



Students' Perception of the Effectiveness of Their Lecturers in Colleges of Education in North-East, Nigeria

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ABSTRACT

The study seeks the opinion of lecturers in order to understand their feelings with regard to student's evaluation of their teaching. This study is therefore critical since it is driven by the desire to improve teaching and learning in Colleges of Education (COE) system of higher education. The study adopted survey research design. It sought to elicit information about the opinion of lecturers in colleges of education to student's evaluation of their teaching effectiveness. Colleges of education in the six (6) states that constitute the North-East geo political zone in Nigeria, giving a total of eleven (11) colleges of education are used for the study. The accessible population comprised all the lecturers in colleges of education in the North-East geo political zone which constitute the population of the study. The sample of the population of this study stood at a total of three hundred and thirty five (335) respondents. They were randomly drawn from the participating colleges of education, made up of ninety one (91) from federal, two hundred and fourteen (214) from state and thirty (30) from private colleges of education from the North-East. A questionnaire designed by the researcher titled "Lecturers Opinion to Students Evaluations of Teaching (LOSET)" is used in the study. The data collected from the field was analyzed using descriptive statistics weighted mean and standard deviation. Two hypotheses were tested using t-test and ANOVA statistics to test the significance of mean difference. Statistical Package for Social Sciences (SPSS) software was used as the statistical tool for testing the null hypotheses at 0.05 alpha level. The findings were as follows: (i) Lecturers of colleges of education displayed a significantly positive attitude to Students Evaluation of Instruction. Their opinions on students competency in evaluating their teaching effectiveness was positive. (ii); Colleges of education academic staff displayed a significantly positive attitude to Students Evaluation of Instruction irrespective of the purposes to be served by the evaluation, although the attitude was more positive under formative than summative purposes; (iii) There was no significant difference between male and female lecturers opinion to students evaluation of their teaching effectiveness; (iv) There was no significant difference among the three groups of lectures to students' evaluation of their teaching effectiveness. It was therefore, recommended that lecturers evaluation should be introduced in our tertiary institutions as a way of enhancing the quality of teaching at that level of our education.

Keywords: Teaching and Learning, Students' Perception, Effectiveness of Lecturers, Evaluation and Assessment

INTRODUCTION

The evaluation of teachers in the teaching-learning process cannot be over emphasized. There is need for the periodical evaluation of teachers for effective and efficient performance in the role they play in the class. According to Iyamu and Aduwa (2005), teacher evaluation refers to a periodic evaluation of teachers' performance by students. 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 realizing set professional goals and the desire of the school to promote effective learning.

Colleges of Education (COE) in Nigeria are teacher training institutions that produce Nigeria Certificate in Education (NCE) graduate who teach in our primary and junior secondary schools. There is the need to find out the opinion of lecturers in the colleges on perception of their teaching effectiveness. The question on ground is whether lecturers should be assessed, the authenticity of students rating whether students are competent enough to rate their lecturers or not. This is because student's perception will be an effective tool for lecturer's development if they themselves understand the value and agree with the processes involved. This study would yield potential benefits to many including the lecturers, the students, the college authority itself and the regulatory body which is the National Commission for Colleges of Education (NCCE) Abuja, hence the need for this study.

According to Richmond (2003), student opinion is of particular importance because it represents an important addition to the data customarily used to judge competence of lecturers. It is the one source of direct and extensive observations of the way teachers carry out their daily and long-range tasks. David and Adebawale (1997) noted some benefits of the students' evaluation to include among others, that it increases the chances of recognizing and rewarding excellence in teaching; provides means of interaction between the teacher and the taught; provides the only direct and extensive information about the teacher; and provide tangible evidence of students' recognition and involvement in rebranding the. In other words, students' evaluation can be used to improve classroom instruction, student learning, and to foster professional growth of the teacher, and also the results of such evaluation are used for administrative or personnel decisions like promotion, salary increase, demotion, dismissal, awards and or meeting public/government accountability demands (Gold 2001) Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognize and reward the work of teachers whose practice is recognized at good. Results reveal that the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers (Santiago and Benavides 2009).

The key problems associated with measurement and assessment of teaching effectiveness as highlighted by Otote (2004) was that current measures for assessing academic for promotion in most Nigerian universities were not often linked with the capacity to teaching effectiveness. They pointed out that the existing Federal University Policies for measuring teachers or lecturers effectively either rely almost exclusively on perceptions of the head of department or focus on the lecturers' course taking record or basic academic skills and subject matter knowledge. Aside qualification, paper publications, community service and commitment both at national and international levels were also considered as criteria for assessing promotion. These were good but that they were not good predictors of teaching effectiveness.

In Nigeria today, serious concern has been expressed by parents, lecturers, employers of labor and the entire society about the quality of graduates from universities and other tertiary educational institutions. Several reasons have been suggested for the poor quality but perhaps, no consensus has been reached as to the effect of classroom interaction on the quality of our graduates. It is, however, no secret that most academic staff has compromised the teaching aspect of their primary responsibilities due in part to the proverbial "publish or perish" syndrome.

Consequently, teaching suffers and grades are awarded whether or not students are taught or guided to learn. This seeming lack of interest in what transpires in the classroom may be a serious factor in the quality of graduates produced. Certain kind of monitoring is therefore necessary if higher education is to achieve its objectives. It is at this juncture, coupled with the way our higher educational institutions are operated, that student evaluation becomes imperative. Student Evaluation of Instruction (SEI) is one of the popular approaches of faculty evaluation. Other approaches include: classroom observation, peer evaluation, self-evaluation and so on. Student evaluation of instruction means that students as consumers of instruction are made to express their opinion and feeling concerning the effectiveness of the lecturer's instructional process and activities during the semester and the extent to which they benefited from that process. Although student evaluation has been engrossed in controversy, it is often used to improve instruction, enhance the professional growth of the academic staff and used as a measure of observed instructional performance of the lecturer from the student standpoint (Joshua, 1999).

A survey of studies on students' evaluation of their lecturers teaching effectiveness revealed that globally, lecturers feel it is necessary but do not agree on how and who should carry it out. Smith (2003) however suggested that students are in a unique position to evaluate their own increased knowledge and comprehension as well as changed motivation towards the courses, they he added should easily know when schemes are covered and if test items cover all the materials of the course. Most people however believe that students may not be objective enough in evaluating their lecturers. Students may prefer lecturers who do not challenge them enough in terms of materials and activities. Most students these days are not ready to put in time into their studies and may see lecturers who insist on the right things being done as wicked. Again, there is a tendency for students to score lecturers high on courses they passed well not necessarily because of high quality of instruction. (Orpen, 1980). Cohen (1983) also noted that lecturers with large classes have smaller chances of being rated high as compared to lecturers with smaller classes. Johnson (2012) after an online study of 1,883 students from ten universities in Europe however concluded that of all the techniques of evaluating lecturers' effectiveness, students' evaluation proved to be more effective at providing specific information for formative and summative purposes and should be an important part of teacher evaluation. Cohen (1983) also observed that students' judgment highly correlated with test scores. Jackson in Iyamu and Aduwa (2005) found that the perception of lecturers did not differ based on gender, location of school, academic attainment, teaching experience and teaching subject under both formative and summative purposes in selected American Universities while Idika, Joshua and Kritsonia (2006) in a study "Attitude of Academic Staff in Nigerian Tertiary Institutions towards Students' evaluation of Instruction", focused on higher institution in south east of Nigeria revealed that Nigerian academic staff displayed a significant positive attitude towards student evaluation of instruction though the attitude was more positive towards formative than summative purposes. They found that members of staff of Education and Arts showed more positive attitude than those in Science and that expressed attitude was significantly influenced by professional status and academic qualification. Members of staff of colleges of Education showed more positive attitude than their university counterparts. They stressed the need for student evaluation to be introduced in all tertiary institutions to enhance quality of teaching.

Statement of the problem

There has been widely recognized reduction in the quality of our graduates, NCE teachers from colleges of education across the country. Despite this, some colleges tend to believe that it is an invasion of their privacy for anyone to ask about how they are teaching their NCE courses in the class. What results are their teaching producing in the student teachers and whether there could be room for improvement?

The inability of stakeholders in education to evaluate the standard of classroom teaching has contributed to the falling standard of education in Nigeria. Students are stakeholders in education. The implication here is that if students' evaluation of instruction is, as a rule, made a part of

evaluative process, instructional improvement in schools could result (Maiwada 2001; Iyamu and Aduwa 2005). Iyamu and Aduwa (2005) assert that there are really many questions about the reliability, validity and utility of student evaluation of teachers, especially when they are for personnel decision and other summative purposes. Isiaka (1998) shows that lecturers in selected colleges of education in Ghana and Kenya accepted the idea of students evaluating their classroom effectiveness. Smith and Anderson (2003) also found out that teachers in most American Colleges are disposed towards student evaluation. The lecturers' acceptance cuts across gender (males and females). Isiaka's work emphasizes the use of student evaluation for formative purposes only. In his study, teachers' opinions were not dependent on gender, but on seniority (teaching experience), as more experienced lecturers were found to show more preference for student rating of teaching effectiveness than their junior counterparts (Iyamu and Aduwa 2005). Schools and teachers 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 and Aduwa 2005). To make student evaluations more reliable and valid, it may be necessary to construct instruments so that factors within the teacher's control are in a separate section from those beyond his or her control; ethnic mix in classes may need to be adjusted for; and teachers may need to be evaluated in a variety of types and levels of courses (Barrette et al. 2006). However, a better way may be to use student evaluations of teachers for formative purposes only, emphasizing the use of qualitative feedback obtained from both formal and informal measures.

Some lecturers in the colleges tend to carry the concept of 'academic freedom' to the extreme in believing that no person should inquire about what they are doing in the classroom, how they are teaching their students. Yet, students, as the major stakeholders in the teaching learning process, need to give their opinions and or perceptions on whether they have been well taught or not.

But what should such perception be used for? Thus, three questions agitated the minds of the researcher: To what extent do lecturers of colleges of education support student perception of their teaching effectiveness? Are students of colleges of education competent enough in assessing their lecturers for teaching effectiveness? Can the feedback be used for formative and summative functions? Seeking answers to these posers constitute the major problem that will be addressed in this study.

Objective of the study

The objectives of the study are:

1. To find out lecturers opinion on students competency in evaluating their teaching effectiveness
2. To find out lecturers opinion on students evaluation report be used for formative and summative purposes.
3. To determine if a significant difference exist between male and female lecturers opinion to students evaluation of their teaching effectiveness
4. To determine if a significant difference exist among the three groups of lectures to students evaluation of their teaching effectiveness

Research Questions

The research questions for this study are:

1. What are lecturers' opinions on students' competency in evaluating their teaching effectiveness?
2. Can lecturers' opinion on student evaluation report be used for formative and summative purposes?
3. Is there a significant difference between male and female lecturers opinion to students evaluation of their teaching effectiveness?

4. Is there a significant difference among the three groups of lectures to students' evaluation of their teaching effectiveness?

Hypotheses

The study was guided by the following null hypotheses to be guided at 0.05 level of significance.
H₀₁: There is no significant difference between male and female lecturers opinion to students evaluation of their teaching effectiveness,
H₀₂: There is no significant difference among the three groups of lectures to students' evaluation of their teaching effectiveness.

METHODOLOGY

The study adopted survey research design. It sought to elicit information about the opinion of lecturers in colleges of education to students' evaluation of their teaching effectiveness. The researcher chose a survey research design because it best served to answer the questions and the purposes of the study.

The survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. In other words, only a part of the population is studied, and findings from this are expected to be generalized to the entire population.

In this study, the opinions, perceptions and attitudes of lecturers of colleges of education in the North-East states of Nigeria were sought on their opinion to students evaluation of their teaching. Colleges of education in the six (6) states that constitute the North-East geo political zone giving a total of eleven (11) colleges of education.

The study was conducted in the North-Eastern geopolitical region of Nigeria. This region is located within geopolitical boundaries of latitude 6.26° East and longitude 4.193° North East of the equator. Its total land area is 103.639m² (Atlas, world map, 2013). The North-East comprises of Bauchi, Gombe, Borno, Yobe, Adamawa and Taraba states. This area was chosen because it has colleges of education in each of the states mentioned that constitute the north-east geopolitical zone of Nigeria. The developed instrument for the research when used by teachers, lecturers in the colleges, federal and state colleges of education and the National Commission for Colleges of Education (NCCE) to access the opinion of lecturers in the colleges on students evaluation of their teaching effectiveness.

In this study, the accessible population comprised all the lecturers in colleges of education in the North-East geo political zone which constitute the population of the study. This is depicted in table 1.

Table 1: The number and type of College of Education in the North-East as listed in the NCCE website.

S/N	COLLEGE OF EDUCATION	TYPE	LOCATION
1.	Federal College of Education, Yola	Federal	Yola, Adamawa State
2.	Adamawa State College of Education Hong	State	Hong, Adamawa State
3.	College of Education, Azare	State	Azare, Bauchi State
4.	Bauchi Institute of Arabic and Islamic Studies Bauchi.	Private	Bauchi
5.	Umar Ibn Ibrahim Elkanemi College of Education, Sci. & Technology, Bama.	State	Bama, Borno State
6.	Sir kashim Ibrahim College of Education, Maiduguri	State	Maiduguri, Borno State
7.	College of Education Waka Biu	State	Waka Biu, Borno State
8.	Federal College of Education(Tech.) Gombe	Federal	Gobe, Gombe State
9.	College of Education, Jalingo	State	Jalingo, Taraba State
10.	College of Education Gashua	State	Gashua, Yobe State
11.	Federal College of Education (Tech.) Potiskum	Federal	Potiskum, Yobe State

Source: NCCE website www.ncceonline.edu.ng

A questionnaire designed by the researcher titled “Lecturers Opinion to Students Evaluations of Teaching (LOSET)” is used in the study. A pilot test was conducted on the instrument and reliability test for internal consistency was carried out. A Cronbach Alpha reliability Coefficient of 0.818 obtained. This was used to generate data for the study. The instrument consisted of 20 items and structured on a four point Likert scale, graded strongly agree, agree, disagree, and strongly disagree was used to generate the data. Items 1-10 in section C elicited information on the general need for evaluation, 1-5 in section D were on the formative purposes, while 6-10 in section D covered the summative aspect. The content of the instrument was based on the research questions. The instrument which was based on the objective of the study and the hypothesis has four sections: A, B, C and D:

- section “A”, is on gender “Male/Female”
- section “B” is on rank of lecturers “Rank of lecturers”
- section “C” is on the competency of students evaluation of their lecturers. It has a total of 10 items;
- Section “D” Use of students’ evaluation report for formative and summative purposes. It also has a total of 10 items;

The instrument was structured in the Likert fashion, on a 4 – point scale, ranging from “strongly agree” (SA), through “agree” (A), “disagree” (D) to “strongly disagree” (SD). Respondents were then instructed to respond to their degree of agreement with the statements contained in the instrument.

After the pilot testing and all necessary modifications, the instrument was administered directly to the chosen colleges in the six states for the study. The possibility of retrieving back all the instrument will be as a result of the researcher had taken the lonely task of going round the colleges to administer and collect back the questionnaire with the help of two (2) research assistants.

The data collected from the field were analyzed. Simple percentage (%), Statistically weighted mean (X) and standard deviation (SD) were used in analyzing and answering the research questions one and two. The response options in the instrument are weighted as shown below:

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
4 Points	3 Points	2 Points	1 Points

The acceptance point for the items was 2.50 and any mean below 2.50 was regarded as rejected, not prevalent and as unpopular view.

Microsoft Excel version 2010 was used in calculating the simple percentage (%), statistically weighted mean (X) and standard deviation (SD) after inputting the row data of each of the 180 respondents.

DATA ANALYSIS AND RESULTS

Objective one: *What were lecturers’ opinions on students’ competency in evaluating their teaching effectiveness?*

This research question is addressed by items 1-10 of the questionnaire instrument. The responses to this question are illustrated in Table 1 below. From an analysis of Table 1, it is clear that most of the items were rated positively. This means that the respondents had a generally positive perception of students’ evaluation of lecturers. However, the analysis revealed that those items that relate to the components of punctuality, transparency, self-reflection and relationships with students were fairly positively rated.

With regards to whether the idea of students evaluating their lecturers was acceptable 86% of the respondents either strongly disagreed or simply agreed. The view that students are responsible

enough to evaluate their lecturers was agreed by most lecturers, 69%. On this item (31%) did not believe that students possess value judgments to evaluate their lecturers.

On students of Colleges of Education possess good value judgments to evaluate their lecturers, 70% upheld the view while 30% refute the opinion. Also on lecturers will be more prepared for their teaching if evaluated by students, the response was positive with about 79% agreeing. On lecturers will be more punctual to lectures if they know that their students will evaluate them 82% agreed, while on lecturers will be transparent to students if they know that their students will evaluate them 82% of the respondent agreed.

The issue of students evaluation of lecturers will help to improve lecturer-student relationship and Students evaluation of lecturers will help lecturers to be more committed to their job was positively responded 80% and 81% respectively. 82% agreed on lecturers will be more innovative in their teaching if they are evaluate by their students while 86% agreed on lecturers will be more disciplined generally if they know that their students will evaluate them.

Table 4: Lecturers opinion on students' competency in evaluating their teaching effectiveness

SN	ITEM	%	X	SD
1	The idea of students evaluating their lecturers is acceptable by me	86	3.43	0.76
2	Colleges of Education students are responsible enough to evaluate their lecturers	69	2.78	0.83
3	Students of Colleges of Education possess good value judgments to evaluate their lecturers	70	2.82	0.93
4	Lecturers will be more prepared for their teaching if evaluated by students	79	3.17	0.82
5	Lecturers will be more punctual to lectures if they know that their students will evaluate them	82	3.28	0.72
6	Lecturers will be transparent to students if they know that their students will evaluate them	82	3.29	0.75
7	Students evaluation of lecturers will help to improve lecturer-student relationship	80	3.19	0.77
8	Students evaluation of lecturers will help lecturers to be more committed to their job	81	3.24	0.73
9	Lecturers will be more innovative in their teaching if they are evaluate by their students	82	3.27	0.70
10	Lecturers will be more disciplined generally if they know that their students will evaluate them	86	3.44	2.17

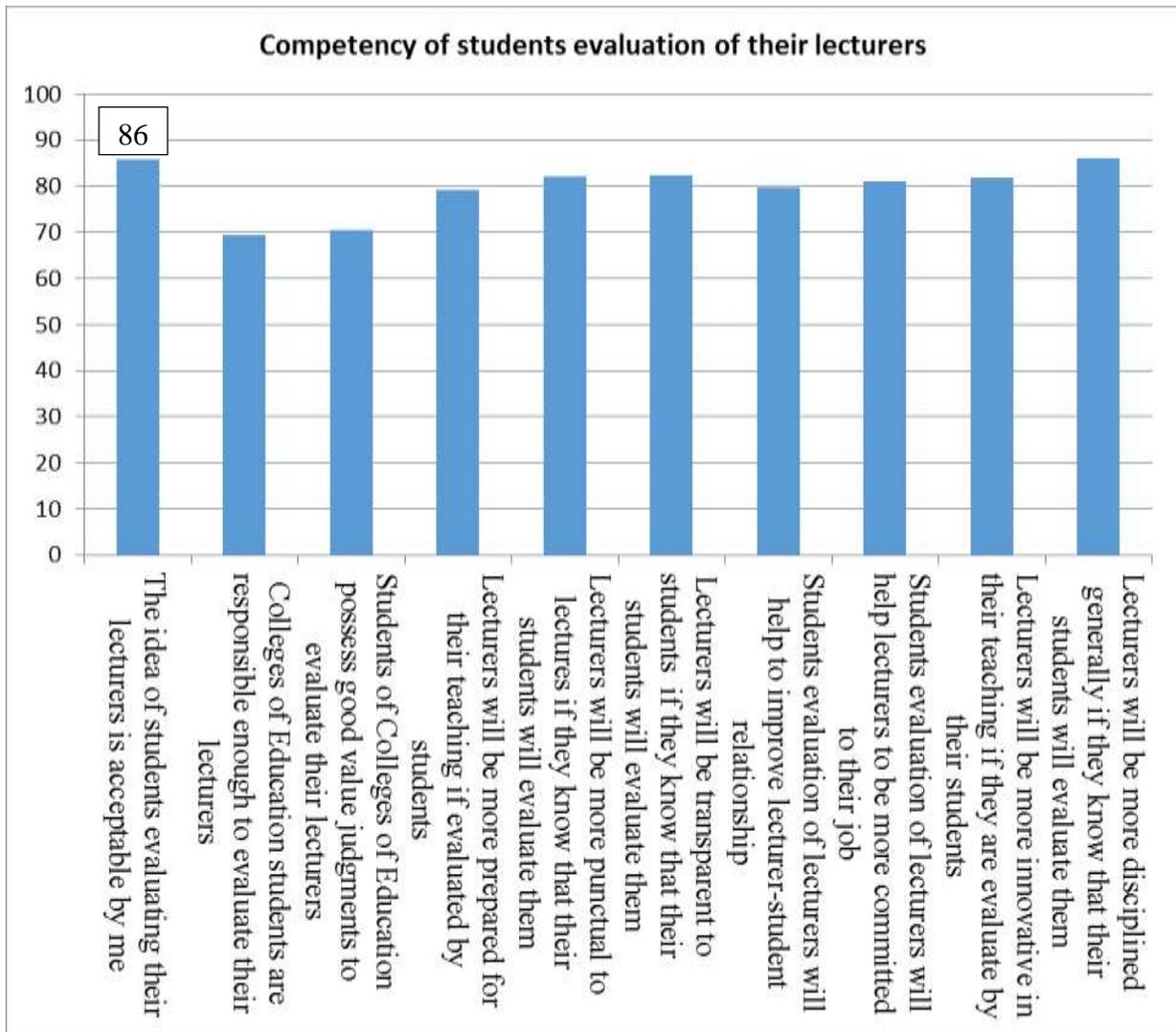


Figure 1: Lecturers opinion on students’ competency in evaluating their teaching effectiveness

There were ten items on lecturer’s perception about student’s evaluation of lecturer’s effectiveness. From the results, none of the ten items had an excellent perception, but generally the idea of student’s evaluation was highly acceptable with the highest response of 86%, 3.43, ∓ 0.76 and 86%, 3.44, ∓ 2.17 . All items under the lecturer’s perception had a percentage above 50 which is an indication that lecturers had a positive perception towards student’s evaluation of their teaching effectiveness. This notwithstanding, the fact that majority supported the idea; there were reservations in some areas. The item that indicated that Colleges of Education students are responsible enough to evaluate their lecturers had the lowest positive perception (69%). This indicated that the lecturers had their reservations on the fact that affected whether the students are responsible enough.

The bar chart in figure 1 is a graphical representation of the information presented in Table 4.

Objective two: *Can lecturers’ opinion on student’s evaluation report be used for formative and summative purposes?*

What Formative Functions Do Student Evaluations Serve?

This research question is addressed by items 1 - 5 of section D of the questionnaire instrument. The responses are in Table 2. An analysis of Table 2 shows that most lecturers had no problems

with student evaluations as long as the results of such evaluations were used for formative purposes only. This is clearly attested by the fact that all the 5 items on this section that sought to gauge lecturers' views on the formative function of student evaluations were rated very highly positive. In a way this seems to suggest that lecturers are not necessarily against the idea of student evaluations as such. Rather, reflecting the work of Gardener and Milton (2002) and Iyamu and Aduwa (2005), the critical point seems to lie on how the student evaluation results will be used. Whereas 87 percent of the respondents believed that the exercise helps lecturers improve on their teaching, 82 percent cited improved instruction while 84 percent underlined the improvement in student learning as the major formative benefits of student evaluations. Similarly, 83 percent and 81 percent of the respondents cited professional growth of lecturers and self-evaluation respectively as the critical benefits that result from student evaluation of teaching. Feedback on students' evaluation helps lecturers to improve on their teaching Results of student evaluation are needed to improve classroom instruction. Results of student evaluation are used to improve students' learning. Results of student evaluation are used to foster professional growth of lecturers. Student evaluation reports help lecturers to evaluate themselves.

Table 5: Use of students evaluation report for formative and summative purposes.

SN	ITEM	%	X	SD
1	Feedback on students evaluation will help lecturers to improve on their teaching	87	3.47	0.67
2	Results of students evaluation are needed to improve classroom instructions	82	3.28	0.60
3	Results of students evaluation will help improve students learning	84	3.34	0.76
4	Results of students evaluation will help foster professional growth of lecturers	83	3.33	0.71
5	Students evaluation report will help lecturers to evaluate themselves	81	3.23	0.71
6	Results of students evaluation will aid in administrative decision	73	2.92	0.74
7	Students evaluation results should be used for promotion of lecturers	48	1.92	0.95
8	Students evaluation results are needed for salary increment of lecturers	41	1.65	0.81
9	Students evaluation results are needed to select the best lecturers for award in the college.	45	1.82	0.89
10	Results of students evaluation are used for decision on lecturers retention	42	1.66	0.84

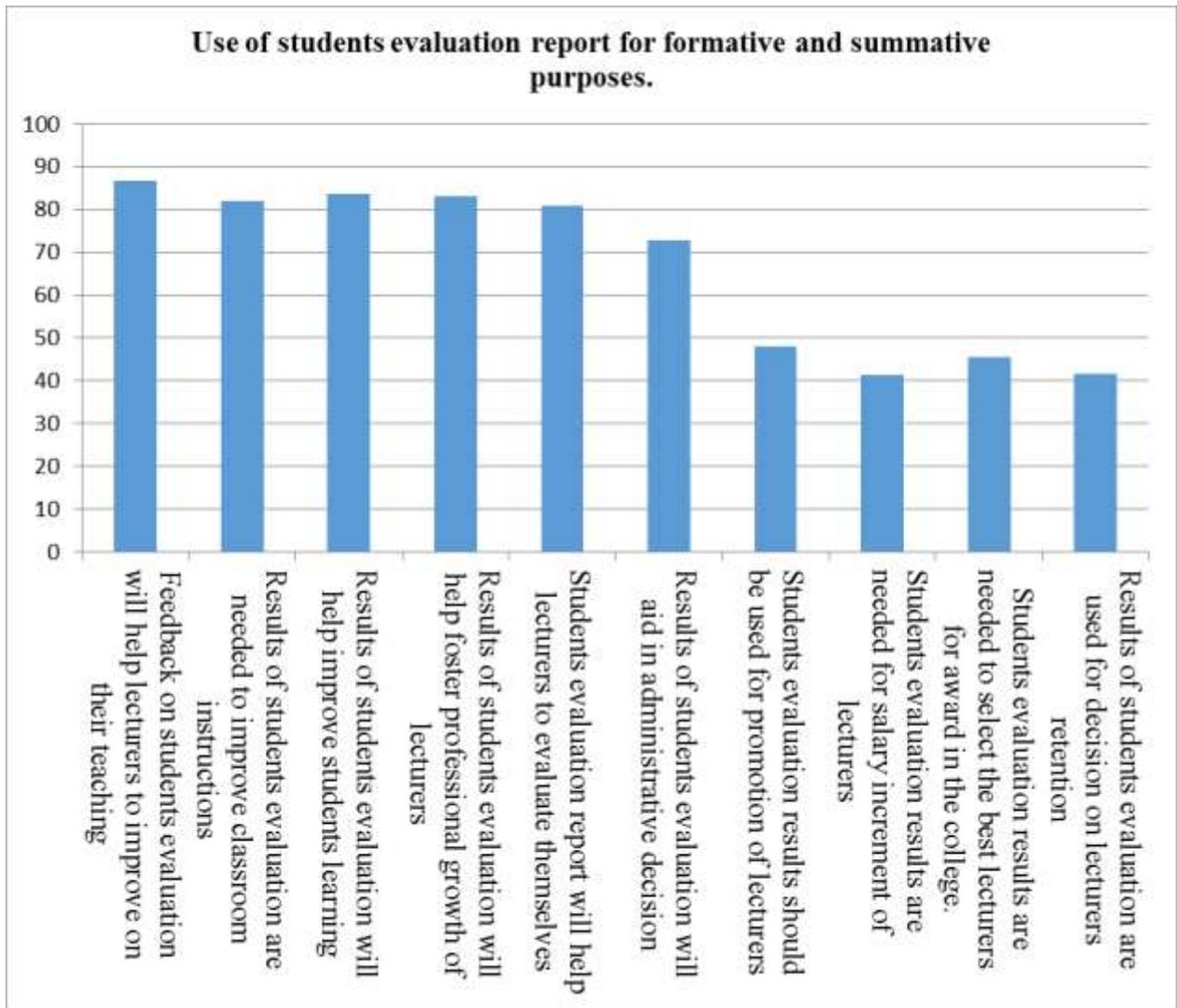


Figure 2: Use of students' evaluation report for formative and summative purposes

What Summative Functions Do Student Evaluations Serve?

This research question is addressed by items 6 -10 of section D of the questionnaire instrument and the responses are depicted in Table 2 as well. As shown in Table 2, the item no. 6 sought to determine the extent to which lecturers felt the results of student evaluation should be used for administrative purposes. On this item the combined response for those who strongly agreed and those who just agreed was 73 percent showing a strong like of the idea of basing administrative decisions on student evaluation results. Similarly, lecturers refuted the idea of using student evaluation results for promotion purposes. This was attested by the 48 percent respondents who agreed to the above stated view. The idea of using student evaluation results for salary purposes was also criticized by most lecturers only 41 percent agreed. On whether student evaluation results could be used to select the best lecturers for faculty awards, 41 percent of the lecturers gave positive responses. Only 45 percent of the participants gave responses which were in the affirmative. The last item sought to gauge the lecturers' perception on the use of student evaluation results for making decisions on lecturers' retention. This item attracted 42 percent agree response and a 58 percent disagree response. Results from this table make it abundantly clear that the majority of lecturers are strongly opposed to the use of student evaluation results for administrative purposes.

Objective three: *Is there a significant difference between male and female lecturers opinion to students evaluation of their teaching effectiveness?*

To test this hypothesis, male and female lecturer’s responses were sought and a t test statistical instrument was run on the responses using statistical package (SPSS). The t test is one type of inferential statistics. It is used to determine whether there is a significant difference between the means of two groups. With all inferential statistics, we assume the dependent variable fits a normal distribution. When we assume a normal distribution exists, we can identify the probability of a particular outcome. We specify the level of probability (alpha level, level of significance, p) we are willing to accept before we collect data ($p < .05$ is a common value that is used). After we collect data we calculate a test statistic with a formula. We compare our test statistic with a critical value found on a table to see if our results fall within the acceptable level of probability. Modern computer programs calculate the test statistic for us and also provide the exact probability of obtaining that test statistic with the number of subjects we have.

When the difference between two population averages (For instance Male and Female) is being investigated, a t test is used. In other words, a t test is used when we wish to compare two means (the scores must be measured on an interval or ratio measurement scale). We would use a t test if we wished to compare the reading achievement of boys and girls. With a t test, we have one independent variable and one dependent variable. The independent variable (gender in this case) can only have two levels (male and female). The dependent variable would be reading achievement. If the independent had more than two levels, then we would use a one-way analysis of variance (ANOVA).

The test statistic that a t test produces is a t-value. Conceptually, t-values are an extension of z-scores. In a way, the t-value represents how many standard units the means of the two groups are apart.

Table 6 below shows the t-test result carried out on the responses of the male and female lecturers opinion to students evaluation of their teaching effectiveness.

Table 6: Group Statistics

	Samples	N	Mean	Std. Deviation	Std. Error Mean
X	2	45	3.173	0.45	0.067
	1	135	2.177	0.35	0.030

Table 7: Independent Samples Test

	F	Sig.	t	Df	95% Confidence Interval	
					Lower	Upper
X	1.992	160	0.056	178	0.134	0.127

Objective four: *Is there a significant difference among the three groups of lectures to students’ evaluation of their teaching effectiveness?*

Table 8: Descriptive of One-Way ANOVA

X	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
1	85	3.171	0.3789	0.0411	3.089	3.252
2	79	3.223	0.3000	0.0338	3.156	3.290
3	16	2.975	0.6476	0.1619	2.630	3.320
Total	180	3.176	0.3826	0.0285	3.120	3.232

Table 9: One-Way ANOVA

X	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.822	2	0.411	2.867	0.059
Within Groups	25.362	177	0.143		
Total	26.187	179			

DISCUSSIONS OF FINDINGS

The overall perception of lecturers on students' competency in evaluating lecturers teaching effectiveness revealed a very positive perception. This agrees with the findings of Idiaka and Joshua (2006) especially on the formative and summative evaluation. This result also established the findings of Johnson (2012) who concluded that of all the techniques of evaluating lecturers' effectiveness, students evaluation proved to be more effective as providing specific information for formative and summative purposes. Generally, lecturers even though their perception on the evaluation is positive they do not accept the fact that the evaluation results should be used for promotion and salary increase. These results confirmed that there was no significant difference in the perception of male and female lecturers. This negate the findings of Farley (1996) who found out that students perceived that female lecturers are biased and having an agenda rigid, grumpy and angry while the male were seen as objective. The fact that there was no significant difference in the perception of male and female lecturers revealed a uniformity of idea among lecturers. This, therefore negate the opinion that some lectures felt that putting the power to evaluate lecturers into the hand of students will make the students to score down lecturers that insist on hard work. Year of work experience was also found not to yield a significant difference on the perception of the lectures. The result also shows that years of teaching experience do not make any significant difference in the lecturers' perception.

A one sample test was conducted on the perception scores to determine whether the samples mean were significantly different from 51, the test value. The sample mean for teachers 47.97(SD=9.54) was significantly different from 51, $t(23) = -3.176$, $p=0.002$. Again, the sample mean for students 45.00 (SD=6.58) was significantly different from 51, $t(99)=-4.467$, $p=0.000$. The results of Table 2 indicated that, generally, both teachers and students had unfavorable perception towards the practice of assessment. However, students had a more unfavorable perception towards the practice of assessment than their teacher counterparts. This implies that, teachers and students perceived the assessment practice as more of theoretical. To determine whether the difference in mean scores were significant, a t-test was computed and the results are indicated in Table 3 below. The calculated value of $t(0.056)$ is less than the critical value of $t(1.972)$ which shows that there is no statistically significant difference between the male and female lecturers opinion to students evaluation of their teaching effectiveness at 0.05 level of significance.

CONCLUSIONS

From the results therefore, it could be concluded that lecturers evaluation is not an issue, students evaluation of lecturers teaching effectiveness is not also an issue but that the results of the evaluation if used for summative and formative should not be tied down to promotion of lecturers and payment of salaries. It can be concluded that Nigerian academic staff are not so different from their counterparts in elsewhere, where the practice of faculty evaluation has taken a firm root, particularly against the backdrop of being widely recognized as the panacea for quality teaching.

On lecturers' opinions on students' competency in evaluating their teaching effectiveness, it was concluded that generally, lecturers are optimistic that their students are competent in evaluating their teaching effectiveness.

The conclusion on lecturers' opinion on student evaluation report be used for formative and summative purposes. It was concluded that of all the techniques of evaluating lecturers'

effectiveness, students' evaluation proved to be more effective as providing specific information for formative and summative purposes. Generally, lecturers even though their perceptions on the evaluation are positive they do not accept the fact that the evaluation results should be used for promotion and salary increase.

The t test result carried out on the responses of the male and female lecturers' opinion to students' evaluation of their teaching effectiveness shows that there is no significant difference between male and female lecturers opinion to students evaluation of their teaching effectiveness.

The One-Way ANOVA test carried out on the responses among the three groups of lectures to students' evaluation of their teaching effectiveness shows that there is no significant difference among the three groups of lectures to students' evaluation of their teaching effectiveness.

RECOMMENDATIONS

The findings of the research have the following recommendations:

1. Administrators of Colleges of Education and other tertiary educational institutions in Nigeria should, as a matter of fact should be courageous enough to formally introduce faculty evaluation, which would combine SEI with other approaches and the results used for both formative and summative purposes. The researcher believe this scenario will improve the dwindling image of that level of our educational system
2. Students' evaluation of lecturers' teaching effectiveness should be an important aspect of the educational system in Colleges of Education.
3. Result of Student evaluation of lecturers' teaching effectiveness should be used for both formative and summative purposes.
4. Instruments used for student evaluation of lecturers' teaching effectiveness should be carefully developed to ensure their psychometric properties.
5. All class members should be used in lecturer evaluation to get a more objective result.
6. Other methods of teacher evaluation should be included especially for summative purposes.
7. The research also recommends that in order to appropriately measure and assess teaching effectiveness in Colleges of Education and other Higher Education, there is need for multidimensional methods.

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