

QUALITY TEACHING FOR QUALITY LEARNING: ASSESSMENT OF TERTIARY INSTITUTIONS' STUDENTS' PERCEPTION ON LECTURERS' OBSERVATION AND FULFILLMENT OF LECTURING OBLIGATIONS

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Abstract

Determine the extent to which lecturers observe and fulfil the principles of lecture delivery; gender differences on students' perception on the lecturers' observation and fulfilment of principles of lecture delivery were the objectives of the study. A survey design was used for the study. The population of the study consisted of 508 (214 from Abubakar Tafawa Balewa University, Bauchi, 44 from Bauchi State College of Nursing and Midwifery, Bauchi and 250 from Federal Technical College of Education, Bichi) final year students. Proportionate stratified random sampling was used to select 207 students. A principle of Lectures Delivery to Students Questionnaire (PLDSQ) was used for the data collection. The PLDSQ was developed from the adapted Principles of Instructor Commitment to the students by Strike and Solties (2009). Stability coefficient of 0.88 was established for the PLDSQ. The hypothesis was tested at $\alpha = 0.05$ level of significance. The data were analyzed using percentages and Chi-Square test. Fulfilment of principles of lecturing obligations (mean_{score} = 2.1 each) were not occasionally observe by the lecturers; There is no significant (Chi-Square = 2.051, $p > 0.05$) differences between male and female perception on the lecturers observation and fulfilment of principles of lecturing obligations were among the findings from the study. Lecturers to abide by the principles of lecturers delivery; Orientation lectures on the principles to be given to newly recruited staff were some of the recommendations made.

Keywords: Tertiary Institutions Students, Perception, lecturers' observation and Fulfillment, Lecturing obligations.

Introduction

Quality teaching for quality learning may be a mere slogan if the principles of teaching and learning obligations were not observed and fulfilled by the school instructors. Oyetunde (2010) reports that teacher is the most important factor in quality education. The National Education Association [NEA] (cited in Publishing Services for the Development of Education and Training [PSDE] 2006) outlined five principles of public service ethics that should guide the work of all school instructors in meeting the educational needs of students. These principles include service to the public responsiveness to the government, the needs of the public, accountability, fairness, integrity, efficiency and effectiveness. These outlined principles create obligations for teachers. Strike and Soltis (2009) observed that School instructors have obligations to respect the dignity, rights and opinion of students, demonstrate high standard of professional practice and protect their students from harm and discourage any form of harassment in the work place.

The code of Ethics of the NEA contains, among others, the following statement that the instructor shall not deliberately suppress or distort subject matter relevant to the students' progress (Strike & Soltis, 2009).

Literature on previous studies documented among others an increase in commitment of teachers towards students (Ashraft, Hussein & Domsy, 2017). It was observed (Louis, cited in Thien, Abdrazak & Ramayah 2014) that commitment to students motivates teachers to deal with students undergoing personal courses or to be more sensitive and aware of students' development and their achievement. Rosenholtz (cited in Thien, Abdrazak & Ramayah, 2014) asserted that teachers who are committed to their students will be positively engaged with students, work harder to make classroom activities more meaningful, and introduce new ways of learning. Xiao and Wilkins (2015) observed that committed lecturers typically put more efforts to lesson planning and resourcing as well as classroom delivery. Students are likely to perceive that committed lecturers are delivering higher quality teaching (Xiao & Wilkins, 2015); all these were acknowledged.

However, there is need to assess so as to decide the extent to which school instructors observe and fulfil the principles of instructor commitments to student. In view of this, the study determines tertiary institutions' students' perception on lecturers' observation and fulfilment of lecturing obligations. Specifically, the study:

- i. Determine the extent to which lecturers observe and fulfil the principles of lecture delivery.
- ii. Determine the gender differences on students' perception on the lecturers' observation and fulfilment of principles of lecture delivery.

Research question

The study was guided by the following research questions:

- i. To what extent lecturers observe and fulfil the principles of lecturers' delivery?

- ii. What is the difference in gender on students' perception on the lecturers' observation and fulfilment of principles of lecture delivery?

Hypothesis

The following hypothesis was tested at $\alpha = 0.05$ level of significance.

H₀₁: There is no significant difference in gender on students' perception on the lecturers' observation and fulfilment of principles of lecture delivery.

Methodology

Survey design was used for the study. The population of the study consisted of 508. Of these population, 214 were from Abubakar Tafawa Balewa University (ATBU), Bauchi-Bauchi State; 44 from Bauchi State College of Nursing and Midwifery (BSCNM), Bauchi; and remaining 250 were from Federal Technical College of Education (FTCE), Bichi- Kano State final year students. Proportionate stratified random sampling was used to select 217 (75 males and 17 females from ATBU, 16 males and 3 females from BSCNM, and 87 males and 19 females from FTCE students. A Principle of Lectures Delivery to Students Questionnaire (PLDSQ) was used for the data collection. The PLDSQ was developed and validated by experts from Department of Servicom, and Department of Education Foundations [Guidance and Counseling], ATBU (from the adapted Principles of Instructor Commitment to the students by Strike and Soltis, 2009). The PLDSQ consists of two sections (A and B); the section A focused on bio data of the respondents while section B consists of eight items structured in form of rating scale that ranges from Frequently Observed (FO), Occasionally Observed (OCO) and Never Observed (NOB). Item 1,2,3,4 and 5 focuses on ability of the lecturer to observe during lecturer delivery while the remaining items (6, 7 and 8) are on ability of the lecturer to fulfill the principles of lecturing obligations. Stability coefficient of 0.88 was established for the pilot testing of the PLDSQ items. The coauthors from each institution administered and collected the PLDSQ. The data were analyzed using percentages and Chi- Square test. The outcomes from the study hope to revealed and assist Servicom, Head of Departments with data on the extent to which lecturers observed and fulfill the principles of lecturing obligations.

Results

Table1. Tertiary Institutions students perception on the extent to which lecturers observed and fulfill the lecturing obligations.

Item	FO	NOB	OCO
1. Shall not unreasonable restrain the student from independent action in the pursuit of learning?	105 58.9%	50 28.1%	23 12.9%
2. Shall not unreasonably derive the student access to varying points of view.	61 34.3%	72 40.5%	45 25.3%
3. Shall not deliberately suppress or distort subject matter relevant to the students' progress.	68 38.2%	66 37.1%	44 24.7%
4. Shall make reasonable effect to protect the student from conditions harmful to learning or health and safety.	62 29.2%	64 30.3%	52 23.6%
5. Shall not intentionally expose the student to embarrassment or disparagement.	65 36.5%	71 39.9%	42 23.6%
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation, unfairly	66 37.14%	61 34.3%	51 28.7%
a. Exclude any student from participation in any program.			
b. derive benefits to any student.			
c. Grants any advantage to any student.			
7. Shall not use professional relationships with students for private advantage.	68 38.2%	56 31.5%	54 30.3%
8. Shall not disclose information about students in the course of professional services, unless disclosure serves a compelling professional purpose or it is required by law.	63 35.4%	65 36.5%	50 28.1%

Table 1 above shows in percentages the tertiary institutions students' perception on the extent to which lecturers observed and fulfill the lecturing obligations.

Table 2a. Male students' responses on the PLSDSQ items

Item	FO	NOB	OCO
1. Shall not unreasonable restrain the student from independent action in the pursuit of learning	10 25.6%	11 28.2%	18 46.2%
2. Shall not unreasonably derive the student access to varying points of view.	17 43.6%	14 35.9%	8 20.5%
3. Shall not deliberately suppress or distort subject matter relevant to the students' progress.	15 38.5%	11 28.2%	13 33.3%
4. Shall make reasonable effect to protect the student from conditions harmful to learning or health and safety.	20 51.3%	11 28.2%	8 20.5%
5. Shall not intentionally expose the student to embarrassment or disparagement.	14 35.9%	12 30.8%	13 13.3%
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation, unfairly	14 35.9%	14 35.9%	11 28.2%
a. Exclude any student from participation in any program.			
b. derive benefits to any student.			
c. Grants any advantage to any student.			
7. Shall not use professional relationships with students for private advantage.	14 35.9%	18 46.2%	7 17.9%
8. Shall not disclose information about students in the course of professional services, unless disclosure serves a compelling professional purpose or it is required by law.	15 38.5%	13 33.3%	11 28.2%

Table 2a shows the male students responses in percentages on the PLSDSQ items.

Table 2b Female Undergraduate students' responses on CETL questionnaire in percentages

Item	FO	NOB	OCO
1. Shall not unreasonable restrain the student from independent action in the pursuit of learning?	10 25.6%	11 28.2%	18 46.2%
2. Shall not unreasonably derive the student access to varying points of view.	17 43.6%	14 35.9%	8 20.5%
3. Shall not deliberately suppress or distort subject matter relevant to the students' progress.	15 38.5%	11 28.2%	13 33.3%
4. Shall make reasonable effect to protect the student from conditions harmful to learning or health and safety.	20 51.3%	11 28.2%	8 20.5%
5. Shall not intentionally expose the student to embarrassment or disparagement.	14 35.9%	12 30.8%	13 13.3%
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation, unfairly	14 35.9%	14 35.9%	11 28.2%
a. Exclude any student from participation in any program.			
b. derive benefits to any student.			
c. Grants any advantage to any student.			
7. Shall not use professional relationships with students for private advantage.	14 35.9%	18 46.2%	7 17.9%
8. Shall not disclose information about students in the course of professional services, unless disclosure serves a compelling professional purpose or it is required by law.	15 38.5%	13 33.3%	11 28.2%

Table 2b above, shows the Female students' responses on each item of the CETL question in percentages.

Table 2c. Computed Chi- Square on the gender differences based on male and female differences on responses on PLSDSQ items

	Value	df	Asym-Sig (2-sided)
Pearson Chi-Square	2.051 ^a	2	.359
Likelihood Ratio	2.011	2	.366
Linear-by-Linear Association	1.617	1	.204
N of Valid cases	1736		

a. 0 cells (0 %) have expected count less than 5. The minimum expected count is 79.08
Table 2c above shows the Chi- Square computed using the results on Table 2a and Table 2b. From the result Chi- Square = 2.051, $p=0.359$ at $\alpha=0.05$ level of significance was obtained.

Findings

- Item 1 (*Shall not unreasonable restrain the student from independent action in the pursuit of learning*) and 2 (*Shall not unreasonably derive the student access to varying points of view*) were frequently observed by the lecturers (mean _{score} of 2.5 and 2.9) while remaining items (3, 4 and 5) with mean _{score} of 2.1 each, were not frequently observed.
- Fulfilment of principles of lecturing obligations (mean _{score} =2.1 each) were not occasionally observe by the lecturers.
- There is no significant (Chi- Square = 2.051, $p > 0.05$) differences between male and female perception on the lecturers observation and fulfilment of principles of lecturing obligations.

Discussion

In discussing the results of the study, limitation on the perception of tertiary institutions' students' perception of lecturers' observation and fulfilment of principles of lecture delivery based on the three different institutions (ATBU, BSCNM and FTCE) must be acknowledged. To achieve objective I of the study, result on Table 1 was used. From the result on Table 1, items 1,2,3,4 and 5 that focuses on the ability of the lecturer to observe the principles of lecture delivery was shown in percentages. Items 1 and 3 (58.9% and 38.2%) had the highest percentages of frequently observed while item 2, 4, and 5 with highest percentages of 40.5% 30.3% and 39.9% were not observed by the lecturers based on the result analysed and tabulated on Table 1. Although all the items (1,2,3,4 and 5) were occasionally observed with the list percentages of 12.9%,25.3% 24.75 and 23.6%. However, finding from the mean _{score} on Table 1 revealed that item 1 and 2 were frequently observed by the lecturers (mean _{score} of 2.5 and 2.9) while remaining items (3, 4 and 5) with mean _{score} of 2.1 each were not frequently observed.

To determine the extent to which the lecturer fulfilment of the principles of lecturing obligations, item 6, 7 and 8 were used and the result was tabulated on Table 1. From the result as shown on table1, both items 6, 7 and 8 had the highest percentages (37.4%, 38.2% and 36.5%) of frequently observe with least percentages of 28.7%, 30.3% and 28.1% of not occasionally observe.. However, the items (6,7 and 8) revealed mean score of 2.1 each. Finding from this revealed that fulfilment of principles of lecturing obligations (*mean score* = 2.1) were not occasionally observe by the lecturers. The finding is in agreement with Hussien, Tegegn and Teshoma (2016) who observed low commitment to learning and their profession and commitment to students. However, the finding contradicts Thein et al., (2014) who observed higher correlation 0.082 level of teachers' commitment to students.

To determine the gender differences on students' perception on the lecturers' observation and fulfilment of principles of lecturing delivery, results on Table 2a and 2b were used to test the H_0 . The result from the testing of the H_0 was tabulated on Table 2c. From the result on table 2c, Chi- Square = 2.051, $p = .359$ at $\alpha = 0.05$ level of significance was obtained, thus the H_0 was rejected at $p > 0.05$. Finding from this, revealed no significant (Chi- Square =

2.051, $p > 0.05$) differences between male and female perception on the lecturers' observation and fulfilment of principles of lecturing obligations.

Recommendations

- Lecturers to abide by the principles of lectures delivery.
- Copies of the principles to be made available to all lecturers.
- Orientation lectures on the principles to be given to newly recruited staff.

Conclusion

The study determined by assessing the tertiary institutions students' perception on lecturers' observation and fulfilment of lecturing obligations. The sample of the study was drawn from three institutions ATBU, BSCNM from Bauchi State and FTCE Kano State. The gender differences on the students' perception on lecturers' observation and fulfilment of lecturing obligations was determined. Recommendations were made from the findings of the study.

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