pilot study was done to test the reliability and validity of the research instrument. A total of ten randomly sampled respondents were presented with the test instrument. The Cronbach Alpha reliability testing in IBM SPSS Statistics Software Version 20.0 was used. The respondents' responses, views and comments were noted.

### 3.5.1 Reliability Test Results: Validity and Reliability Measures

Validity measures come in diverse forms: content, face, and construct. However, Johnson and Christenson (2008) recommend few steps to follow to ensure the validity of questionnaire items to be used in a survey design. The construct (factor) and content are relevant to be examined. Finally, formatting, wording, administering and scoring all can equally affect the validity of a questionnaire item. Therefore, the researcher adhered to ensuring the validity of the questionnaire used in this study and following Johnson and Christenson's advice, three senior lecturers at the University of Education, Winneba reviewed the pilot instrument for this study. The comments from the reviewers which covered areas such as wordiness, clarity, and formatting which were helpful in preparing the final pilot instrument used in this study.

In addition to the validity testing, the researcher sought to establish the reliability of the factors used in the study (See sections B, C, D and E of the questionnaire in the appendix). A measure of reliability helped to establish the quality of measurement of constructs (variables). It is the consistency or repeatability of one's measures for the purposes of measuring relationships, four factors were identified based on the theoretical frameworks:

- B: To what extent do lecturers value student evaluations?
- C: What formative functions do students' evaluation serve?
- D: What summative functions do students' evaluation serve?
- E: What teaching method lecturers use in teaching knowing they would be evaluated by their students?

It is worth mentioning that, construct B, C and D were adopted from a similar study by Machingambi and Wadesango (2011) in the Walter Sisulu University in South Africa. Construct B had ten (10) items, C had five (5) items, D had five (5) items and

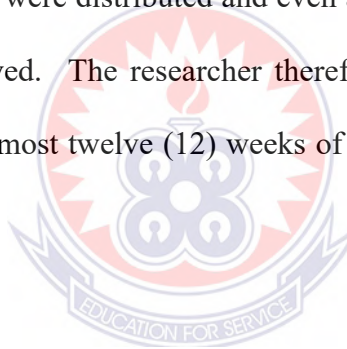
finally E had ten (10) items. Johnson and Christenson (2008) advise that if the alpha value calculated for a construct is less than 0.70, then some items might not be measuring the exact construct. They further suggested that those items contributing to the low reliability may be re-examined.

In the pilot study, the researcher used Cronbach Alpha reliability testing in IBM SPSS Statistics Software Version 20.0 for the four constructs. Construct B (.89) and D (.85) had reliability values greater than .70 in the pilot study. However, the adopted questionnaire did not state the results of its reliability test in order to help compare the difference if any. In the reliability tests conducted C (.62) and E (.53) yielded lower reliabilities. Discussions were held with the respondents of the pilot testing to ascertain lapses in the items. The results of these discussions were taken strongly and the items appropriately amended to yield better understanding and ultimately responses. In addition, the researcher was cautious of the fact that construct E might have performed poorly in the pilot study due to it being diverse items thus, the researcher explored wordiness, relevancy and content validity to ensure consistencies.

Due to the results from the reliability tests, “Section E” was further modified to establish more clarity and remove ambiguity. The revised items were further discussed with some of the respondents to ascertain the level of effectiveness of the modifications and a second pilot testing done. The second pilot testing mainly focused on construct C and E which had lower alpha ratings. After the second pilot testing, construct C’s alpha rating improved to .77 while that of construct E appreciated to .72. Though the ratings were relatively low (close to the acceptable .70 mark), it was within the acceptable rates and therefore the modifications were adopted as the final instrument for data collection.

### **3.2.1 Data Collection Procedure**

First of all, an introductory letter was obtained from the Head of Department of Educational Leadership of the College of Technology Education, Kumasi and used to introduce the researcher to the respondents. It was anticipated that the selected respondents would cooperate to make data collection smooth such that within two weeks they were to finish with their responses and return same to the researcher or a representative from each of the campuses. Where there was some delay, an additional two weeks was allowed so that within three to four weeks data collection was completed. Some respondents took more than six (6) weeks to return the questionnaires. This resulted in undue delays in the data collection process. In all, a total of 203 questionnaires were distributed and even after the usually long delays, only 170 responses were received. The researcher therefore had to proceed with the 170 responses received after almost twelve (12) weeks of persistent attempts to retrieve the remaining questionnaires.



### **3.6 Data Analysis Procedures**

Data collected were first grouped in respect of the objectives of the study and edited for clarity of expression, where necessary. After the editing was over, all the responses were coded and given numerical values, so as to facilitate input into the “variable view” of the IBM SPSS Statistics Software Version 20.0. The coded responses were then entered via the IBM SPSS Statistics Software Version 20.0. The next activity in the procedure was keying in of the actual responses from respondents, which were numbered and coded for processing.

After all the input processes were completed, the “request” for statistical tools such as frequencies, percentages, means and standard deviation were used for the descriptive analysis of the data collected. These descriptive statistics were done for all the analysis done for the various items, especially the background data of the respondents (Section A of the instrument).

To further solidify and provide the basis for generalisation of the findings, chi-square analysis was used to establish the reliability of the findings. To establish a goodness of fit, the Pearson’s Chi-square calculations were adopted with a probability level of .05 or 5 percent. The researcher made sure the following conditions relevant for a chi square statistic were met:

- Both the independent and dependent variables are categorical.
- Researcher used a random sample to collect data.
- Researcher had an adequate sample size.
- Generally the sample size should be at least 100.
- The number of respondents in each cell should be at least 5.

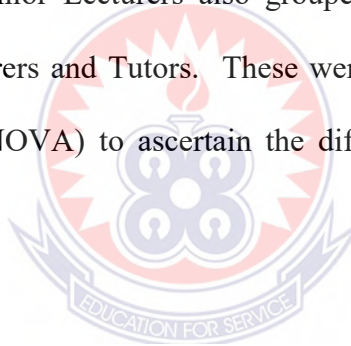
The assumed probability level for the chi-square was 0.05. In order to run the chi-square as a total for the items under each research question, the various responses were added up and the average computed by dividing each of the total responses by the total number of questionnaire items under the research question.

The averages were obtained by summing up all the frequencies under each variable and dividing by the total items under that research question. The mean values were then used as the categorical variables in computing the chi-square statistic. This is to make sure an overall chi-square statistic was calculated in order to ascertain the degree of acceptance or otherwise of the overall responses and to solidify the findings already established by the descriptive statistics. The chi-square statistic was calculated

for each of the responses for research questions one to four. This would also give way for the researcher to be able to satisfactorily infer the findings on the whole population.

Again, to satisfy the last condition of the respondents having at least, five responses, the Strongly Agree and Agree frequencies were put together into one Category and Disagree and the Strongly Disagree were also put together as a single Category.

A One-Way Analysis of Variance (ANOVA) was also computed for research question five. The IBM SPSS Statistics Software Version 20.0 was employed to arrive at the One-Way Analysis of Variance (ANOVA) Statistics. First of all, the respondents were recoded into three groups. Full Professors and Associate Professors were grouped into one category and Senior Lecturers also grouped into one category. The third category comprised Lecturers and Tutors. These were then used to run the One-Way Analysis of Variance (ANOVA) to ascertain the differences in the responses of the various groups.



### **3.7 Summary**

This chapter deals with the methods used in undertaking the study. The study was done using a simple stratified random sampling to pick the population of 203 out of 413. A five-section questionnaire instrument was developed in line with the adopted study by Machingambi and Wadesango (2011) of the Walter Sisulu University in South Africa. Section A dealt with the background information of the respondents. Section B dealt with the view of lecturers on student evaluation with section C soliciting views on the use of student evaluation for formative purposes. Section D solicited information for the use of student evaluation for summative purposes and Section E was to solicit

information on the views of the teaching method lecturers' would use in teaching knowing they would be evaluated by their students.

The analysis were done by grouping the various items under each research question and analysing them accordingly. The fifth research question was analysed using One-Way Analysis of Variance (ANOVA). The items were grouped into three categories and analysed accordingly under each research question. Primarily Associate Professors and Professors were grouped into one category, Senior Lecturers were grouped into another category and finally, Lecturers and Tutors were also grouped into another category.



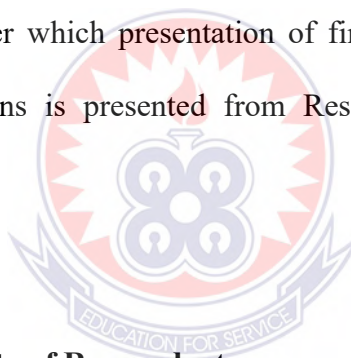


## CHAPTER FOUR

### PRESENTATION OF DATA

This chapter covers the presentation of data collected from the field. The study investigated the views of lecturers of University of Education, Winneba on the use of Student Evaluation of Lecturers as a feedback tool to enhance their instructional practices. The preliminary analysis deals with the bio-data of the respondents and the descriptive statistics of the results as well as graphical presentation of the means and chi-square and One-Way Analysis of Variance (ANOVA) analysis to ascertain the level of significance in the responses.

The chapter presents the Bio-Data of respondents by their Gender, Age, Rank, Year of Experience. After which presentation of findings of the research under the various Research Questions is presented from Research Question One through to Research Question Five.

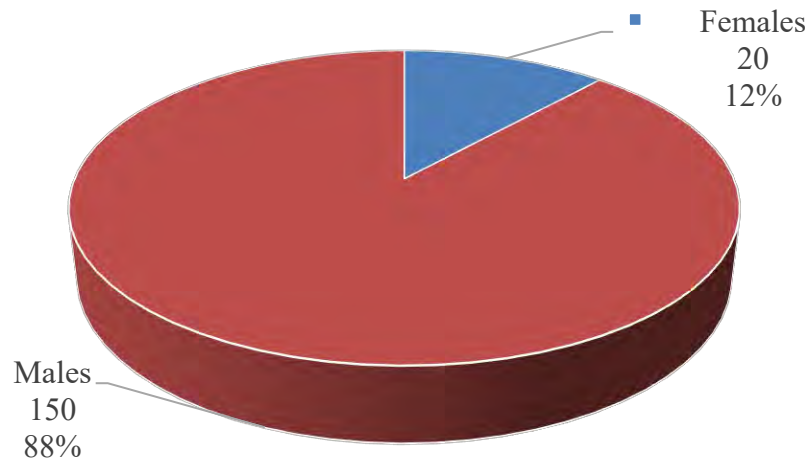


#### **4.1 Section A: Bio-Data of Respondents**

The bio-data examined are gender, age, rank and length of service.

##### **4.1.1 Gender of Respondents**

The distribution of the respondents according to gender is presented in Figure 1.



**Figure 1: Gender of Respondents**

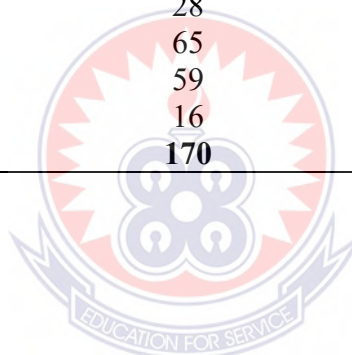
Results in Figure 1 show the gender of the participants. It was observed that majority of respondents, 150 (88%) were males and only 20 (12%) were females.

#### **4.1.2 Age of Respondents**

The age distribution of respondents is presented in Table 3. It could be seen that most of the respondents, 65 (38.2%) were between the ages of 41 – 50 years. Again, 59 (34.7%) respondents were between the ages of 51 – 60 years and 28 (16.5%) were between the ages of 31 – 40 years. Yet still, 16 respondents were above 61 years and only two respondents of the lecturers were in the age group of 20-30.

**Table 3: Age Distribution of Respondents**

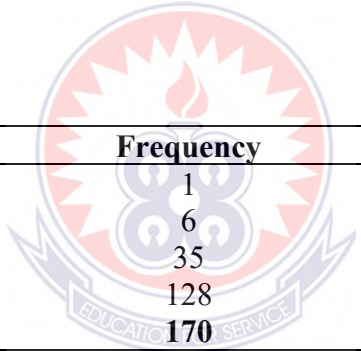
<b>Age Range</b>	<b>Frequency</b>	<b>Percent (%)</b>
20-30	2	1.2
31-40	28	16.5
41-50	65	38.2
51-60	59	34.7
61 and above	16	9.4
<b>Total</b>	<b>170</b>	<b>100.0</b>



### 4.1.3 Rank of Respondents

Results in Table 4 show the rank of the respondents. It was observed that majority of the respondents, 128 (75.3%) were lecturers, and 35 (20.6%) were senior lecturers. Six respondents (3.5%) were, Associate Professors and only one (0.6%) was a professor. There was no tutor among the respondents.



**Table 4: Distribution of Rank of Respondents**

<b>Rank</b>	<b>Frequency</b>	<b>Percent</b>
Professor	1	0.6
Associate Professor	6	3.5
Senior Lecturer	35	20.6
Lecturer	128	75.3
<b>Total</b>	<b>170</b>	<b>100.0</b>

#### 4.1.4 Experience of Respondents

Table 5 shows the years of experience of respondents. Results in Table 5 show the years of experience of the respondents. It was observed that majority of the participants, 110 (64.7%) had more than 6 years teaching experience. Further, 43 (26.5%) had between 4-6 years teaching experience. Thirteen (7.6%) respondents had 1-3 years. Four of the respondents did not provide any response.



**Table 5: Years of Experience of Respondents**

<b>Years of Experience</b>	<b>Frequency</b>	<b>Percent</b>
1-3 years	13	7.6
4-6 years	43	25.3
Above 6 years	110	64.7
Total	166	97.6
Missing	4	2.4
<b>Total</b>	<b>170</b>	<b>100.0</b>

## **4.2 Presentation of Results on Research Questions**

This section deals with the presentation of results by Research Question. The findings of the lecturers were presented as follows.

### **4.2.1 Research Question One: “To what extent do lecturers value student evaluations?”**

This research question sought to examine the value of Student Evaluation of Lecturers to lecturers. Questionnaire items 9-18 (see Appendix) were used to answer Research Question One. The frequency and percentage figures of responses of the items by the lecturers are presented in Table 6.

Results in Table 6 show the responses of lecturers concerning how valuable students' evaluation is to them. On the first item of whether the idea of students' evaluation of their lecturers is acceptable, 88 respondents representing 51.8% strongly disagreed with 77 (45.3%) disagreeing. Zero respondents strongly agreed and only five respondents (2.9%) agreed.

On the second statement of whether university students are responsible enough to evaluate their lecturers, 85 (50.6%) disagreed and 71 (42.3%) strongly disagreed. Ten respondents (6.0%) agreed and 2 respondents of (1.2%) strongly disagreed with the statement. This implies that, lecturers did not agree to the statement that university students are responsible enough to evaluate their lecturers.



**Table 6: Lecturers Responses on the Value of Students Evaluation**

Statements	SA	%	A	%	D	%	SD	%	Total	Total(%)
The idea of students evaluating their lecturers is acceptable	0	0	5	2.9	77	45.3	88	51.8	170	100
University students are responsible enough to evaluate their lecturers	2	1.2	10	6.0	85	50.6	71	42.3	168	100
Students possess good value-judgements to evaluate their lecturers	2	1.2	24	14.3	83	49.4	59	35.1	168	100
Lecturers will be more prepared for their teaching if evaluated by students	3	1.8	14	8.3	77	45.8	74	44.0	168	100
Lecturers will be more punctual to class if they know that their students will evaluate them.	1	0.6	26	15.5	68	40.5	73	43.5	170	100
Lecturers will be more transparent to students if they know that they will be evaluated by their students	3	1.8	26	15.5	82	48.8	57	33.9	170	100
Student evaluation of lecturers help improve lecturer-student relationships	2	1.2	25	14.9	82	48.8	59	35.1	170	100
Student evaluation of lecturers help lecturers to be more committed to their jobs	1	0.6	26	15.4	81	47.6	61	36.1	170	100
Lecturers will be more innovative in their teaching if they are evaluated by their students	4	2.4	22	13.0	83	48.8	60	35.3	170	100
Lecturers will be more disciplined generally if they know that their students will evaluate them	10	5.9	31	18.3	71	42.0	57	33.7	169	100
<b>Mean</b>	<b>2.8</b>	<b>107</b>	<b>20.9</b>	<b>12.3</b>	<b>78.9</b>	<b>46.6</b>	<b>65.9</b>	<b>38.9</b>	<b>169.3</b>	<b>100</b>

Eighty-three and 59 respondents representing a majority of 49.4% disagreed and 35.1% strongly disagreed, that students possess good value-judgements to evaluate their lecturers. On the other hand, 2 and 24 respondents representing 1.2% and 14.3% strongly agreed and agreed respectively to the statement.

As to whether lecturers will be more prepared for their teaching if evaluated by students, again, majority of the respondents disagreed. A total of 74 (44%) strongly disagreed and 77 (45.5%) disagreed with the statement. However, three responded strongly agree and 14 respondents agree. These comprised 1.8% and 8.3% respectively.

Will lecturers be more punctual at work if evaluated by students, responses to this statement show that 73 (43.5%) strongly disagree and 68 (40.5%) disagree. One respondent (0.6%) strongly agreed and 26 (15.5%) agreed to this statement.

The sixth statement from Table 6 sought to establish if lecturers will be more transparent to students if they know they will be evaluated by their students. Eighty-two respondents (48.8%) disagreed while 57 respondents (33.9%) strongly disagreed. Again, clearly, majority of the respondents did not agree to the statement. Three respondents of 1.8% and 26 respondents (15.5%) strongly agreed and agreed respectively.

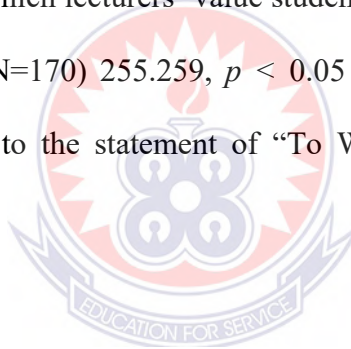
As to the statement whether student evaluation of lectures help improve lecturer-student relationships”, 82 respondents (48.8%) disagreed and 59 respondents (35.1%) respondents strongly disagree. Two respondents (1.2%) and 25 respondents (14.9%) responded strongly agree and agree respectively.

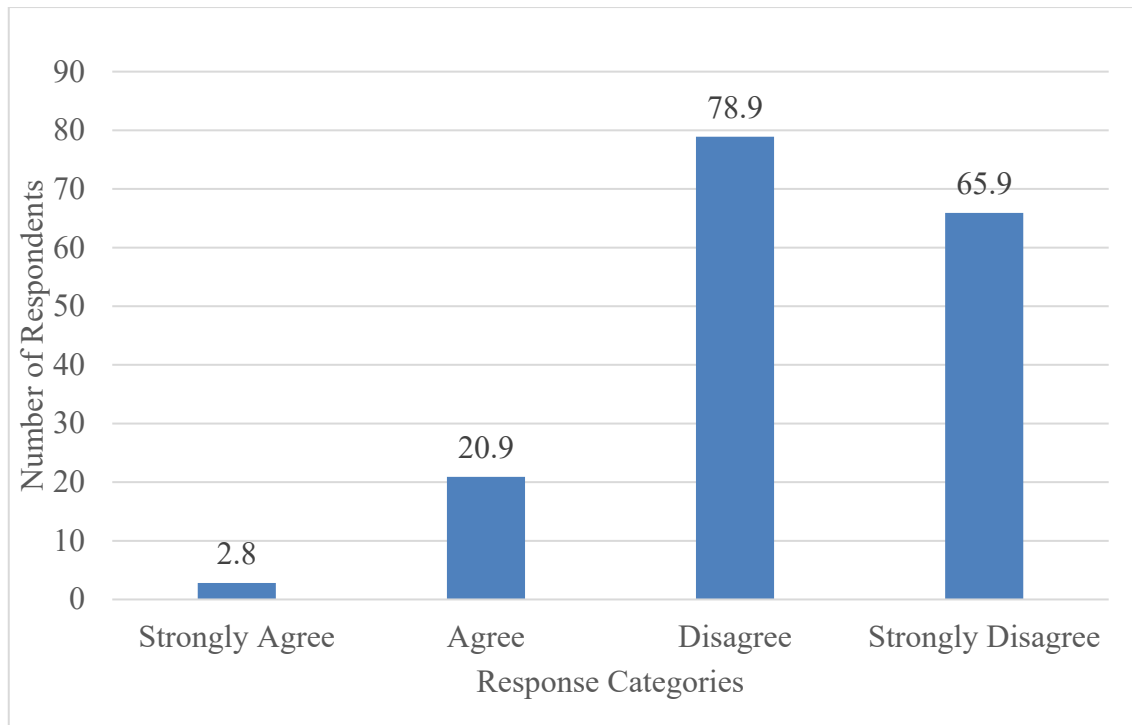
Again, majority of respondents did not accept the statement that student evaluation of lectures help lecturers to be more committed to their jobs. This is evident in 81 (47.6%) responding disagree and 61 (36.1%) responding strongly agree.

The last but one statement that, lectures will be more innovative in their teaching if they are evaluated by their students, 83 (48.8%) of the respondents responded Disagree and 60 (35.3%) responded strongly disagree. Four (2.4%) of the respondents responded strongly agree and 22 (13.0%) responded agree.

To the statement if lecturers of University of Education, Winneba will be more disciplined generally if they know that their students' will evaluate them, 71 (42.0%) responded disagree and 67 (33.0%) responded strongly disagree. On the other hand, 10 respondents representing 5.9%) responded strongly agree and 31 (18.3%) responded agree.

Figure 2 below is a bar chart showing the mean scores of respondents from lecturers on the extent to which lecturers' value student evaluation. A chi-square statistic was computed  $\chi^2 = (4, N=170) 255.259, p < 0.05$  confirming that, majority of the respondent did not agree to the statement of "To What Extent Do Lecturers Value Student Evaluations?"





**Figure 2: Research Question One: A Bar Chart Showing Responses "To What Extent Do Lecturers Value Student Evaluations?"**

#### 4.2.2 Research Question Two: What formative functions does students' evaluation serve?

Research Question Two was used to interrogate the kind of formative functions embedded in students' evaluation and would help lecturers improve their performance. Questionnaire items 19 – 24 (see Appendix) were used to answer Research Question Two. Table 7 shows the responses from respondents regarding the research question two.

**Table 7: Responses on Formative Functions of Student Evaluation of Lecturers**

Statements	SA	%	A	%	D	%	SD	%	Total	Total (%)
Feedback on students' evaluation helps lecturers to improve on their teaching	5	2.9	14	8.2	89	52.4	62	36.5	170	100
Results of student evaluation are needed to improve classroom instruction	2	1.2	23	13.5	96	56.5	49	28.8	170	100
Results of student evaluation are used to improve students' learning	3	1.8	36	21.2	93	54.7	38	22.4	170	100
Results of student evaluation are used to foster professional growth of lecturers	6	3.5	37	21.8	86	50.6	41	24.1	170	100
Student evaluation reports help lecturers to evaluate themselves	3	1.8	11	6.5	98	57.6	58	34.1	170	100
<b>Total Average</b>	<b>3.8</b>	<b>2.2</b>	<b>24.2</b>	<b>14.2</b>	<b>92.4</b>	<b>54.4</b>	<b>49.6</b>	<b>29.2</b>	<b>170</b>	<b>100</b>

*Source: Fieldwork Data (2014)*

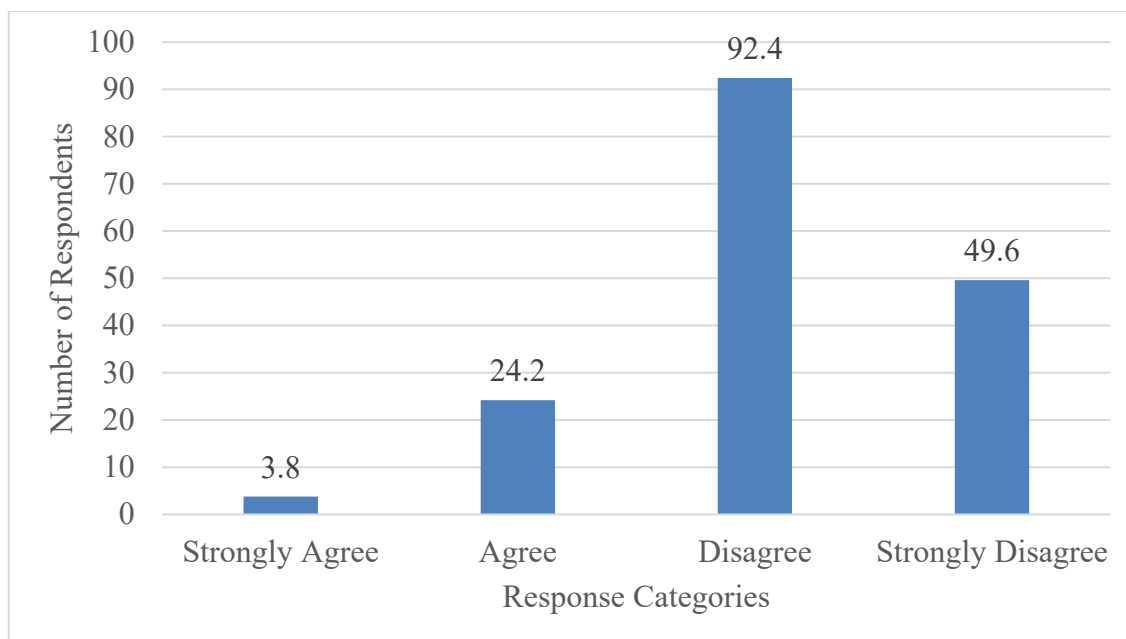
Table 7 represents responses on the formative functions of student evaluation of lecturers. The first item “feedback on students’ evaluation helps lecturers to improve on their teaching” yielded majority of the responders disagreeing. A total response of 89 respondents comprising 52.4% responded disagree and 62 respondents representing 36.5% responded strongly disagree. On the other hand, 5 respondents representing 2.9% responded strongly agree while 14 responses of 8.2% said agree.

Responses pertaining to the statement “results of student evaluation of lecturers are needed to improve classroom instruction”, again, majority did not agree with this statement. Ninety-six responses of 56.5% said they disagree and 49 (28.8%) said strongly disagree. Only two respondents (1.2%) strongly agreed and 23 (13.5%) agreed.

Ninety-three (93) respondents disagree on the statement “student evaluation of lecturers are used to improve students’ learning”. This comprised 54.7% of the population. A further 38 (22.4%) responded strongly disagree. Three respondents (1.8%) strongly agreed and 36 respondents comprising 21.2% agreed.

Responding to the item, results of student evaluation are used to foster professional growth of lecturers, 86 responses of 50.6% did not agree. Forty-one (24.1%) respondents strongly disagreed and 37 (21.8%) of the respondents agreed whilst 6 (3.5%) strongly disagreed. This finding does not agree with the observations of David and Adebawale’s (1997) study, which noted among others that Student Evaluation of Lecturers could be used to foster professional growth of the lecturer.

On the statement student evaluation reports help lecturers to evaluate themselves, 98 (57.6%) disagreed, 58 (34.1%) strongly disagreed. Eleven (6.5%) respondents agreed and 3 (1.8%) strongly agreed.



**Figure 3: Research Question Two: A Bar Chart Showing Response to “What Formative Functions Students’ Evaluation Serve?”**

Figure 3 is a bar chart, showing the mean responses from the lecturers. To further solidify the significance of the changes in responses, a chi-square statistic was computed and a statistic of  $\chi^2 = (4, N=170) 38.224, p < 0.05$  was achieved. This statistic confirms that, the respondents were not in favour of the research question.

#### **4.2.3 Research Question Three: What summative functions do students’ evaluation serve?**

This research question sought to determine lecturers’ readiness for using students’ evaluation as a basis in judging the worth of their delivery at the end of a set period. Questionnaire items 24 – 28(see Appendix) were used to answer Research Question Three. Table 8 illustrates the results of responses from respondents on the summative functions of Student Evaluation of Lecturers.

Results in Table 8 show the responses of the lecturers on their views concerning summative functions of Student Evaluation of Lecturers. From the table, responses to

the item “results of student evaluations are needed for administrative decisions” resulted in 59 respondents comprising 35.10% disagreeing to the statement and 32 respondents, comprising 19.0% responding strongly disagree. Sixty-four respondents (38.1%) agreed to the statement and 13 respondents (7.7%) responded strongly agree.

University of Education, Winneba lecturers again, disagreed with the statement “Student Evaluation of Lecturers results should be used for promotion of lecturers” with 87 respondents comprising 51.5% disagreeing and 49 (29.0%) strongly disagreeing. There were few respondents who agreed to the statement. These were attested to by 23 (13.6%) agree and 10 (5.9%) strongly agree.

On the item “Student Evaluation of Lecturers results are needed for salary increase for lecturers”, 85 (50.0%) respondents responded as disagree. A further 76 (44.7%) Strongly disagreed. Only 7 (4.1%) respondents agreed and 2 (1.2%) respondents strongly agreed.

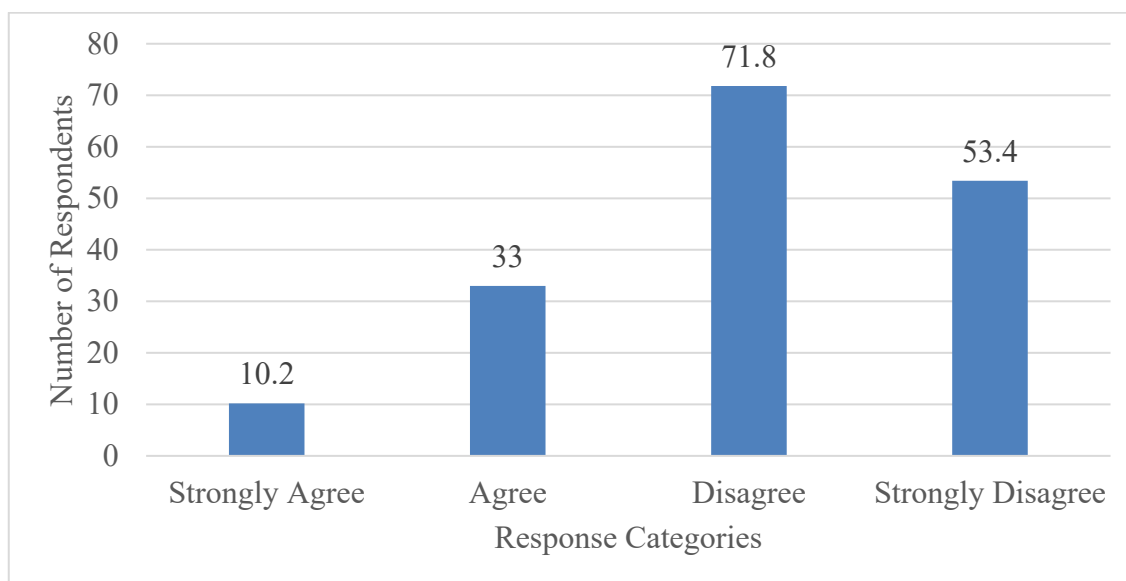
Again, on the item of whether “Student Evaluation of Lecturers should be used to select the best lecturers for award in the faculty”, 64 (37.9%) disagreed. A further 45 (26.6%) strongly disagreed and 42 (24.9%) agreed and a further 18 (10.7%) strongly disagree.

A majority of 65 respondents comprising (39.2%) strongly disagree that, “Student Evaluation of Lecturers should be used to decide on the retention of lecturers”. A further 64 (38.6%) disagreed. By comparison, more than 60% of the total respondents disagreed to this statement. Twenty-nine (17.5%) respondents agreed to the statement and 8 (4.8%) strongly agreed.



**Table 8: Responses on Summative Functions of Student Evaluation of Lecturers**

Statements	SA	%	A	%	D	%	SD	%	Total	Total %
Results of student evaluations are needed for administrative decisions	13	7.7	64	38.1	59	35.1	32	19.0	168	100
Student evaluation results should be used for promotion of lecturers	10	5.9	23	13.6	87	51.5	49	29.0	169	100
Student evaluation results are needed for salary increase for lecturers	2	1.2	7	4.1	85	50.0	76	44.7	170	100
Student evaluation results are needed to select the best lecturers for award in the faculty	18	10.7	42	24.9	64	37.9	45	26.6	169	100
Result of student evaluation are used for decision on lecturers retention	8	4.8	29	17.5	64	38.6	65	39.2	166	100
<b>Mean</b>	<b>10.2</b>	<b>6.06</b>	<b>33</b>	<b>19.6</b>	<b>71.8</b>	<b>42.6</b>	<b>53.4</b>	<b>31.7</b>	<b>168.4</b>	<b>100</b>



**Figure 4: Research Question Three: Mean Response to “What Summative Functions Do Students’ Evaluation Serve?”**

Figure 4 above shows the mean responses on research question three, the summative functions student evaluation serve. A chi-square statistic of  $\chi^2 = (4, N=170) 39.568, p < 0.05$  was calculated, confirming that, the respondents were against the summative functions of student evaluation.

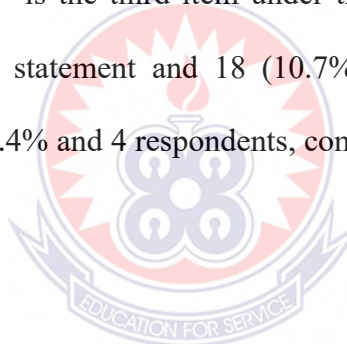
#### **4.2.4 Research Question Four: What teaching methods are lecturers prepared to adopt in teaching, knowing they would be evaluated by their students?**

This research question sought to determine the teaching methods and strategies used by lecturers once they know their competences would be evaluated by their own students. This research question was answered with questionnaire items 31-43 (see Appendix). Responses to the teaching strategies lecturers adopt is presented in Table Nine below.

Results in Table 9 show the responses of lecturers concerning the teaching strategies they adopt knowing that their own students will evaluate them. On the item lecturers dictate notes to students because that is what the students like, 89 (53.0%) disagreed to the statement. Twenty-seven (16.1%) strongly disagreed. On the other hand, 47 (28.0%) responded agree and only 5 (3.0%) responded strongly agree.

On the second item of “lecturers teaching using a step-by-step, organised presentation teaching style because it is in line with teaching skills”, 97 (57.4%) agreed and 46 (27.2%) strongly agreed. On the other hand, 24 (14.2%) disagreed and only 2 (1.2%) strongly disagreed.

“Student Evaluation of Lecturers reports forces lecturers to adopt students’ view or suggestions in teaching” is the third item under this research question. Again, 95 (56.5%) disagreed to this statement and 18 (10.7%) strongly disagreed. Fifty-one respondents comprising 30.4% and 4 respondents, comprising 2.4% agreed and strongly disagreed respectively.



**Table 9: Responses on the Teaching Strategies of Lecturers**

Statements	SA	%	A	%	D	%	SD	%	Total	Total %
Lecturers dictate notes to students because that is what the students like	5	3.0	47	28.0	89	53.0	27	16.1	168	100
Lecturers teach using a step by step, organised, presentation teaching style because it is in line with teaching skills	46	27.2	97	57.4	24	14.2	2	1.2	169	100
Student evaluation reports forces lecturers to adopt students' view or suggestions in teaching	4	2.4	51	30.4	95	56.5	18	10.7	168	100
Lecturers are the authority in knowledge and students should accept what they are taught	6	3.5	24	14.1	99	58.2	41	24.1	170	100
I challenge students in their beliefs and convictions or psychological concepts as part of my teaching process	44	26.0	62	36.7	46	27.2	17	10.0	169	100
I often use lecture method in my class because that is what I think the students like best	8	4.8	36	21.8	91	55.2	30	18.2	165	100
Lecturers hardly use discussion method in teaching to suit student interest	3	1.8	16	9.7	109	66.1	37	22.4	165	100
Students don't like discussion method of teaching therefore lecturers should not use them	6	3.6	9	5.4	104	62.7	47	28.3	166	100
Lecturers use teaching methods that the students like most	7	4.2	29	17.6	94	57.0	35	21.2	165	100
Lecturers don't normally use teaching methods that will make students think because most students don't like it	4	2.4	14	8.5	91	55.2	56	33.9	165	100
<b>Mean</b>	<b>13.3</b>	<b>7.96</b>	<b>38.5</b>	<b>23.05</b>	<b>84.2</b>	<b>50.42</b>	<b>31</b>	<b>18.56</b>	<b>167</b>	<b>100</b>

The fourth item, lecturers are the authority in knowledge and students should accept what they are taught, 99 (58.3%) disagreed, 41 (24.1%) strongly disagreed. The respondents who agreed to this item were 24 (14.1%) and only six (3.5%) strongly disagreed.

University of Education, Winneba lecturers were asked if they challenge students in their beliefs and convictions or psychological concepts as part of their teaching process. To this, 62 (36.7%) respondents responded agree and 44 (26.0%) responded strongly agree. This shows that, University of Education, Winneba lecturers challenge students in their beliefs or psychological concepts in their teaching since 44 (26.0%) respondents said they don't and a further 17 (10.0%) did not agree strongly that they did.

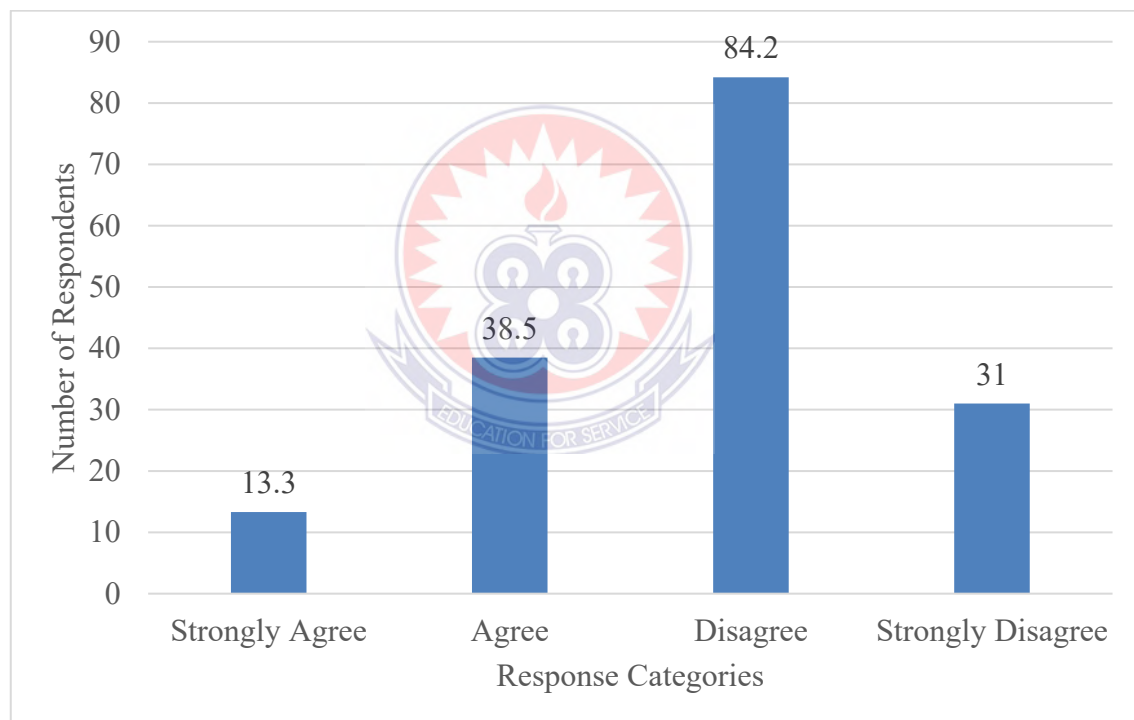
With a majority response of 91 (55.2%) disagree and 30 (18.2%) strongly disagreeing, the lecturers disagreed with the statement that "I often use lecture method in my class because that is what I think the students like best." Only 36 (21.8%) agreed and a further 8 (4.8%) strongly disagree.

Again, University of Education, Winneba lecturers do not suit student interests by using discussion methods of in teaching. This is evidenced by 109 (66.1%) of respondents disagreeing and further 37 (22.4%) strongly disagreeing. Only 16 (9.7) respondents agreed and a further 3 (1.8%) strongly disagreed.

Again, respondents were against the notion that, "students do not like discussion method of teaching therefore lecturers should not use them". To the majority of 104 (62.7%), they disagree and a further 47 (28.3%) strongly disagree. Only 9 (5.4%) agreed and 6 (3.6%) strongly agreed.

The respondents were asked if they use teaching methods that the students like most. To this item, 94 (57.0%) disagreed and 35 (21.2%) strongly disagreed. On the other hand, 29 (17.6%) agreed and a further 7 (4.2%) strongly agreed.

The last item sought to find out if lecturers' don't normally use teaching methods that will make students think because most students don't like it. Again, an overwhelming number of 91 (55.2%) of the respondents disagreed to this with a further 56 (33.9) strongly disagreeing to it. Only 14 (8.5%) agreed and a further 4 (204%) of the respondents strongly agreed.



**Figure 5: Responses Showing “Teaching Methods Lecturers are Prepared to Adopt in Teaching, Knowing They Would Be Evaluated By Their Students?”**

A bar graph showing the mean responses on research question four is shown above in figure 5.

Again, a chi-square statistic was computed to ascertain the significance of the differences in responses. The obtained chi square was  $\chi^2(4, N=170) = 23.697, p < 0.05$ .

This confirms that, the respondents did not accept that they use teaching methods the student like.

#### **4.2.5 Research Question Five: Test for Variance**

The researchers sought to investigate the perception of the lecturers in the various ranks and their perception of student evaluation. The One-Way Analysis of Variance (ANOVA) test was done to compare the differences in responses of lecturers on the extent to which lecturers' value student evaluation. The mean of all the response under the Section B of the instrument was computed and used. The results are displayed in Table 10 below.

A One-Way Analysis of Variance (ANOVA) was conducted to evaluate the value of student evaluation to lecturers. The total respondents were (N=164), the respondents were in three groups of; Associate Professor and Professor (M=2.43), SD=0.535, N=7. The second group of respondents were the Senior Lecturers (M=3.44), SD=0.716, N=32 and the last group, Lecturers (M=3.27), SD=0.649, N=125 (the respondents did not include tutors). The data shows that, the respondents in the Lecturers and Tutors group were of the highest number, followed by the Senior Lecturer group and yet still fewer number of professors and Associate Professors.

**Table 10: Descriptive Statistics on One Way Analysis of Variance (ANOVA) on the Perception of Lecturers on the Extent to which Lecturers Value Student Evaluations**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Associate Professor & Professor	7	2.4286	.53452	.20203	1.9342	2.9229	2.00	3.00
Senior Lecturer	32	3.4375	.71561	.12650	3.1795	3.6955	1.00	4.00
Lecturer and Tutor	125	3.2800	.60375	.05400	3.1731	3.3869	2.00	4.00
<b>Total</b>	<b>164</b>	<b>3.2744</b>	<b>.64898</b>	<b>.05068</b>	<b>3.1743</b>	<b>3.3745</b>	<b>1.00</b>	<b>4.00</b>

A descriptive statistics of One Way Analysis of Variance (ANOVA) table showing the results of comparisons between the three lecturer groups. The Mean ranged from 2.42 (SD=0.534) for Associate Professor and Professor, through to 3.43 (SD=0.716) for Senior Lecturers and Lecturer and Tutor, 3.28 (SD=0.604).



**Table 11: One Way Analysis of Variance (ANOVA) on the Perception of Lecturers on the Extent to Which Lecturers Value Student Evaluations**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	5.863	2	2.932	7.517	.001
Within Groups	62.789	161	.390		
<b>Total</b>	<b>68.652</b>	<b>163</b>			

A One-Way Analysis of Variance (ANOVA) table showing the degree of variation between the three groups. The significant value of 0.001 at a  $p=0.05$  was attained, meaning the difference is significant.

From Table 11 above, the One-Way Analysis of Variance (ANOVA) Test was conducted to compare the effect of Student Evaluation on the Rank of Lecturers at a  $p=0.05$  level for the three groups. The result of  $F(2,161) = 7.52, p = 0.001$  showed that, there was a significant difference in the responses.

The Tukey Post Hoc Test of Multiple Comparisons therefore gives further details on the groups with significant differences. Table 12 below displays result of the Post Hoc Multiple Comparison Table.



**Table 12: Post Hoc Tests Multiple Comparisons on One Way Analysis of Variance (ANOVA) on the Perception of Lecturers on the Extent to Which Lecturers Value Student Evaluations**

Rank (I)	Ranks (J)	Mean Difference	Std.	Sig.	95% Confidence Interval	
		(I-J)	Error		Lower Bound	Upper Bound
Associate Professor & Professor	Senior Lecturer	-1.00893*	.26058	.001	-1.6254	-.3925
	Lecturer and Tutor	-.85143*	.24256	.002	-1.4252	-.2776
Senior Lecturer	Associate Professor & Professor	1.00893*	.26058	.001	.3925	1.6254
	Lecturer and Tutor	.15750	.12372	.412	-.1352	.4502
Lecturer and Tutor	Associate Professor & Professor	.85143*	.24256	.002	.2776	1.4252
	Senior Lecturer	-.15750	.12372	.412	-.4502	.1352

\* The mean difference is significant at the 0.05 level.

The mean difference show difference at  $p=0.05$  significant level. From the Mean Difference Column, it can be seen that permutations with (\*) are those with significant difference at the  $p$ value.

**Table 13: Tukey Harmonic Mean Sample Size on One Way Analysis of Variance (ANOVA) on the Perception of Lecturers on the Extent to Which Lecturers Value Student Evaluations**

Rank	N	Subset for alpha = 0.05	
		1	2
Associate Professor & Professor	7	2.4286	
Lecturer and Tutor	125		3.2800
Senior Lecturer	32		3.4375
Sig.		1.000	.750

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 16.474.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

## CHAPTER FIVE

### DISCUSSION OF RESULTS

This chapter covers the interpretation of data collected from the field. The study investigated the perception of Ghanaian lecturers on the use of Student Evaluation of lecturers as a feedback tool to enhance their instructional practices. The University of Education, Winneba, was used as a case study. The chapter deals with background information of the respondents, analysis and discussions on Research Question One through to Research Question Five.

**5.1 Background Information of Respondents** The bio-data examined gender, age, rank and length of service. There were more males than females in the population. The age group with the highest respondents were the 41-50 year group. This shows that, majority of the respondents were mature in age and their responses could be relied upon for the study. The Lecturer group had the highest number of respondents. The least ranking respondents was the professor level. On the rank of respondents, the data shows that, most of the respondents have more than 6 years teaching experience at the University level. This means that, they are matured and experienced and therefore, their views could not be taken for granted.

## **5.2 Discussion of Results**

### **5.2.1 Research Question One: To what extent do lecturers value student evaluations?**

Majority of the respondents did not agree to the importance of student evaluation. This indicate that, lecturers do not accept the statement that “the idea of students evaluating their lecturers is acceptable”. Based on this response, it could be said that right away, lecturers do not accept and appreciate why students should evaluate them. This finding brings to mind the study of Isiaka (1998) who showed that lecturers in selected Colleges of Education in Ghana and Kenya accepted the idea of students evaluating their classroom effectiveness. The findings are contrary to that of Isiaka (1998), the present study confirms that lecturers in the University of Education, Winneba, do not accept students’ evaluation. The present findings is, in consonance with the study by Machingambi and Wadesango (2011), whose findings revealed that students evaluating their lecturers is not acceptable. Again, this goes further to prove that, lecturers did not agree to the statement that university students are responsible enough to evaluate their lecturers. This finding shows that lecturers in the University of Education, Winneba do not have confidence in the maturity and integrity of students to the extent that they could allow them to judge their competences in the lecture halls. This finding confirms the findings of Iyamu and Aduwa-Oglebaen (2005) whose study found that many institutions in Nigeria shy away from formalising the means by which a faculty teacher’s teaching competence is judged and many are reluctant in giving students a voice in the process. As stated by Machingambi and Wadesango (2011), the idea that students are responsible enough to evaluate their lecturers was refuted in their study. Lecturers did not agree in that study that students were responsible enough to evaluate them.

With this view of the lecturers, it could be said that lecturers in the University of Education, Winneba do not have any fears of their weaknesses in the lecture halls to be exposed by their very students. In the study of Eble (1974), it was found that faculty members in most institutions in Nigeria were sceptical of student evaluation because, they might be detrimental to their career. This view is directly opposite to findings of this study where lecturers themselves accept that they will be more prepared for the classroom if they know that their students will evaluate them at the end of the day. The study of Machingambi and Wadesango (2011), also affirm this in their report.

These findings go without saying that lecturers in the University of Education, Winneba are not willing and not ready for students' evaluation. Just like Cross (2002) who found that student evaluation does little general good and some particular harm, this study has found that students' evaluation is not welcomed among lecturers of the University of Education, Winneba because it would not give them any positive response towards their work or professional development. A Chi-square analysis was done and confirmed that, there was a significant difference in the responses regarding the extent to which lecturers' value student evaluations.

To conclude, the items sought to determine how valuable students' evaluation was to lecturers. Thus, lecturers of the University of Education, Winneba to a high extent, do not value Student Evaluation of Lecturers. This finding is contrary to a number of findings already established such as the thoughts of Richmond (2003) who states that student evaluation might arouse unhealthy competition among faculty members. As a result, Nigerian university lecturers did not see the need for student evaluation and as established, so does University of Education, Winneba. However, Richmond (2003) and Clifford (1999) views rather, consider students opinion to be of

particular importance because it represents an important addition to the data customarily used to judge faculty competence.

### **5.2.2 Research Question Two: What formative functions does students' evaluation serve?**

Table 9 represents responses on the formative functions of student evaluation of lecturers. It must be stated that much discussion with regard to the implementation of student evaluation has focused on issues such as the usefulness of student feedback in improving the quality of instruction, teaching effectiveness and efficiency (Harun, Dazz, Saaludin& Ahmad, 2011; Yusuf, Uthman, Agbonna&Olumorin, 2010). The figure 4 displays the bar chart of the mean responses from the table 9. It is clearly established that, majority of the respondents disagreed to the statement.

Respondents were also of the view that, student evaluation of learning did not foster professional growth of lecturers. Responding to the time results of student evaluation are used to foster professional growth of lecturers, a vast majority of more than 50 percent did not agree to the statement. This finding does not agree with the observations of David and Adebowale's (1997) study which noted among others that Student Evaluation of Lecturers could be used to foster professional growth of the lecturer. In this vain, lecturers of the University of Education, Winneba have a negative attitude towards students' evaluation as far as the formative function of their evaluation is not concerned.

On the statement student evaluation reports help lecturers to evaluate themselves, the finding is contrary to what Machingambi and Wadesango (2011) established. It goes without saying that, whereas in Machingambi and Wadesango,



(2011) the idea of student evaluating lecturers was not so much of a welcoming idea, lecturers are not so much against the exercise but rather the use of the Student Evaluation of Lecturers results. That is however not the case with lecturers in the University of Education, Winneba.

Typically, students' evaluation of lecturers was conducted at the end of the semester. Therefore, lecturers did not have the ability to make amends for the course in which they were being evaluated. In this vein, Bélanger and Longden (2010) as cited by Kelly, M. (1987), suggested to faculty to conduct mid-term evaluations. If faculty can make changes to their course based on these midterm evaluations, it can be argued that midterm evaluations would be preferable. As noted above, the use of midterm evaluation of teaching may lead to higher end-of-semester scores for faculty. Besides, some of the lecturers also raised issues concerning validity and reliability of the whole business of students' evaluation.

Another item that came out was the fact that, when lecturers are strict in the lecture hall, such lecturers are doomed to receive very low ratings. This is because students usually prefer to have the teaching and learning process easy and once a lecturer tries to instil more discipline and learning, most students don't like it.

Another general observation that came out of the discussion was the problem of the evaluation usually being conducted during the examination. This they said, rather makes students evaluate the exam paper and not their teaching per se. Again, though the essence is to evaluate their teaching, some would base their evaluation on how difficult or easy the examination questions were. In view of these, it was just not feasible to them, to trust the results of student evaluation. To them, trivial issues could be used to evaluate the lecturer and some students could even use it as a way of punishing lecturers.

In the whole process of evaluation of lecturers' competencies, it is generally agreed in the literature that, only students are in a good position to provide feedback (Coughlan, 2004). It is clear from the finding that lecturers in the University of Education, Winneba do not concur with Gardener and Milton (2002) and Iyamu and Aduwa-Ogiegbaen (2005) that, so far as students' evaluation was to receive feedback that would help improve their competences in their job, lecturers were all for it. So far, it could be deduced that lecturers in the University of Education, Winneba do not endorse student evaluation just as the findings of Richmond (2003), whose study in Nigeria found that most lecturers viewed student evaluation as problematic. Thus, Richmond (2003) showed that lecturers in Nigeria feared that the result of students' evaluation was going to be detrimental to their work as lecturers.

It could be observed from this finding that lecturers viewed the phenomenon of students' evaluation as more of a destructive process than productive. This view is evident in lecturers' view that students evaluated them to examine their work. Though universities in the developed world usually see student evaluation of lecturers as a way they could identify some gaps in their work that needed amendments to make them better at their job, other universities probably most if not all in the developing world see it as problematic. Universities and lecturers in developed nations of the world like the United States, Canada and Great Britain have recognized the role of teacher evaluation by students and have harnessed the immense importance and contributions of this exercise for the good of the school systems and the teaching profession. Students are the direct beneficiaries of instruction, and given that they spend a great deal of time with teachers, they can offer useful inputs in identifying flaws during instruction and ways of remediation (Iyamu & Aduwa-Ogiegbaen, 2005).

Even though findings relating to Research Question Two have revealed that lecturers in the University of Education, Winneba do not appreciate the formative functions of students' evaluation of their work, Gravestock and Gregor-Greenleaf (2008) reckoned that students' evaluation of lecturers is more likely to be used for summative and not formative purposes.

Again, it can be seen that, with the probability level of 0.05 or 5%, and a Degree of Freedom of 4, the obtained chi-square of  $\chi^2=(4, N=170) 38.224, p>0.05$ , the alpha value greatly exceeds the 0.05 mark. This gives further proof that, there is a significant difference in the responses regarding the *Formative Functions of Student Evaluation of Lecturers*.

### **5.2.3 Research Question Three: “What summative functions do students’ evaluation serve?”**

This research question sought to determine lecturers' readiness for using students' evaluation as a basis in judging the worth of their delivery at the end of a set period. Questionnaire items 25 – 30 (see Appendix) were used to answer Research Question Three. Table 12 illustrates the results of responses from respondents on the summative functions of Student Evaluation of Lecturers.

Results in Table 12 show the responses of the lecturers on their views concerning summative functions of Student Evaluation of Lecturers. From the table, responses to the item “results of student evaluations are needed for administrative decisions” resulted in a majority disagreeing to the statement. This means University of Education, Winneba lecturers do not agree to the use of student evaluation of lecturers for administrative decisions.

University of Education, Winneba lecturers again, disagreed with the statement “Student Evaluation of Lecturers results should be used for promotion of lecturers” with a majority of more than half. On the item “Student Evaluation of Lecturers results are needed for salary increase for lecturers”, again, a majority of respondents responded as disagree. Again, this goes to show that, the statement was outwardly rejected by University of Education, Winneba lecturers.

Furthermore, on the item of whether Student Evaluation of Lecturers should be used to select the best lecturers for award in the faculty, majority of the respondents rejected it. The results as explained above, goes to show that, indeed, University of Education, Winneba lecturers are against the use of Student Evaluation of Lecturers for the award of best lecturer. This is not surprising since they don’t even accept Student Evaluation of Lecturers in the first place.

The mean values for the research question section depicted a high majority of lecturers disagreeing with the statement of what summative functions students evaluation serve. A majority of over seventy percent of the total respondents replied in the negative. The high negative responses are in tune with what Machingambi and Wadesango (2011) discovered in their research. This proves that, lecturers are not in agreement that Student Evaluation of Lecturers should be used for summative purposes. This is evident from Figure 4.

Again, the chi-square statistic confirms the significance of the differences in responds. It can be seen that, with the probability level of 0.05 or 5%, and a Degree of Freedom of 4, the obtained chi-square of  $\chi^2(4, N=170) = 39.568, p > 0.05$ . This further proves that there is a significant difference in the responses regarding the summative functions students’ evaluation serve.

It could be deduced from the foregoing that lecturers in the University of Education, Winneba had a strong feeling that results from student evaluation should never be used for administrative purposes, promotion, determining salary increases and for making decisions on lecturers' retention as encapsulated in Research Question Three. Perhaps the question that must be raised is why they feel particularly and strongly opposed to the use of student evaluation on such dimensions. Perhaps, the best way to address this issue is by reflecting on critical findings made in Nigerian universities by Braskamp and Ory (1994). The two researchers established that lecturers in most faculties were sceptical of student evaluation because of the possible damage these might inflict on their careers. Thus, lecturers tend to question the practice of deciding issues of promotion, salary, and tenure on the basis of anonymous student evaluation, most of which have questionable degrees of validity and reliability. On the other hand, some critics have raised the concern that an assessment form consisting of a few items that students' rate on a five-point or four-point scale at the end of a semester can hardly measure accurately the complexity and multidimensionality of effective lecturing (Machingambi and Wadesango, 2011). Such a cogent argument becomes particularly valid especially when viewed against the backdrop that many academics have difficulty agreeing on what constitutes effective lecturing. From the foregoing, it would not be surprising to observe that lecturers in this study responded very negatively to the summative functions of evaluation such as linking salary, promotions and tenure issues with results of student evaluation of lecturing.

#### **5.2.4 Research Question Four: What teaching methods are lecturers prepared to adopt in teaching, knowing they would be evaluated by their students?**

This research question sought to determine the teaching methods and strategies used by lecturers knowing their competences would be evaluated by their own students.

Results in Table 15 show the responses of lecturers concerning the teaching strategies they adopt knowing that their own students will evaluate them. On the item lecturers dictate notes to students because that is what the students like, a vast majority disagreed to the statement. On the other hand few of less than 40 percent responded agreed. This shows that, majority of respondents did not agree with the statement that lecturers dictate notes to students because that is what the students like.

On the second item of lectures teaching using a step-by-step, organised presentation teaching style because it is in line with teaching skills, again, a majority disagreed. Student Evaluation of lecturers reports forces lectures to adopt students' view or suggestions in teaching is the third item under this research question. Again, a majority disagreed to this statement.

The fourth item, lecturers are the authority in knowledge and students should accept what they are taught, showed that majority of the respondents disagreed. Again, a simple majority tells us that, lecturers of University of Education, Winneba are against the notion that lecturers are the authority in knowledge and students should accept what they are taught.

University of Education, Winneba lecturers were asked if they challenge students in their beliefs and convictions or psychological concepts as part of their teaching process. This showed that, University of Education, Winneba lecturers challenge students in their beliefs or psychological concepts in their teaching. Thus, one of the teaching strategy that was popular among the lecturers was to challenge

students in their beliefs and convictions or psychological concepts as part of their teaching process.

With a majority of responses, disagreeing, the lecturers disagreed with the statement that “I often use lecture method in my class because that is what I think the students like best.” This implies that University of Education, Winneba lecturers actually do not use lecture method in their classroom because that is what they think the students like.

The last item sought to find out if lecturers’ don’t normally use teaching methods that will make students think because most students don’t like it. Again, an overwhelming number of respondents disagreed to this statement.

The core of education is teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student everyday. Findings relating to Research Question Four have revealed that lecturers exhibit their best skills in teaching when they know they will be evaluated by their students. In as much as lecturers did the right thing because of students’ evaluation, it was so clear from their approach to a step by step, organized, presentation teaching style because it is in line with teaching skills that lecturers really helped their students to learn. This is a mark of good teaching. The teacher’s role goes well beyond information giving, with the teacher having a range of key roles to play in the education process. What one sees as good teaching, suggests Biggs (1999), depends on what conception of teaching one has. Two concepts are based on the strategies of teacher-centred and student-centred education (Harden, Sowden & Dunn, 1984). Teacher-centred strategies are focussed on the teacher as a transmitter of information, with information passing from the expert teacher to the novice learner. This is what lecturers in the University of Education, Winneba disagreed with when they claimed to dislike

the lecture method but challenge students in their beliefs and convictions or psychological concepts as part of their teaching process. By so doing, lecturers in the University of Education, Winneba claim their teaching is student-centred. Student-centred strategies see the focus as being on changes in students' learning and on what students do to achieve this rather than on what the teacher does. "If students are to learn desired outcomes in a reasonably effective manner", Shuell (1986) suggests then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. It is therefore a step in the right direction for lecturers not to think that they are the authority in knowledge and students should accept what they are taught. The question is: "why should lecturers exhibit their highest competencies when they know they will be evaluated?"

A chi-square static with the probability level of 0.05 or 5% and a Degree of Freedom of 4, the obtained chi-square of  $\chi^2(4, N=170) = 23.697$ ,  $p < 0.05$  alpha value greatly exceeds the 0.05 mark. This further proves that, there is a significant difference in the responses regarding the teaching methods lecturers are prepared to adopt in teaching, knowing they would be evaluated by their students.

#### **5.2.5 Research Question Five: "Does the Rank of a Lecturer Affect His or Her Perception of Student Evaluation?"**

This is because from the literature above, it has become abundantly clear that, most studies that resulted in lectures rejecting student evaluation (and even those who accepted such as Iyamu & Aduwa-Oglebaen, (2005) were all based on the fact that lecturers were all on a common ground as to the use of student evaluation for summative purposes.



However, it is interesting to note that, some rank of lecturers, especially the higher ranking lectures of professors and associate professors do not need student evaluation to be promoted or retain. Therefore, it stands to reason that, they do not need to be affected by the results of student evaluation. In other words, they cared less about the results of student evaluations. The One-Way Analysis of Variance (ANOVA) was therefore conducted to ascertain if there were any differences in the responses from the various lecturer ranks. For the purpose of the study, the respondents were regrouped to satisfy the conditions for the One-Way Analysis of Variance (ANOVA) and create a logical category that will be representative of the length of service and rank. For this purpose, Associate Professors and Professors were grouped together, Senior Lecturers were left in their group and Lecturers and Tutors were also grouped together. The analysis was done based on this grouping for the mean responses under each research question.

The One-Way Analysis of Variance (ANOVA) was conducted to evaluate the value of student evaluation to lecturers. From Table 11 above, the One-Way Analysis of Variance (ANOVA) Test was conducted to compare the effect of Student Evaluation on the Rank of Lectures at a  $p=0.05$  level of three groups. The result of  $F(4,161)=7.52, p=0.001$  showed that, there was a significant difference in the responses. The Tukey Post Hoc Test of Multiple comparisons therefore gives further details on the groups with significant differences. Table 12 displayed result of the Post Hoc Multiple Comparison Table. The multiple comparison table indicated that the mean score of the Professor and Associate Professor group ( $M=2.43, SD=0.53$ ) was significantly different from the Senior Lecturer and Lecturer. However, the Senior Lecturer ( $M=3.43, SD=0.72$ ) and Lecturer ( $M=3.28, SD=0.60$ ) group did not significantly differ.

## CHAPTER SIX

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Introduction

This chapter presents the summary of findings, conclusions and recommendations for the study as well as suggestions for further research.

#### 6.1 Summary of the Study

The purpose of the study was to interrogate the views of Ghanaian lecturers on the use of Student Evaluation of Lecturers as a feedback tool to enhance their instructional practices. For this cause, the following research questions were formulated to guide the study:

1. To what extent do lecturers value student evaluations?
2. What formative functions do students' evaluation serve?
3. What summative functions do students' evaluation serve?
4. What teaching methods do lecturers use in teaching, knowing they would be evaluated by their students?
5. To what extent does the rank of a lecturer affect his or her perception of student evaluation?

The main research instrument used for the study was a self-administered questionnaire adopted from the study by Machingambi and Wadesango (2011) who conducted their studies in the Walter Sisulu University in South Africa. The target population for the study was the four hundred and sixteen (416) lecturers from the

University of Education, Winneba with a sample size of two hundred and three (203) respondents and a total of 170 responses were received. The study adopted the simple random sampling technique. The main statistical tools used in analysing the data were Chi-square Good of Fit and One-Way Analysis of Variance.

The key findings derived from the research are that; to a large extent, lecturers of University of Education, Winneba did not accept that, student evaluation is of any significant value to them. Again, it was established that, formative functions of student evaluation were not accepted to a large extent by lecturers of University of Education, Winneba. Furthermore, though student evaluation can be used to serve some summative functions, it was wholly rejected by lecturers of University of Education, Winneba. In addition, the study established that, University of Education, Winneba lecturers totally rejected the notion of succumbing to the teaching preferences of students especially so they would gain better ratings in student evaluation. Finally, the study revealed that, higher ranking lectures such as Professors and Associate Professors were not bothered much about student evaluation however, other lecturer ranks of senior lecturer and lecturers are comparatively much more concerned about student evaluation of lecturers.

## **6.2 Conclusions**

The study was on the use of student evaluation as a performance improvement tool. The study was a descriptive survey and sought to answer five research questions. The study established that, the use of student evaluation for formative and summative purposes were rejected. The notion of lecturers adopting teaching strategies students

preferred was also totally rejected. Thus, generally, lecturers of University of Education, Winneba do not accept all aspects of student evaluation of lecturers.

### **6.3 Recommendations**

Based on the findings, the following recommendations were made:

1. The study recommends that the University authorities, National accreditation Board and the National Commission on Tertiary Education review students' evaluation of classroom teaching as mandatory in tertiary institutions.
2. Student evaluation should be streamlined and unified so that, all institutions would adopt a similar instrument and therefore, yield a more universal response. The current practice of each institution formulating and establishing its own lecturer evaluation instrument may not yield a response that could be fairly used to generalise and compare or rank institutions of higher learning. The National Council for Tertiary Education could be charged to oversee the exercise in all higher learning institutions.
3. Lecturers should be involved in the planning, organisation and conduct of Student Evaluation so that, they become actively involved and contribute to the process. This may improve the level of confidence they have in the process.
4. The University should encourage faculties to have student evaluation done on mid-terms rather than having it done at the end of the semester in order that the formative function could come to the fore. This is because a difficult examination paper could lead to the student evaluating the lecturer not by his or her teaching, but rather on the basis on the examination. This would help

establish acceptance of especially the formative functions of student evaluation by the lecturers.

5. Lecturers are encouraged to vary their teaching methods to make their lecture more effective. Lecturers should not be forced to vary their teaching methods and strategies because they would be evaluated by their students.

#### **6.4 Suggestions for further Studies**

The present study involved lecturers in only the University of Education, Winneba. It is recommended that similar studies be conducted in other universities in Ghana to be able to generalise the findings for all universities in the country.

It is further suggested that, to establish a true picture of the phenomena in all Ghanaian Universities, a mixed method study should be conducted to establish a deeper insight and elicit the true feelings or perception of lecturers on student evaluation.

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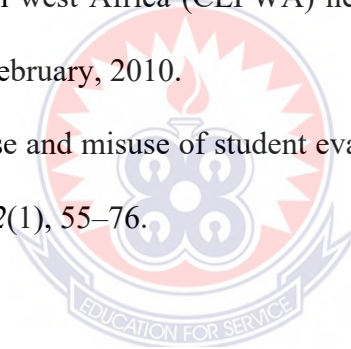
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## APPENDIX

### QUESTIONNAIRE TO LECTURERS ON STUDENT

### EVALUATION OF LECTURERS

## UNIVERSITY OF EDUCATION, WINNEBA

### COLLEGE OF TECHNOLOGY EDUCATION

### FACULTY OF EDUCATION AND COMMUNICATION STUDIES

### DEPARTMENT OF EDUCATIONAL LEADERSHIP

## QUESTIONNAIRE ON LECTURER EVALUATION BY STUDENTS

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*This questionnaire is designed to collect data from lecturers that will help in a research about lecturer evaluation by students as part of the requirements for the award of Master of Philosophy in Educational Leadership (Human Performance Improvement Technology). It is for educational purposes only and in no way shall it be associated with the respondent. The information provided will be treated in strict confidence and will be kept anonymous and confidential to all other parties.*

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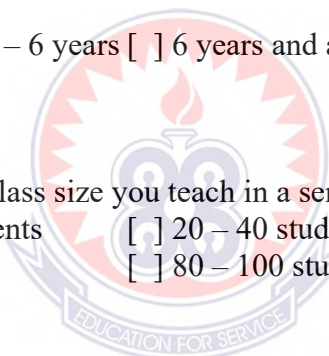
*Please indicate your choice of answers by ticking(✓) the correct options that best describe your response to the items in this questionnaire.*

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#### A. BACKGROUND INFORMATION ON RESPONDENTS

1. Please indicate your gender.  
 Male       Female

2. Age group you fall within.  
 20 – 30     31 – 40     41 – 50     51 – 60     61 and above
  
3. Campus.  
 Ajumako     Ashanti Mampong     Kumasi     Winneba
  
4. Rank.  
 Professor     Associate Professor     Senior Lecturer     Lecturer  
 Tutor
  
5. Which administrative position do you hold as well.  
 Director     Dean     Head of Department     None
  
6. Teaching Experience  
 1 – 3 years     3 – 6 years     6 years and above
  
7. What is the average class size you teach in a semester per course?  
 Less than 20 students     20 – 40 students     40 – 60 students  
 60 – 80 students     80 – 100 students     Above 100 students
  
8. Do you get feedback after you have been evaluated by your students?  
 Yes     No



Listed below in Sections B, C, D and E are statements seeking to know your views on certain issues relating to lecturer evaluation by students. You may respond to each statement in five different ways depending on your degree of agreement or disagreement with the statement. For each statement, kindly make a check mark (✓) against the response that most adequately expresses your view. Please note that there are no right or wrong answers to these statements.

S/N	RESEARCH ITEMS (SECTION B: INFORMATION ON VALUE OF STUDENT EVALUATION OF LECTURERS)	RESPONSES			
		Strongly Agree	Agree	Disagree	Strongly Disagree
9	The idea of students evaluating their lecturers is acceptable.				
10	University students are responsible enough to evaluate their lecturers.				
11	Students possess good value-judgements to evaluate their lecturers.				
12	Lecturers will be more prepared for their teaching if evaluated by students.				
13	Lecturers will be more punctual to class if they know that their students will evaluate them.				
14	Lecturers will be more transparent to students if they know that they will be evaluated by their students.				
15	Student Evaluation of Lecturers help improve lecturer-student relationships.				
16	Student Evaluation of Lecturers help lecturers to be more committed to their jobs.				
17	Lecturers will be more innovative in their teaching if they are evaluated by their students.				
18	Lecturers will be more disciplined generally if they know that their students will evaluate them.				
S/N	RESEARCH ITEMS	RESPONSES			



<b>(SECTION C: FORMATIVE FUNCTIONS OF STUDENT EVALUATION OF LECTURERS)</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
19	Feedback on students' evaluation helps lecturers to improve on their teaching.				
20	Results of student evaluation are needed to improve classroom instruction.				
21	Results of student evaluation are used to improve student's learning.				
22	Results of student evaluation are used to foster professional growth of lecturers.				
23	Student evaluation reports help lecturers to evaluate themselves.				

<b>S/N</b>	<b>RESEARCH ITEMS (SECTION D: SUMMATIVE FUNCTIONS OF STUDENT EVALUATION OF LECTURERS)</b>	<b>RESPONSES</b>			
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
D 24	Results of student evaluations are needed for administrative decisions.				
25	Student evaluation results should be used for promotion of lecturers.				
26	Student evaluation results are needed for salary increase for lecturers.				
27	Student evaluation results are needed to select the best lecturers for award in the faculty.				
28	Result of student evaluation are used for decision on lecturers' retention.				

**RESEARCH ITEMS****(SECTION E: TEACHING STRATEGIES OF LECTURERS)**

S/N	RESEARCH ITEMS	RESPONSES			
		Strongly Agree	Agree	Disagree	Strongly Disagree
29	Lecturers dictate notes to students because that is what the students like.				
30	Lecturers teach using a step by step, organised, presentation teaching style because it is in line with teaching skills.				
31	Student evaluation reports forces lecturers to adopt students' view or suggestions in teaching.				
32	Lecturers are the authority in knowledge and students should accept what they are taught.				
33	I challenge students in their beliefs and convictions or psychological concepts as part of my teaching process.				
34	I often use lecture method in my class because that is what I think the students like best.				
35	Lecturers hardly use discussion method in teaching to suit student interest.				
36	Students don't like discussion method of teaching therefore lecturers should not use them.				
37	Lecturers use teaching methods that the students like most.				
38	Lecturers don't normally use teaching methods that will make students think because most students don't like it.				

*Thank you.*