

Student Evaluation of Teaching Effectiveness: An assessment of students and teachers' perception in Colleges of Education in Kogi State, Nigeria

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ABSTRACT

This descriptive study aims to investigate how teachers and students perceive Student Evaluation of Teaching Effectiveness (SETE) in Kogi State Colleges of Education in Nigeria, as well as to seek for possible similarities and differences between the two groups' perceptions. The current study was conducted with the participation of 30 teachers and 153 students at three college of education in the state. Quantitative and qualitative data were collected via questionnaires and semi-structured interviews. Main findings reveal that: (1) all teachers and students in these schools are not aware of SETE because it is not practiced. Both groups however, would be glad if SETE is introduction haven known the necessity and benefits, except for its validity and reliability; (2) the two groups of participants acknowledged that the use of SETE would improve both teachers and students performances. (3) there are major similarities and differences between teachers' and students' perceptions of SETE.

Keywords: Student Evaluation of Teaching Effectiveness (SETE), student evaluation, teacher quality, teacher assessment

I. INTRODUCTION

Student evaluation of teaching effectiveness (SETE or SET) or course evaluation is the practice of using students, the recipient of instruction, to evaluate the course instructor using a predefined instrument. The method is used to evaluate how the instructor impacted the recipient of instruction. Evaluation is a strategy used in many organisations and institutions, both public and private. According to Lin (2001), "Evaluation is a process that suggests planning and treatment by

providing feedback information, and contributing to organisational development." There is a broad consensus that, the major goal of evaluation is to influence decision-making or policy formulation through the provision of empirically driven feedback (Trochim, 2006).

In most organizations, evaluative role is generally handled either by a superior in the same organization who is familiar with delivering the same or similar services or by the recipient of the service - the client. The emphasis on the client as evaluator can be witnessed daily in hotels, in the insurance industry, in car sales i.e. asking for client's feedback on all aspects of services provided. There is nowhere else is such evaluation needed today in Nigeria than in higher education system.

The practice of students' evaluation of teaching is used at most universities and colleges around the world, and many researchers have analyzed their use in the classroom. Marsh (1987) commented that SETs may be the most studied form of personnel evaluation. There are well developed literatures addressing the construction of the student evaluation of teaching effectiveness instrument. Much research has already examined the reliability and validity of the instrument, potential bias of student ratings, and their motivation to participate. However, despite the extensive amount of research and practice of SETE globally, there is still much apprehension among Nigeria academics why this laudable activity is not welcome or practiced in Nigeria higher education. The trust of this research therefore is to examine students and teachers perception of SETE in the Nigeria higher education system.

Receiving feedback from students has become the most common source in higher education in evaluation of teaching. There appears

to be a widespread consensus that students' evaluations of teaching have raised awareness of teachers about their critical role of effective teaching. The involvement of students in assessing teacher effectiveness inspires teachers to tailor their teaching to meet students' preferences. On the average, there is little controversy over the use of student feedback as a data source for instructional improvement.

Although the influence of student evaluations on teaching and course quality remain a debate because of its reliability and validity to measure teaching effectiveness, it is important to note that student feedback can be used to assess teaching quality. Cashin (1988) argues that students evaluations are more reliable and valid than any other data to improve faculty teaching. Universities and Colleges have placed a great deal of emphasis on student evaluations because:

- ✓ Students' feedback has been considered a significant teacher evaluation tool as it allows teachers to refine their teaching.
- ✓ Institutional authorities use them as a source of data for personnel decisions
- ✓ Students use them as a source of data to make decisions on the selection of lecturers and courses
- ✓ Student feedback is given considerable weight in quality assurance system of universities as they are considered good indicators of teaching effectiveness.
- ✓ Surveys provide useful information to measure student satisfaction with lecturers and their teaching.

SETE have gained widespread use in many higher institutions and have been adopted as part of their quality assurance system. This meaningful input from student ratings is used by institutions to evaluate lecturers and observe their teaching styles. According to Chen & Hoshower (2015), student evaluations serve two basic purposes: 1) their formative use gives an idea to lecturers to enhance their teaching performances and course delivery and 2) their summative use gives an idea to the administration to make decisions about lecturers or courses. Kennedy (1997) stated that, of the many expectations that society has about modern colleges and universities, the most important is to teach well. In efforts to improve educational outcomes for students and increase accountability for teachers, there is the need to evaluate the effectiveness of courses taught by lecturers.

With regard to the practice of SETE, questionnaires have gain a good reputation as the best form of student evaluation but there are various effective means of collecting students'

opinion including one to one student interviews, e-mail, bulletin boards, students' diaries and informal comments. In general, it is advisable to promote an integration of different mechanisms with the intention of thoroughly aggregating student feedback (Brennan & Williams, 2004).

There is an inclination to compare student evaluation with other forms of assessment like self evaluation, peer evaluation, and alumni evaluation on the grounds that the standardized criterion of SETE is unsatisfactory (Hobson & Talbot, 2001). These days, student evaluation of teaching effectiveness (SETE) is becoming more and more familiar with most researchers, educators and learners throughout the world. Hejase et al. (2013) expose a fact that SETE has contemporarily been put in use in many countries in global scope. It is ascertained that the universal application of SETE stems from US, UK, Canada, Australia, and many European countries.

In the Nigerian context, evaluation in the pedagogical domain has usually been characterized by the traditional approach i.e. a one-sided evaluation of students by the teachers. However, there are these emerging literatures that suggest that the actual performances of lecturers in the classroom should also be evaluated by the recipient of their instructions, the students themselves. Idaka, Monday & Williams (2006) noted that this is seldom done in Nigeria higher education.

In a study of five (5) randomly selected public universities in Nigeria, Adeyemo (2018) reported that only one of the five public institutions requested students to evaluate instructions. According to Otote (2004), as highlighted by Faleye and Awopetu (2012), the key problem associated with measurement and assessment of teaching effectiveness in Nigeria universities is that the current measures for assessing academics for promotion are not linked with the capacity to teach effectively. They pointed out that the existing National Universities Commission (NUC) policies for measuring teachers or lecturers' effectiveness 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. Beside qualifications, paper publications, community service and commitment both at national and international levels are the key considerations for assessing teachers' promotion. These, according to Faleye and Awopetu, (2012), are good but adjudged not good predictors of teaching effectiveness. This agrees with the position of Oranu (1983) that describes the quality of teaching in Nigeria institutions as apparently poor, and attributed this to the fact that teaching

performance and other in-class behaviours are never recognized criteria when considering college teachers for promotion or reward. At the end, bad teachers who are vocal and in politics may get better reward than the introvert teachers who may actually be better.

Students are the direct consumers of the major services rendered by a school; hence their views on all aspects of their education experiences are essential to the effective monitoring of quality in education. In the USA, student evaluation of teaching is part of the faculty member's performance evaluation (Emery, Kramer and Tian, 2003). This is also true of European countries (Curtis, 2005).

In Nigeria, students' voices have not yet been incorporated into the criteria for assessing academics for tenure and promotion. Instead, qualifications, length of teaching, current research publications, and service to university/community that do not have direct bearing on actual classroom performances are utilised.

Research has proven that there is nothing schools can do for their students that matter more than giving them effective teachers. A few years with effective teachers can put even the most disadvantaged students on the path to college progress. A few years with ineffective teachers can give students an academic blow from which they may never recover (Jordan, Mendro, & Weerasinghe, 1977). According to Wright, Horn and Sanders (1997), more can be done to improve education by improving the effectiveness of teachers than by any other single factor.

1.1 Research Questions

The current research aims to answer the following questions:

1. Do Nigeria education systems allow students to evaluate instruction?
2. Should students be involved in teacher evaluation?
3. Can students' performance improve as a result of instructor's teaching performance evaluation?
4. How do the teachers perceive student evaluation of teaching effectiveness?
5. How do the students perceive student evaluation of teaching effectiveness

II. LITERATURE REVIEW

2.1 Student evaluation

Zerihun et al. (2012) defines student evaluation as one of the instruments used to collect feedback on instruction. According to the official website of University of Washington, student

evaluations are also interpreted as student ratings or student comments that provide review and promotion committees with a useful source of information regarding teaching performance. At this university, the evaluation process takes place at the end of the course on a daily basis and the students are valued as authorities on evaluating their learning experience and perceptions in the role of learners. Little, Goe and Bell (2009:13) trace student evaluations back to "the form of a questionnaire that asks students to rate teachers on a Likert-type scale (usually a four-point or five-point scale)". In terms of the universal design of a student evaluation form, Spooen et al. (2007) confirmed that there is no consensus on the evaluation design but models of student evaluation commonly contain multiple-choice items adapted on Likert scales and simple open-ended questions.

2.2 Teaching effectiveness

Marsh (1987) introduces a lot of attention to teaching effectiveness in research literature and emphasizes the necessity of defining and measuring this subject matter with reference to important decisions in higher education. In the book "A Practical Guide to Evaluating Teacher Effectiveness" by Little, Goe and Bell (2009), teaching effectiveness denotes "a teacher's ability to improve student learning as measured by student gains on standardized achievement tests" (p.1). Skelton (2005) argues that the definition of teaching effectiveness has still been a contested notion and concludes that it should be connected with a specific context in which the evaluation occurs. Well-designed questionnaires are typically used to measure teaching effectiveness, specifically teaching styles or behaviours under observation (Wright & O'Neil, 1992) with the intention of improving course content, format and structure (Simpson, 1995).

2.3 Student evaluation of teaching effectiveness

Student evaluation of teaching effectiveness (SETE) is an alternative expression of student ratings and it has been an area of interest for a number of researchers (Hejase et al, 2013). There are many terminologies pertaining to the process of student evaluation. Several relatively common concepts are composed of Student Evaluation of Teaching Effectiveness (SETE); Student Evaluation of Educational Quality (SEEQ) (Coffey & Gibbs, 2001); student evaluation of teacher performance (Chuah & Hill, 2004); student evaluation of instruction (Clayson et al., 2006); student course satisfaction (Betoret, 2007) and student course evaluation (Huynh, 2015).

According to the classified and defined terms basically used in higher education as established by UNESCO, student evaluation of teaching (SET) is described as “the process of using student inputs concerning the general activity and attitude of teachers in the classroom” (Vlasceanu, 2004:59).

2.4 The history of SETE

According to Wachtel (1998), teaching evaluation was first initiated in around 1915. The year witnessed the first teacher rating scale, and not until the 1920s was the first research on SETE conducted. With the exception of SETE itself, bias factors that may influence the SETE process were well-researched in the 1920s. Wachtel (1998) outlines a brief review on the history of SETE and contends that it is Remmers who is considered one of the pioneers to do a lot of research on SETE in 1927, 1928 and 1930. In the domain of student evaluation, Remmers addressed some dominant issues such as the agreement between the judgments of students and those of peers and alumni. Murray (2005) has conducted many studies at the colleges and universities in North America and states that SETE was applied in the late 1960s or early 1970s. Moreover, the first school using SETE is known as University of Washington, which put SETE into practice in the 1920s. Marsh (1987) is all in favour of this piece of historical information that the procedures of SETE were welcomed at several well-known US universities in the 1920s.

2.5 The implementation of SETE around the World

Morley (2014) has investigated the application of SETE since its first introduction in the 1920s and discloses that in the past, student evaluation took place on a voluntary basis and it provided confidential information between teacher and student. The early freewill and private use of student evaluation was traced back to the 1960s. Nonetheless, there was a considerable change during the 1970s when student evaluation was generally implemented for formative and summative purposes (Centra, 1993). Since then, SETE has gained in popularity over recent years, which is proved by the growing percentage of SETE application from about 29% of colleges and universities in 1970 up to 86% in 1993 and it was universally used all over North America (Seldin, 1993). Surgenor (2013) claims that contrary to compulsory application and universal approval of summative SETE in most North American universities, European institutions are more reluctant to implement SETE. For instance, Irish universities in the year 2013 were reported to have

no mandatory centralized systems of SETE and other academic institutions have been detected to be unwilling to accept this sort of feedback system. As far as it is concerned, the implementation of SETE was accepted not only in American, Australian and Western nations but also in Asian countries despite its limited acceptance in Europe.

2.6 Acclaimed benefits of SETE

Cook-Sather (2006) subscribe to potential advantages of SETE for teacher professional development, which provokes many institutions into using student evaluations with the aim of underlining course and teacher strengths and sketching ways for improvement. Student evaluation of teaching effectiveness is regarded as a valid and reliable measurement by Marsh (1987) who also finds this kind of rating advantageous to students, faculty and administrators. Providing more detailed explanation, Marsh (1987) indicates that student ratings are used for four primary purposes. One of the recommended targets is to supply faculty with formative feedback about the teaching effectiveness with the purpose of fostering teaching improvement. In terms of a summative nature, a study conducted by Spencer and Schmelkin (2002) is an affirmation that administrators can collect the data of evaluation for their future reference such as making decisions of tenure or promotion. Generally, schools are found to capitalize upon SETE for both summative and formative uses. However, the purposes of raising tenure and promotion in relation to summative use take priority over the targets of improving teaching established by formative use (Ballantyne et al., 2000). Additionally, Doyle (1983) states that faculty will be capable of diagnosing future learner's needs with the aid of information analyzed from student evaluation.

Student feedback on teaching performance enables teachers to adapt their instruction, enhance their own growth and reflection and help teachers predict learning needs in the future (Doyle, 1983). An agreement with this standpoint is reached by Marsh (1987) when the researcher notes that providing diagnostic feedback to staff about their teaching efficiency is one of the prominent goals of SETE. This activity of evaluation, in the long run, is expected to trigger a development of teaching quality. Moreover, student ratings are seen as the useful source of data for pedagogical research (Marsh, 1987). Ballantyne, Borthwick and Packer (2000), in their study on the application of two formal systems of SETE available to the lecturers teaching undergraduate program at the Queensland University of Technology (QUT), eventually

emphasizes potential advantages of SETE for the staff. During their classes, the students at QUT are supposed to accomplish a structured questionnaire containing a certain number of standard and optional items together with open-ended questions which require them to express their personal opinions and comments on lecturers' teaching performance in class. In case lecturers desire to perceive their own teaching based on student rating, they have option to select SETE instrument. In this way, the lecturers are able to receive mainly formative feedback, both positive and negative comments, from their students with the best intention of improving their teaching quality. Considering the review of Marsh (1987), in addition to benefiting directors and teachers, SETE is of use to students who conduct the evaluation as well. He believes that students have freedom to select instructors and courses on the evidence of evaluative information. Students commonly play the role of learners and participants in their classroom but SETE can modify such a usual stereotype by turning students into "professional teacher watchers" within the capability of making reasonable and sensible judgments about teaching if they are questioned on their own experiential background (Miller, 1988). Doyle (1983) is in favour of the benefits to students reporting that not only can teachers grow and reflect themselves, but learners can also gain their own growth and reflection, thanks to student evaluation.

2.7 A controversy about validity and reliability of SETE

Previous studies strongly advocate the widespread implementation of SETE as the approach is concluded to be a reliable measurement of teaching effectiveness (Aleamoni, 1999; Arubayi, 1987; Marsh, 1987). As a consequence, SETE has recently gained its popularity among universities, colleges and other academic institutions around the world, especially in the continent of America (Seldin, 1993; Surgenor, 2013; Blair & Noel, 2014). Many prior studies focusing on SETE's reliability and validity conclude that the evaluations are independent of prejudice and, therefore, fairly reliable and valid (Centra, 1993; Marsh & Dunkin 1992; Wachtel, 1998). Other advocates like Barnes and Barnes (1993), and Feldman (1998) are dedicated to the demonstration of SETE's reliability, stability and generalizability when highlighting that SETE can yield reliable and consistent outcomes. McKeachie (1997) in support of his personal experiences cherishes the belief that SETE is definitely more valid than many other personnel committees and

Machina (1987) is likewise agreeable to this declaration.

On the contrary, the implementation of student ratings to rank teaching ability has aroused suspicion among several scholars. Murray (2005) wonders how well student ratings work as a reliable and valid form of assessment and he discovers that this question has drawn attention of over 2000 published studies. Wachtel (1998) is suspicious of the validity and reliability of SETE due to the factor of gender bias. The results are also arguable since some researchers find out that females have tendency to give higher ratings than males (Feldman, 1976; Tatro, 1995) whereas some are totally opposed to this viewpoint (Koushki & Kuhn, 1982). In addition, students' interest tends to impact their ratings. Howard and Maxwell (1980) suggest that students tend to deliver higher ratings if they are into the subject or positively impressed by the teacher. Merritt (2008) introduces some components affecting student evaluation consisting of teacher's smile, gesture, and other mannerism. As a consequence, it is possible that students underestimate teacher's knowledge, clarity, organization and other elements connected with good teaching performance on the assumption that the instructor unintentionally drops a negative image into students' mind.

Worthington (2002) conducted a case study in Finance Education. The study focuses on examining student characteristics and perceptions of the teaching evaluation process that impact on student ratings. The research findings reveal that student ratings are significantly affected by student's grade expectation, ethnicity, gender and age. Furthermore, it is noticeable that the impact of student perceptions and characteristics is inconsistent depending on different dimensions of teaching performance. Nasser and Fresko (2002) conducted a research on teachers' perceptions of SETE at a college faculty. In his work, he pursued an aim of finding out the answers to four posed questions on instructors' attitudes towards course evaluation; the usefulness of course evaluation for instruction improvement; the role of course evaluation in faculty evaluation systems; and instructors' attitudes and beliefs related to several dimensions. According to the outcomes, in the vast majority of cases, instructors reported their satisfaction of students' feedback on their teaching performance via SETE and also expressed positive attitudes towards the validity of SETE as well as their practicability for advancing instruction. Additionally, there seems to be a state of general tension surrounding course evaluation, so it is believed to more or less impact instructors'

attitudes towards the SETE process. Accordingly, just few instructors acknowledged modifying their instruction by virtue of student ratings. The research conducted by Truong et al. (2016) provides a wider understanding of both teachers' and students' perceptions of SETE. 37 teachers together with 131 undergraduate and postgraduate students of MA and BA TESOL training courses get involved in the descriptive research. The analysis and interpretation of collected data indicate that SETE is an essential process for the institution and that there is still an existing incompatibility between perception and practice along with a mismatch between teachers' and students' responses.

III. THE STUDY METHODOLOGY

3.1 Population

The three Colleges of Education in Kogi State form the population of the study. These includes

- i. Federal College of Education, Okene (FCE, Okene)
- ii. Kogi State College of Education, Ankpa (KSCOE, Ankpa)
- iii. Kogi State College of Education Technical, Kabba (KSCOE(T), Kabba)

3.2 Sample population

A sample data of 190 participants, made up of 160 students and 30 lecturers were selected from the population to participate in this study.

3.3 Instrument for data collection

The data for the study was collected using a previously validated questionnaire instrument adapted from a study by Tran Ngoc Bao Chau and Truong Vien (2020) as invented by Nasser and Fresko (2002), Spencer and Schmelkin (2002), Hejase et al. (2013), that suit the current study context. The questionnaire has two parts, A and B. Part A is meant to expose students and teachers to performance attributes (teaching qualities) that a teacher would be evaluated. While the students are required to carry out an actual evaluation of a teaching staff in their current course of study using the instrument, the teachers on their part are

required to peruse the attributes on which a would be teacher could be evaluated in his/her classroom performance before answering the questions on perception. There are semi-structured questionnaire/interview section in the instrument provided for the sake of exposing teachers' and students' perceptions of SETE as well as comparing these two groups' perceptions. It is also aimed at gaining further information about the participants' thoughts and expectations about the implementation of SETE in their schools.

3.4 Procedures

In each school, the researcher addressed the participating students and teachers on the goal of the research and their required role in data collection. The instrument was administered and collected on the spot from the respondents, ensuring one hundred percent return. NCE 1 and NCE 3 students from computer science department were selected to collectively administer the instrument to assess the course instructors in the following courses: CSC 121, CSC 122, CSC 321, CSC 322 and CSC 325. The choice of NCE 1 and NCE 3 students' respondents was made to further test the hypothesis that students can be trusted to evaluate their teachers.

A total of thirty (30) teachers, at Ten (10) teachers per school were randomly selected from the department of computer science in each of the schools to peruse the criteria of teachers' effectiveness examples as contained in section A (on which a teacher is to be assessed), and thereafter fill out Section B of the instrument for perception assessment.

IV. DATA ANALYSIS

Among the 160 questionnaires received from the student respondents, seven (7) were rejected because they were found to be incomplete and had missing data in several items. As a result, a total of 153 questionnaires were analyzed. The thirty (30) teachers' respondents were all correctly filled and returned.

4.1 Results

a) Necessity and Benefit of SETE in Schools

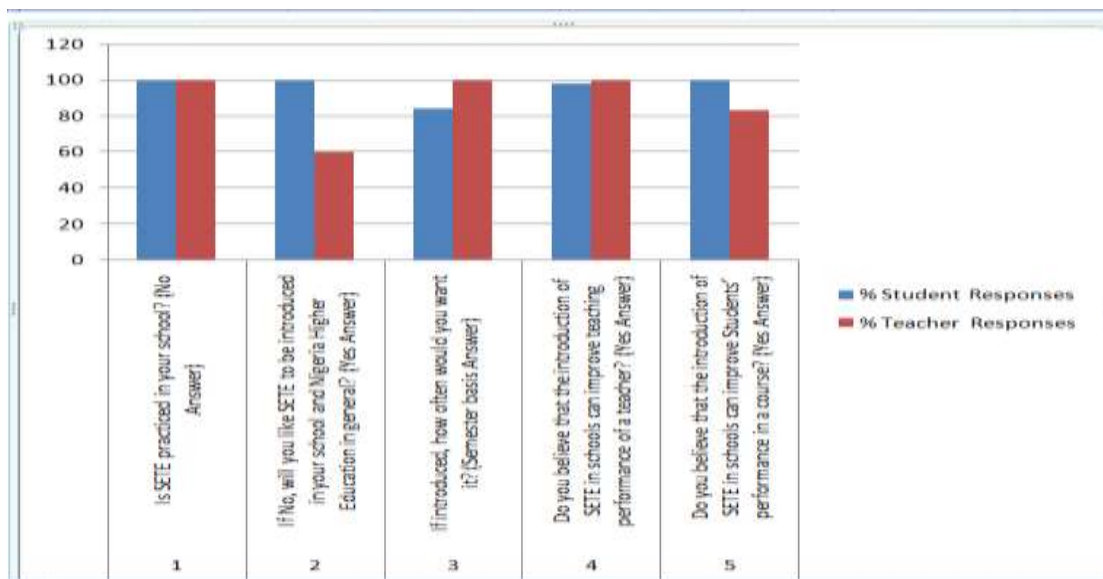


Figure 1: Necessity and Benefit of SETE in Schools

As can be seen in figure 1 above, both students and teachers agreed that SETE is not practiced in their schools. The students' respondents overwhelmingly welcome the introduction of SETE while agreeing that it has the potentials to improve both staff and students'

performance in a course. While most teachers would welcome the introduction of SETE, some do not. Most teachers believed that SETE can improve a teacher performance more that it would do students.

b) Implementation of SETE

Question: Who should read the report of SETE evaluation?

Item No	Description	Percentage Responses			
6	Who should read the report of SETE evaluation?	Head of School e.g. Provost	Head of Dept.	Teacher Evaluated	Made Public with school community
	Students	53.6	36.6	3.3	6.5
	Teachers	13.3	60.1	13.3	13.3

Table 1: Students Perception on SETE implementation

From table 1, while most students want the report of SETE to be sent directly to the office of the head of school (53.6%), majority of the

teachers want it sent to the head of department (60.1%).

c Students perception on SETE Procedure

Item	Description	Students Responses Percentage	
		Y	N
7	Do you consider students, the recipient of instruction, qualified to evaluation their teachers?	94.1	5.9
8	Do you have any fear that a teacher may trace you for punishment for giving him/her poor rating?	73.9	26.1
9	Can you be trusted to evaluate the classroom performance of your teacher without FEAR or FAVOUR?	91.5	8.5

10	Do you consider the instrument suggested for evaluation of classroom teaching performance comprehensive enough?	77.8	22.2
11a	If a teacher is scored <u>poorly</u> by students he/she taught a course, can you still take the teachers' course, especially if elective?	34.6	65.4
11b	If a teacher is scored ' <u>very good</u> ' by students he/she taught a course, will the score motivate you to take the teachers' course, especially if it is elective?	100	0
14	When you become a teacher tomorrow, would you like SETE used to assess your classroom performance?	98	02
15	Can a teacher's gender (Male or Female) influence students rating?	47.1	52.9

Table 2: Students perception on SETE procedure

From table 2, students believed strongly (94.1%) that they are qualified to evaluate their instructors as recipient of instruction. However, they fear that their teachers may punish them for objective assessment (73.9%), although they believed that they can be trusted to provide objective assessment.

Table 2 also reveal that students may not go for an elective course under a teacher whose

previous SETE score rating on that course is 'very poor' (65.4%). Conversely, the table reveals that students would unanimously (100%) go for a course, whose instructor previous SETE rating is adjudged 'very good'.

In instructors rating, the table 2 reveals that students may not necessary consider that instructor's gender in their assessment (52.9%)

d. Teachers Perception on SETE procedure

Item	Description	Teachers Responses	Percentage
7	Do you consider students, the recipient of instruction, qualified to evaluation their teachers?	Y (86.7)	N (13.3)
9	Are you For or Against the mandatory introduction of SETE to schools in Nigeria?	For (60)	Against (40)
10	Model would you advocate: Online SETE instrument () or Manual SETE instrument ()?	Online (50)	Manual (50)
11	Do you think there are areas where SETE may not be relevant or advocated?	Y (26.7)	N (73.3)
12	Are you satisfied with the above instrument of SETE (The performance examples)?	Y (100)	N (0)
13	What will you do when your students rating of your performance in a course is "VERY POOR"?		
	(a) Make effort to learn the course more	86.7	
	(b) Reject teaching the course	0	
	(c) Meet with my students to appeal to them	13.3	
14	I may not be able to do well in a course because		
	(a) of the difficulty level of the course	0	
	(b) am not a trained teacher	10	
	(c) am not motivated because of poor condition of service	40	
	(d) I find it difficult to teach the course	50	

	because of poor teaching facilities	
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Table 3: Teachers perception on SETE procedure

From table 3, teachers believes that students have a right to assess instructor (86.7%) and that as teachers, they would support the introduction of SETE (60%) whether offline or online. The teachers are also satisfied with the performance examples for assessment of

instruction (100%). In a situation where SETE report reveals a poor performance; the table reveals that the teachers would work harder on the course content (86.7%), although the teachers are of the opinion that poor teaching facilities are a major factor to poor lesson delivery (50%).

e. Case study of students’ use of SETE to evaluate course instructor

S/n	Performance Examples	Mean Score				
		CSC 121	CSC 122	CSC 321	CSC 322	CSC 325
1	Teacher comes late to class	1.6	1.7	2.3	1.9	1.4
2	Explain the objectives of the lesson to be taught	4.3	3.1	3.6	3.8	3.8
3	Encouraged students to think and to ask question.	3.5	4.2	3.4	3.9	3.3
4	Used to create a threatening environment in the class.	2.8	2.2	1.9	2.2	2.1
5	Gave assignments that were helpful in understanding the subject better.	3.7	3.5	4.2	3.7	3.6
6	Strictly adhered to the deadlines of assignment submission.	4.0	3.8	3.9	3.4	3.8
7	Asked students for suggestions regarding the course outline.	3.0	2.8	3.0	2.8	3.0
8	Used to look confused while teaching complex topics.	1.7	1.7	1.8	2.5	2.0
9	Used to answer students’ questions clearly.	3.9	3.8	4.3	3.8	3.7
10	Used to briefly summarize the previous lecture at the beginning of each class.	4.4	3.3	4.3	3.3	3.2
11	Often said, “I have explained the topic. It is your problem if you have not understood it.”	2.0	2.2	1.5	3.1	1.9
12	Used to take interactive sessions.	3.8	3.7	3.7	3.4	3.3
13	Provided course outline having helpful suggestions regarding recommended books/websites, group formation, projects, evaluation pattern and general rules for the course	3.4	3.0	4.3	3.5	2.4
14	Never made any attempt to make the class interesting.	2.2	2.0	2.3	2.6	2.9
15	Described the concepts and processes related to the topic with the fundamental logic behind them	3.6	3.7	3.6	3.5	3.3
16	Offered to explain questions and their answers once exams were over.	2.9	2.5	3.0	2.3	2.5
17	Used to mention areas of improvement and the ways to improve while giving feedback to students.	4.0	3.2	3.5	3.3	2.9
18	Clearly explained the evaluation criteria to students	4.0	2.8	3.0	3.3	3.3

19	Encouraged students to seek his or her help whenever in need.	3.2	1.9	4.3	3.7	3.3
20	Emphasized only the theoretical aspect of the subject.	3.2	2.9	3.0	3.1	2.8

Table 4: Student rating of Instructor in five (5) courses

Table 4 shows students rating of instructor, as a case study. The table reveals that except for CSC 321 (mean 3.1); the students were indifferent that the teachers assessed do not come late to class. In CSC 322 (with a mean of 2.5 out of 5), the table reveals that the course lecturer used to

look confused while teaching a difficult concept in class. In CSC 322, the teacher used to create a threatening environment while teaching (mean 3.1). The table also reveals that the teachers assessed emphasised mainly the theoretical aspect of their subjects with mean ≥ 2.8 .

f. Students responses to the open ended questions

12	What in your opinion makes your teacher to perform <u>poorly</u> in teaching a particular course, eg _____ (Specify a course and give reason (s)):
13	What in your opinion makes your teacher to perform <u>VERY WELL</u> in teaching a particular course, eg _____ (Specify a course and give reason (s)):

Table 5: responses to open ended questions

In responses to item 12 in the students' assessment, haven scored the instructor on CSC 325 on item 3, table 4, the lowest mean of 3.3 earlier, the students remarked as follows:

Student 1:

"I rate my teacher poorly because he often create fear in the students mind"

Student 2: "

I rate my teacher poor because he always appears confused while teaching the course.

Student 3:

"Inability to explain the subject matter well". He appear not to know the subject matter"

Student 4: "

"No practical. It makes the course looks very abstract and difficult to learn"

In responses to item 13 in the students' assessment, haven scored the instructor on CSC 122 on item 3, table 4, the highest mean of 4.2 earlier, the students remarked as follows:

Student 1:

"I rate my teacher high because she knows the course"

Student 2: "

I rate my teacher high because she is quite confident in handling the course"

Student 3:

"She is always prepared for her lesson"

Student 4: "

"She has teaching experience, knows how to carry students along, friendly and always willing and ready to help out"

V. DISCUSSION

The findings from the questionnaire and the open ended questions reveal that the students, rather than their teachers are quite eager to have SETE introduced to their schools and Nigeria educational system in general. To the students, it is singular opportunity to render their voices officially on what goes on in the classroom. The students' position was also buttressed in their demand that the result of SETE should be sent directly to the office of the head of school e.g. Provost (table 1, 53.6%). However, the teachers have apathy towards SETE introduction in Nigeria schools; it is a way to witch hunts them in schools. This should be expected given the fact that, presently no one cares what the teacher does in the classroom, and his or her promotion is not dependent on classroom performances. Therefore, introducing SETE, and making it a condition for promotion would curtail most teachers' excesses.

The findings from the questionnaires and the interviews show that both teachers and students believe in the essential role of SETE in their classes. This conclusion did support the hypothesis proposed by Truong et al (2016) that considered SETE a crucial process for the institution. The highest scores for perception of the necessity (table 1, item 4 and 5) indicate that both teachers and students are highly aware of the importance of SETE if introduce because of its benefits to teachers, students and school managers.

The findings also suggest that students would want the result of SETE sent directly to the office of the head of school. But, to this the

teachers objected. They would prefer it sent to the head of department. Only the teachers should be able to read the students comment on their classroom performance. Result of the findings also shows that the teachers are willing to adjust their teaching if students adjudge them poor in their teaching performances. The finding is entirely consistent with a review of Marsh (1987), who claims that SETE is beneficial to administrators, teachers and students. This result was explained because no one except the teachers can directly read students' comments and then adjust to improve their teaching. It is compatible with prior studies by Doyle (1983), who found that SETE generates opportunities for teachers to reflect on their instruction, reform their own growth and predict learning needs as well. The participants believed that SETE proved responsibility and attention of the directors to teaching and learning quality. What is more, SETE is also noted to make students more confident to raise their voices in classes.

VI. CONCLUSION AND IMPLICATION

Both teachers and students in this study would welcome the introduction SETE to the Nigeria educational system because of its perceived necessity in their classes. In addition, the perception of potential benefits was the second most agreeable to both sides. What is more, the participants however beloved that SETE was not completely valid and reliable due to certain influential factors, such as poor working environment.

In light of the major findings from this present study, five implications will be discussed as follows with the purpose of improving the Nigeria education output quality and meeting the participants' demands. Firstly, it is vital to help teachers and students raise awareness of the necessity of this evaluation activity. Meetings or conferences can be organized so that students, staff members and teachers are well informed of the significance of SETE, its objectives, potential benefits as well as thorough procedures. Above all, from the outset of a course, students should be notified of in-depth information about SETE so as to grasp its process and make this activity much more effective.

Secondly, it is recommended that the Ministry of education should promote the practice of SETE via making it compulsory for all classes if possible. A reward punishment system can be established so that students who enthusiastically participate in the SETE process will be

complimented and teachers who are willing to join SETE will achieve pay rise or promotion.

Thirdly, online anonymous questionnaires designed with specific evaluation criteria should be considered. In addition to questionnaires, the participating teachers in this study suggested holding teacher-student conferences outside the classroom and informal talks at recess with the aim of encouraging students to express more personal opinions on the course.

Fourthly, teachers and students should be required to have frequent practice of SETE, at least twice or three times a course. The participants are expected to take part in these phases of SETE during the course rather than just completing a questionnaire at the end of the course.

Finally, it is necessary to find a department that takes responsibility for conducting SETE. The staffs working for this department are considered a bridge connecting teachers and students, so they should be well trained to get on well with the two groups and make the procedure run smoothly. In conclusion, the results of this study can hopefully be used to enrich the future research into teachers' and students' perceptions of SETE. It is recommended that the next studies can be conducted to investigate both perceptions and practices of SETE in different contexts. Alternatively, to gain thorough assessment of teachers' instruction, further research is expected to combine student evaluation with other forms such as peer evaluation and self-evaluation. Besides that, there is a need to explore perceptions of SETE in comparison with other forms of evaluation.

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