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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESIS (ES)

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RESULTS & DISCUSSION

FINDINGS

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CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

A STUDY ON LECTURERS' PERCEPTION OF STUDENTS' FEEDBACK ON COURSES AND TEACHING WITH REFERENCE TO PRIVATE INSTITUTIONS IN BANGALORE CITY

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ABSTRACT

The appraisal of courses and teaching by students is a procedure designed and adopted by the private colleges to elicit information from students on the quality of teaching and learning. It is meant to serve as a means of involving students in the institutional quality assurance system. I investigated private college lecturers' perception on the students' appraisal of courses and teaching. Data were drawn from survey conducted among lecturers in the private colleges of Bangalore University. The evaluation was rated on Disagree and Agree. Measuring teaching effectiveness is important because the evidence produced is used to make decisions on various facets of academic life. The sample size is 200. Majority of respondents accept students to evaluate them (64%), with 34% agreed that students possessed value judgments, which could enable them evaluate their lecturers. Further, some of the lecturers believe that feedback from the student appraisal practice promotes self-improvement (91%), while, 68% respondents were of the view that evaluation by students does not influence their teaching or compliance with rules and regulations. Thirty-Five respondents were of the view that Heads of Departments (HOD's) should be allowed to evaluate lecturers, while Twenty-four suggested assessment committees. The respondents were of the view that lecturers need to be consulted in designing student appraisal instrument in order to ensure ownership and acceptability.

KEYWORDS

assessment committees, students' appraisal, lecturers' evaluation, quality assurance system.

INTRODUCTION

Formal student evaluation systems have been part of the higher education landscape for decades and have prompted extensive debate in the literature about their usefulness for lecturers and students (Spiller, D., & Ferguson, 2011ooi; Beran & Rokosh, 2009). Students demand for greater transparency around the outcomes of evaluations, lecturers' responses and institutional pressures for greater accountability across the universities are intensifying the focus on formal evaluations for quality purposes. The appraisal of courses and teaching by students could be explained as a periodic evaluation of lecturers' performance by students (Machingambi & Wadesango, 2011). It involves a systematic gathering and analysis of information, on the basis of which decisions are taken regarding the classroom effectiveness, efficiency and/or competence of the lecturer in realizing the set of professional goals and the desire of the institution to promote effective learning.

The Association of Africa Universities (AAUs) in the year 2000, after a meeting unanimously stipulated that each and every tertiary institution must have quality assurance system for internal accountability. The University of Bangalore upon this directive set up the Academic Quality Assurance Unit (AQAU) in 2001. In the year 2006, this office was upgraded to the Directorate of Academic Planning and Quality Assurance (DAPQA). The Directorate has been mandated for the internal monitoring and evaluation of institutional activities as well as conducting surveys to seek the views of other customers of the institution.

REVIEW OF LITERATURE

The role of lecturers is significant in improving the quality and standard of teaching. Improving the efficiency and equity of schooling partly depends on ensuring that, lecturers are highly skilled, well resourced, and motivated to perform at their best (Weinberg 2007; Santiago & Benavides 2009). On one hand, the effective monitoring and evaluation of teaching is central to the continuous improvement of the effectiveness of teaching in school. It is essential to know the strengths of Lecturers and those aspects of their practice which could be further developed and from this perspective Santiago and Benavides (2009) emphasized that, students' evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raise educational standards. The fundamental idea is that students, as stakeholders in the education enterprise and direct beneficiaries of the teaching activities, have the right to evaluate their lecturers.

Research in education has been faced with the problem of expectancies. Within universities, customers are classified in different groups of actors, and the obvious customers of education are those being educated, the students and those teaching, lecturers (Hewitt & Clayton 1999). The lecturers are the primary internal customers while the students are clearly the primary external customers of the teaching and learning process. The product of higher education is the education and then, depending on the role developed by them during the course, the students can be classified as internal or external (Kanji & Tambi 1999). The classification of the customers as internal and external emphasizes that the internal customers are those who work to the satisfaction of external customers (Juran, 1988).

It is worth noting that, students also have their well-defined characteristics which they expect lecturers to demonstrate. A lecturer who does not live up to his/her students' well defined expectations may run into disciplinary problems in trying to innovate in a traditional classroom. Hence, a study on students' appraisal of their lecturers is not unjustifiable. Measuring teaching effectiveness is important because the evidence produced is used to make decisions on various academic situations. For instance, the outcome of students' appraisal can be used to improve classroom instruction, student learning, foster professional growth of the lecturer and administrative purposes such as promotion, confirmation and renewal of appointment. Most academia 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 used be both valid and reliable.

In spite of a popular conception that lecturers feel hostile to student evaluations, there is considerable literature that challenges this view. Schmelkin, Spencer and Gellman (1997) reported that lecturers' attitudes to the overall usefulness of student evaluations is positive, while Nasser and Fresko (2002) reported that the lecturers in their study were "mildly positive" about student evaluations. Braskamp and Ory (1994) also refute many of the common concerns associated with student evaluations, while the claim of a more positive view of evaluations is supported by the studies of Penny and Coe (2004) and Beran and Rokosh (2009). However, while these studies challenge the reported academic hostility towards student evaluations, Beran and Rokosh (2009) cautioned that the acceptance of student evaluations does not correlate with perceptions of their usefulness for enhancing teaching or with actual usage of the instrument for teaching changes. These authors speculate that "since instructors find ratings to be of little practical value, their seemingly positive attitudes regarding student ratings actually reflect a neutral viewpoint or passive acceptance of the ratings in general" (P. 183). Similarly, Smith (2008) commented that "there is a few usage of the result for the development of the lecturers' mode of delivery" (P. 518). For instance, Hendry, Lyon and Henderson-Smart (2007) have reported a close alignment between teacher conceptions and the types of changes that teachers made to their courses as a result of student feedback. They further indicated that, teachers with a student-focused approach and who saw learning as involving strong conceptual change were more responsive to feedback and more positive about strategies for improving their teaching.

The literature on validity and reliability of student appraisals is relevant to the extent to which these may influence teachers' perceptions of the usefulness of student feedback. Costin, Greenough and Menges (1971) iterated that the usefulness of the evaluation results depends heavily on the confidence the lecturers have in the interpretation of the ratings. Surveys have shown that a majority of teachers believe that a teacher's raising the level of standards and/or content would result in worse evaluation for the teacher, and that students in filling out student's evaluation of teaching are biased in favour of certain teacher's personalities, looks, disabilities, gender and ethnicity (Birnbaum, 1999). A further reported concern is that students are not in a position to assess the effectiveness of the

teaching and learning experience until a passage of time has elapsed. Other misgivings relate to the notion that irrelevant variables influence students' perceptions of the merits of a course and the teaching; these include factors such as the difficulty of a course, the grading propensities of the teacher and the more general idea of teacher popularity.

The role of emotions in lecturers' responses to student evaluations and the use of the information to underpin teaching changes cannot be overlooked. It is relevant to recognize that; the teacher is the pivot around which the classroom tasks revolve. He has been vested with some autonomy which makes him the superior in the classroom. If the manager has to be assessed by subordinates, then it is ideal to investigate how the superior feels about the subordinate's intro-spection. Moore and Kuol (2005) studied on individual reaction to student feedback and reported that there is a definite link between individual reaction to feedback and the nature of subsequent attempts to enhance performance. Arthur (2009) also reported that all the interviewees in his study expressed emotional responses to feedback.

Marsh and Bailey (1993) (as cited in Machingambi & Wadesango, 2011) stated that literature on Students Evaluations of Teaching Effectiveness consists of thou-sands of studies and dates back to the 1920s and earlier. For instance, studies in the late 1920s, required students and expert evaluators 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 based on qualities believed to be important in teaching (Velligan, Lam, Glahn, Barrett, Maples, Ereshefsky, & Miller, 2006). As a preliminary step in developing a system of teacher evaluation, Velligan et al. (2006) reported that Columbia University formed a committee to formulate criteria that served as the basis for teacher evaluations. The criteria consisted of a set of principles and objectives. For example, one of the principles was that both peer and student evaluations should be included in the evaluation process. Jackson (1998) identified nine approaches to teacher evaluation which included students' ratings, student achievement, peer-rating, self-rating, teacher interview, and indirect measures. Berk (2005) indicated twelve potential sources of evidence to measure teaching effectiveness which included student ratings, self-evaluation, administrator ratings, and teaching portfolios.

Among the approaches to teacher evaluations considered by DAPQA of UCC are students' ratings/interviews. Students ratings is the most influential measure of performance used in promotion and tenure decisions at institutions that emphasize teaching effectiveness (Emery, Kramer & Tian, 2003). According to Seldin, 1999, (as cited in Berk, 2005) student ratings have dominated as the primary measure of teaching effectiveness for the past 30 years. However, over the past decade there has been a trend toward augmenting those ratings with other sources of teacher performance. Hence most offices consider students' interviews as sources which serve to broaden and deepen the evidence base used to evaluate courses and assess the quality of teaching.

Students interviews furnish source of evidence that faculty are rated more accurately, trustworthy, useful, comprehensive and believable (Mohanty, Gretes, Flower, Algozzine, & Spooner, 2005). One type of student's interviews recommended for the appraisal of courses and teaching is the classroom group interviews. It was suggested that this should involve the entire class, but be conducted by third party other than the lecturer, usually a staff from a mandated office in the same institution like office of DAPQA in UCC or student services professionals.

Berk (2005) indicated that, it is imperative to measure teaching effectiveness because the evidence produced is used for major decisions about our future in academia, such as formative and summative decisions. Formative evaluation is usually performed by peer consultation where other experienced teachers will review one of their peer's instructions. Generally, peer teachers sit in on a few lessons given by the teacher and take notes on their methods, and later, the team of peer teachers will meet with the said teacher and provide useful, non-threatening feedback on their lessons. The peer team will offer suggestions on improve-ment, which, the said teacher can choose to implement.

Summative decisions are final and they are rendered by administrators or colleagues at different points in time to be used by teachers to improve the quality of teaching, or to evaluate the overall effectiveness of a teacher, particularly for tenure and promotion decisions (Mohanty et al., 2005). Summative student evalua-tions of teaching (SETs) have been widely criticized, especially by teachers, for not being accurate measures of teaching effectiveness (Dunegan & Hrivnak, 2003; Emery, Kramer, & Tian, 2003; Meritt, 2008).

The evidence that some of these critics cite indicates that factors other than effective teaching are more predictive of favorable ratings. In order to get favorable ratings, teachers are likely to present the content which can be understood by the slowest student (Entwistle, & Ramsden, 2015). Many of those who are critical of SETs have suggested that they should not be used in decisions regarding employment, retentions, promotions, and tenure.

The motivation factor for this current study is the three previous researchers who conducted same studies in developing countries of Nigeria, South Africa and Malaysia. In Nigeria, Yusuf, Ajidagba, Agbonna, and Olumorin (2010) presented a paper entitled "University Teachers' Perception of the Students' Evaluation of Teaching on Instructional Practices in Nigeria" at the first international conference of collaboration of Education Faculties in West Africa (CEFWA) held at University of Ilorin, Ilorin. Nigeria from 9th to 11th of February, 2010. The purpose of the paper was to investigate the perceived effect of students' evaluation of teaching on university teachers' instructional practices in Nigeria. Three Hundred and Twenty-Six respondents were randomly drawn from three Nigerian universities. The result showed that although lecturers generally do not accept students' evaluation of their teaching, they perceived that the students' evaluation of teaching would bring about positive changes in their instructional practices.

Secondly, Machingambi and Wadesango (2011), from South Africa conducted a study entitled "University Lecturers' Perceptions of Students Evaluation of Their Instructional Practices" their article examines lecturers' perceptions of student evaluations on their instructional practices. A total of sixty lecturers from an insti-tution of higher learning in South Africa participated in the study. Data were collected through a constructed 20–item Likert-scale questionnaire. Data were ana-lyzed using frequency tables and the discussion revolved around the three research questions that formed the pillar of the study. The study established that, generally university lecturers had negative perceptions of students' evaluation of their instructional practices. The study specifically revealed 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.

Then again, in Malaysia, Suriyati, Suguna Nurashikin and Wan Suriyani (2009), came out with a study entitled "lecturers' perception on student evaluation at University of Kuala Lumpur, Malaysia. A total of 159 lecturers from different campuses took part in this study. Findings showed that there is significant difference between the perception and gender; however, there was no significant difference between perception and areas of specialization. Majority of the respondents agreed that students have the right to judge the quality of the teaching of their lecturers but are skeptical about the favoritism which might lead to misinterpre-tation of the lecturer's score.

IMPORTANCE OF THE STUDY

Students' appraisal of courses and teaching, once conducted in the right manner, would yield potential benefits to many stakeholders in the university education context, including lecturers, the university itself and the students. Specifically, the study investigated; how lecturers value students' appraisal of courses and teaching, the potential function of the outcomes of the exercise either for formative or summative or both functions and whether lecturers have other suggested mechanisms for lecturer's evaluation rather than student's appraisal of courses and teaching. Knowledge of lecturers' perceptions is critical as it will stimulate further discussions and thinking around the issue of strengthening the practice. In this regard, lecturers are given a voice and an active role in the evaluation process and it is hoped that they will be more likely to accept the results from students' evaluations. Furthermore, the exercise is driven by the desire to improve teaching and learning in the university, through effective feedback. Additionally, it would add up to existing literature on students' evaluation studies**.**

STATEMENT OF THE PROBLEM

Students are stakeholders in education. The implication here is that if students' appraisal of courses and teaching is made a part of the evaluative process, there could be improvement in teaching and learning in tertiary institutions (Maiwada 2001; Iyamu & Aduwa, 2005). Iyamu and Aduwa (2005) assert that there are really many questions about the reliability, validity and utility of student evaluation of lecturers, especially when they are for personnel development and other summa-tive purposes. DAPQA's major activity since its inception in 2001 has been the monitoring and evaluation of lecturers through student interviews. Since 2002, DAPQA has been evaluating lecturers through the appraisal of courses and teaching by students. It appears that, not all the lecturers appreciate the outcome of the appraisal of courses and teaching. While the feedback they receive is beneficial and helpful for their development as lecturers, others do not. In spite of the

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apparent high level of acceptance of the evaluation process among the lecturers, the perceptions of the lecturers regarding the evaluation has not been assessed. To make student evaluations more reliable and valid, it may be necessary to listing to all stakeholders involved. In the light of this, the lecturers' perception about the students' evaluation exercise would be a help to the design of standard instruments for the appraisal exercise. Again lecturers may need to be evaluated in a variety of types and levels of courses they handled, however do lecturers acknowledge the use of students' evaluations for formative purposes only, summative purposes only or both? This study, therefore, sought to engage lecturers in order to understand their perceptions of students' evaluation of their academic activities in a large University.

OBJECTIVES

The main objective for this study is to assess lecturers' perception of the students' appraisal of courses and teaching. The specific objectives are to:
1. To assess how lecturer's welcome student evaluation of this nature;
2. To identify the purpose that lecturers wish this evaluation exercise to serve;
3. To come out with other alternative items that lecturers wish to be included in the current students' evaluation exercise.

HYPOTHESES

The study is guided by the following hypotheses
(a)   The extent lecturers value students' appraisal of courses and teaching
(b)   Students' appraisal of courses and teaching serve formative function, summative function and/or both?

METHODOLOGY FOR SAMPLE SELECTION AND DATA COLLECTION
SOURCES OF DATA

The study is based on primary data collected from 200 lecturers from various colleges, by the way of questionnaire. Random Sampling Technique was applied and Statistical tools like Percentage Analysis and Graphs were carried out. The findings are given in the following paragraphs.

ANALYSIS AND INTERPRETATION
THE BACKGROUND INFORMATION OF RESPONDENTS

The background characteristics of the respondents are presented in Table 1. Eighty percent (160) of the total respondents constitute the female, with a trunk of the lecturers (70%) (140) found up to the age of 39 age bracket. Fifty six percent of the respondents have spent less than five years with the university, with 20% (40) of them spending less than ten years. In the case of the ranks of the respondents, 6% of them were in the Associate and full professorial rank, eighty percent were lecturers and below.

TABLE 1: BACKGROUND INFORMATION OF THE RESPONDENTS

| SL. NO	PARTICULARS	CATEGORIES	FREQUENCY	PERCENTAGE
1	Gender	Male	40	20
		Female	160	80
2	Age(in years)	Up to 39	140	70
		40 to 49	56	28
		50 to 59	04	02
		60 and above	00	00
3	Duration of service (in years)	Less than or equal to 5	112	56
		6 to 10	40	20
		11 to 15	20	10
		16 to 20	20	10
		More than 20	08	04
4	Rank of respondents	Professor	04	02
		Associate Professor	12	06
		Lecturer	160	80
		Assistant Professor	24	12
5	Status of respondents	Full time	200	100
		Part time	00	00

N = 200

With respect to items that related to the components of punctuality, transparency, self-reflection and relationships with students, two out of three lecturers were of the view that evaluation could assist to promote effective working environment. For instance, 64% (128) respondents agreed that they would be more prepared for their teaching if they knew they would be evaluated by students. Thus the respondents established that students' evaluation creates a sense of awareness in lecturers. Fifty eight percent (116) of the lecturers disagreed that student's evaluation will make them punctual and committed to their work, with 60% and 38% (120 and 78) saying the evaluation cannot make them transparent to students and being innovative respectively.

TABLE 2: LECTURERS' VIEW ON ACCEPTABILITY AND RECOGNITION OF STUDENTS' EVALUATION

| SL. NO	PARTICULARS	DISAGREE n (%)	AGREE n (%)
1	Student evaluating lecturer is acceptable	72(36)	132(66)
2	Students are responsible for enough to evaluate their lecturers	128 (64)	72(36)
3	Students possess good value-judgments to evaluate their lecturers	132 (66)	68(34)
4	Lecturers will be more prepared for their teaching/research if evaluated by students	72(36)	128(64)
5	Lecturers will be more punctual to class if they know that their students will evaluate them	116(58)	84(42)
6	Lectures will be more transparent to students if they know that they will be evaluated by their students	120(60)	80(40)
7	Student evaluations of lectures help improve lecture-student relationship	116(58)	84(42)
8	Student evaluations of Lectures help Lectures to be more committed to their jobs	112(56)	88(44)
9	Lectures will be more innovative in their teaching if they are evaluated by their students	76(38)	124(62)
10	Lectures will abide by the rules and regulations more if they know that their students will evaluate them	136(68)	64(32)

N=200

GRAPH 1
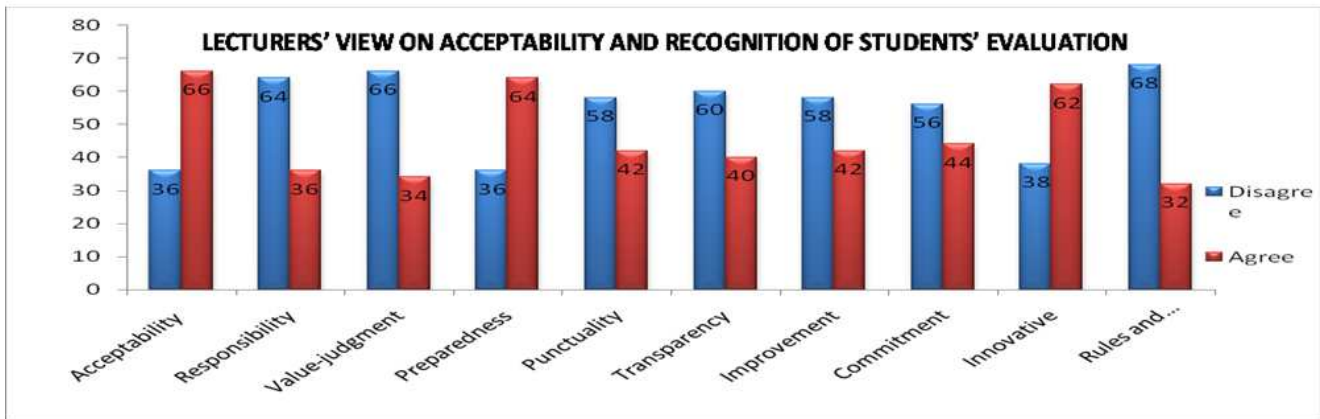
Results in Table 2 can be grouped into two categories: acceptability of the concept of appraisal and the implications of the appraisal for teaching and learning. Majority of the respondents (66%) **(**132) accept student evaluation, 36 percent (72) agreed that students are responsible enough and also possessed value judgments (34%) (68) which could enable them evaluate their lecturers. Thus lecturers have confidence in students as capable of assessing their output at work. This is consistent with the report of Nasser and Fresko (2002) that the teachers in their study were "mildly positive" about student evaluations, as well as the findings of Suriyati et al. (2009), where lecturers agreed that students have the right to judge their quality of teaching.

Sixty eight percent (136) of the lecturers were of the view that evaluation by students was not what was going to influence them to abide by the rules and regulations of teaching. One interpretation for this results is that lecturers are disciplined enough to abide by rules and regulations and would not need the assessment of students to enable them perform their expected functions. An alternative interpretation is that one would need more than the assessment of students to achieve adherence to rules and regulations. Therefore, this study though having 64% (32) of the lecturers in agreement, it still indicates the need to have multi-approach to achieve the desired outcome.

TABLE 3: FORMATIVE FUNCTIONS OF STUDENTS' APPRAISAL OF COURSES AND TEACHINGS

| SL.NO	PARTICULARS	DISAGREE n (%)	AGREE n (%)
1.	Result s of students' evaluation help to improve students' learning	84 (42)	116 (58)
2.	Results of students' evaluation can foster professional growth of lecturers	108 (54)	92 (46)
3.	students' evaluation reports help lecturers to evaluate themselves	68 (34)	132 (66)
4.	Results of students' evaluation are needed for administrative decisions	140 (70)	60 (30)
5.	students' evaluation result should be used for promotion of lecturers	156 (78)	44 (22)
6.	Results of students' evaluation are needed for salary increase for lecturers	156 (78)	44 (22)
7.	students' evaluation results are needed to select the best lecturers for awarding faculty	132 (66)	68 (34)
8.	Results of students' evaluation are used for decision on lecturer's retention	148 (74)	52 (26)
9.	Feedback on students' evaluation helps lecturers to improve on their teaching	18 (09)	182 (91)

GRAPH 2
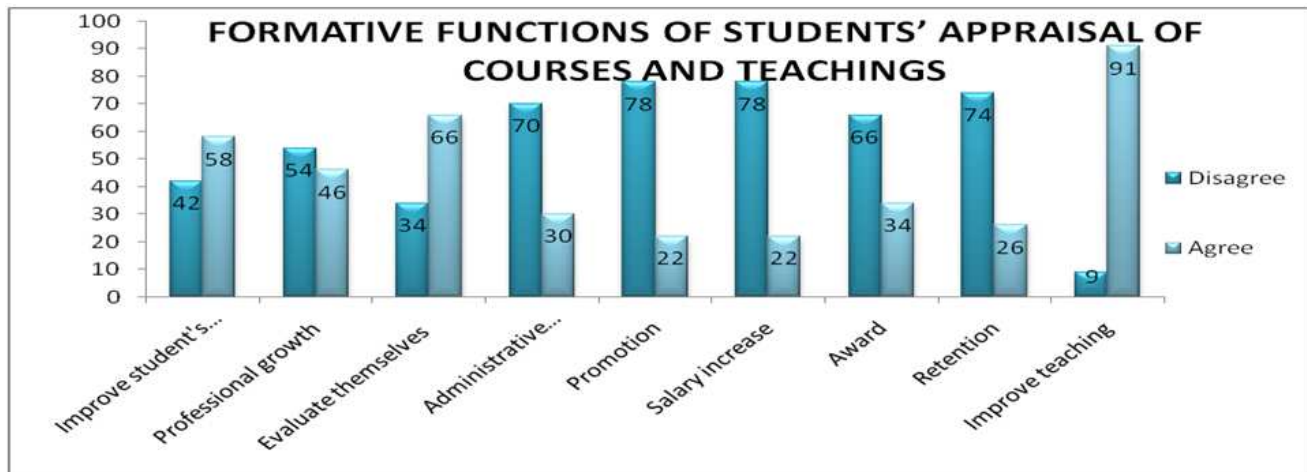
The question on what purpose should the results of student's appraisal serve, either for Formative, Summative or both are depicted in Tables 3 and 4. Sixty six percent (132) of the lecturers believe that feedback from the student appraisal promotes self-evaluation. That's lecturers use the information to make personal assessments of how they are performing on their job. Berk (2005) indicated that, it is imperative to measure teaching effectiveness because the evidence produced is used for major decisions about the future of academia. Responses from this study have shown that, generally, appraisal of lecturers by students serve as a ground for self-evaluation, while, 42% (84) is of the view that it will not improve students' learning. On the other hand, 78 percent of the lecturers disagreed to the idea of using student evaluation results for promotion.

TABLE 4: SUMMATIVE FUNCTIONS OF STUDENTS' APPRAISAL OF COURSES AND TEACHING

SL.NO	PARTICULARS	DISAGREE n (%)	AGREE n (%)
1.	Results of students' evaluation are relevant for headship positions (administration).	34 (17)	166 (83)
2.	Students' evaluation results should be part of the criteria for promotion of lecturers.	68 (34)	132 (66)
3.	Students' evaluation results should be part of criteria for confirmation of lecturers' appointments.	66 (33)	134 (67)
4.	Results of students' evaluation should be included in decisions on lecturers' renewal of appointment.	62 (31)	138 (69)
5.	Students' evaluation results should be part of the criteria for selecting the best lecturers for award in the Department/Faculty.	48 (24)	152 (76)

GRAPH 3
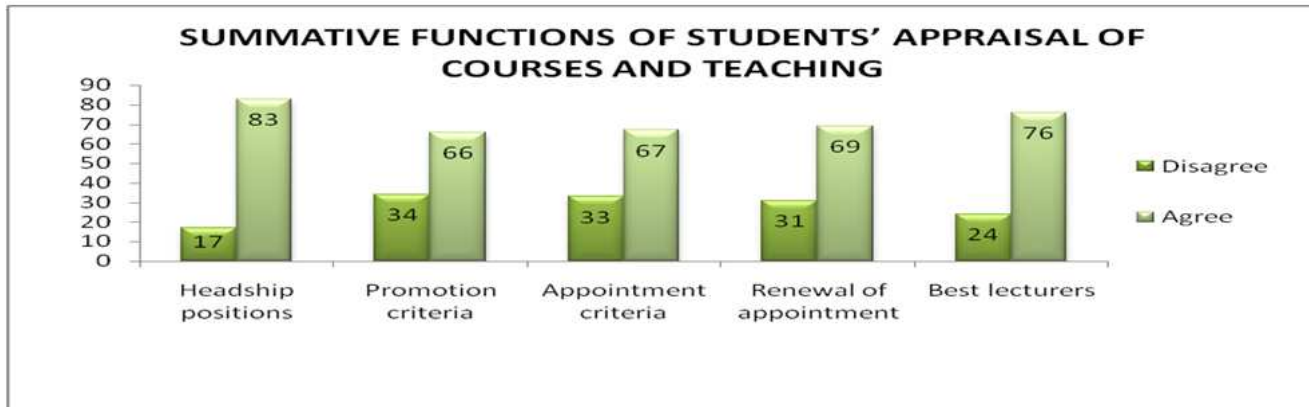
From the above table eighty-three percent (166) agreed on the use of the assessment results as part in selecting leadership for the Faculties showing a strong acceptance of the idea of basing administrative decisions on results from evaluation by students. 33 percent (66) disagreed using for confirmation and 31% disagreed for renewal of appointment. However, 76 percent agreed to be used for selecting the department or faculty awards. Although, the summative purpose of student's evaluations has been widely criticised for not being accurate measures of teaching effectiveness (Subramanya, 2014; Dunegan & Hrivnak, 2003; Meritt, 2008), this current study's is finding is on the contrary. The findings from this study presuppose that majority of the respondents support the idea of student appraisal as a means for administrative decision making. The use of student evaluations of teaching would reveal whether a lecturer is doing his work well or not so that faculty can decide on how to encourage or remediate problems to enhance teaching and learning.

TABLE 5: ALTERNATIVE MECHANISMS SUGGESTED FOR THE APPRAISAL OF LECTURERS

SL. NO	SUGGESTIONS	FREQUENCY
1.	Heads of Department (HODs) should evaluate lecturers.	35
2.	Setting up an assessment committee to assess rather than students who normally mark down lecturers who are strict on them.	24
3.	Peer assessment- some lecturers appointed to assess colleagues.	30
4.	Supervision and observation of lecturers during lectures by mentors and senior colleagues.	11
5.	Online appraisal by HODs and the lecturers themselves.	10
6.	Self-appraisal by Lecturers.	20
7.	Research and Publication of lecturers to be used.	20
8.	Assessment of course outline and teaching methods of the lecturers.	20
9.	Contribution of lecturers to their Departments e.g. seminars and outreach activities.	28
10.	Evaluation of both lecturers and students at same time.	02

N = 200

SUGGESTED STRATEGIES TO MEASURE TEACHING EFFECTIVENESS

The study also recognized the experiences of the lecturers by asking them to make an input if there could be an alternate strategy to students' evaluation. Thirty five respondents were of the view that Heads of Departments (HOD's) should be allowed to evaluate lecturers, while 24 suggested assessment committees. The assessment by HOD's is already in place for summative; perhaps the way forward is to expand its scope. For those who proposed the setting up of an assessment committee, their main reason was that lecturers who were strict, disciplined and diligent in their work would always be marked down by students, especially students who are not serious in class. Other forms of assessment mechanism given by the respondents are shown in a descending order in Table 5.

DISCUSSIONS AND RECOMMENDATIONS

From the results of the data collected in this study, it could be concluded that generally lecturers have positive perceptions of the student's appraisal of courses and teaching. Lecturers also concurred that results from student appraisal studies should be used for summative and formative decisions such as lecturer hire, retention and extension of contracts. Further, the study also revealed that beyond the student's appraisal, lecturers desire other forms of assessment such as HOD ratings, committee and peer assessments.

Based on the findings from this study, it is imperative to continuously allow students to appraise their lecturers. Further, decision-making on lecturer confirmations, renewal of contracts and promotions, should have the results of students' appraisal as necessary requirement as information available from this study has suggested that lecturers view such information as valid representation of what they do.

One critical observation from this study is that, almost all the available methods for lecturer appraisal have got some set-backs. In order to reduce the effect of a single method, there is the need for a multi-approach. This could involve assessments from the perspective of students, HOD's, colleague lecturers and other relevant stakeholders. This would give a more concrete overview of the individual and a fairer evaluation results. Therefore, some of the suggested mechanisms for assessment by the lecturers must be considered as an additional assessment mechanism.

The study also sees it appropriate, that, for the evaluation of teaching effectiveness in colleges to be recommendable, it is important to have interaction with students by educating them on the need to be objective when evaluating lecturers. It is also, an important to have interaction with lecturers as well, on the need for the classroom evaluations.

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