CATHOLIC UNIVERSITY COLLEGE OF GHANA

PERFORMANCE APPRAISAL SYSTEM AND PERFORMANCE OF

PRIVATE UNIVERSITY LECTURERS: A CASE STUDY OF CATHOLIC

UNIVERSITY COLLEGE OF GHANA

CHRISTOPHER ADJEI DAMOAH

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BY

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Human Resource Management

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the results of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:………………………..Date:………………………

Name: Christopher Adjei Damoah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the Catholic University College of Ghana.

Supervisor's Signature:…………………………Date:………………………

Name: Father Prof. Peter N. Amponsah

ABSTRACT

The human factor is the most sensitive and the key element to institutional success as pointed out by most modern theories of organization and management. University lecturers are evaluated in order to determine the performance of human resources in terms of efficiency and effectiveness. Thus, by recognizing the weaknesses of the employees, organizational deficiencies, and unqualified workforce, necessary measures can be taken for making improvements. Descriptive survey was used, which combined both qualitative and quantitative methods in data collection and analysis. The study 66 descriptive design that used quantitative methodology and qualitative to identify impact of student's appraisal on performance of private university lecturers Purposive and random sampling technique was used to select respondents for the study. The study observed that the lecturers accept the idea of student evaluation of their performance, but they are also of the view that students do not possess good judgement in assessing their performances.

ACKNOWLEDGMENT

DEDICATION

To my Family.

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LIST OF ACRONYMS

CUCG	Catholic University College of Ghana
OFSTED	Office Standard in Education
UEA	United Arab Emirate
SET	Students Evaluation of Teaching

CHAPTER ONE

INTRODUCTION

Background to the Study

The subject of staff evaluation seems to be a major subject of controversy in lecturers' performance determination in various higher institutions. According to Kurt (2004), management of schools appreciates the need for appraisal systems, but they are often disappointed in them due to a number of challenges that derail its objectives. One of the responsibilities of management is to ensure that the institution functions effectively and efficiently. In order to achieve these goals, tertiary institutions should be able to determine and assess performance levels of their individual lecturers (Kurt, 2004).

Staff evaluation as a method of determining lecturer's performances in many higher educational institutions around the globe has been described as a tool that improves the quality of teaching, encourage communications in institutions, and promote individual lecturing. Winston and Creamer (1997) defines staff evaluation as a system comprising deliberate processes for determining staff accomplishments, through rating, to improve staff effectiveness**.** The human factor is the most sensitive and the key element to institutional success as pointed out by most modern theories of organization and management. University lecturers are evaluated in order to determine the performance of human resources in terms of efficiency and effectiveness. Thus, by recognizing the weaknesses of the employees, organizational deficiencies, and unqualified workforce, necessary measures can be taken for making improvements. It is a very tangible and evident fact that every individual must

be in their rightful place in institutional processes and be evaluated continuously in terms of their capabilities. In this sense, it becomes possible to take effective steps to achieve career goals, improve human resources, and recognize and fix failures and deficiencies.

Statement of the Problem

The reactions of staff towards evaluation and their perceptions and satisfaction with appraisals, are widely considered to be among the best criteria for measuring and evaluating the effectiveness and efficiency of performance evaluation systems.

The performance appraisal system in Ghanaian Universities has undergone different stages over the year, and majority of research on performance appraisal systems in Ghanaian educational institutions focuses on the periods of presentation of content and traditional instruction. Therefore, there has been very little discussion of performance appraisal systems and their reform in Ghanaian universities with different style in a research context, leaving a significant gap in our understanding of the key characteristics and changes of performance evaluation systems in the country's higher institutions.

Research reveals that appropriate evaluation schemes have the potential to improve effective management of educational institutions, the quality of education provided for students, as well as satisfying legitimate demands for accountability (Chadbourne, 2011). Consequently, in most learning environments, there have been attempts globally to identify human resource policies necessary to inculcate and reinforce the continuous learning climate by examining various manpower variables such as training development and performance appraisal. Performance evaluation is widely accredited to

contribute to the superior performance outcomes of many institutions (Averson, 1998). Such institutions are frequently lauded as high performance work systems, learning or flexible organizations with mutual or high commitment models (Applebaum and Butt, 2006).

In recent years, many private and public Universities have started to reform their old traditional performance of staff evaluation systems by adopting modern ones, aiming to establish a scientific and objective evaluation system for staff performance. Hence, this research will explore the design and implementation of current performance evaluation systems and the impact of staff performance on appraisals in Fiapre Catholic University College with different types of evaluation criteria.

Purpose of the Study

According to Kiamanesh (2004), the importance of evaluation in all realms of life and the recent debate on the falling standards of student's achievement has triggered the growing attention for researchers, parents and education authorities in their quest for the way forward. Therefore, the purpose of this study was to assess the effectiveness of the Staff Evaluation Performance (SEP) system in Fiapre Catholic University College in Sunyani in Bono Region of the Republic of Ghana.

Research Objectives

The study is guided by the following objectives;

1. To find out how the university uses results of student's evaluation lectures

2. To find out the perception of students in evaluation of lectures performance

3. To examine lecturer's perception of student's competency in evaluating lecturers teaching effectiveness.

Research Questions

The following research questions formed the basis upon which the study was conducted:

1. How does the university use the results of student evaluation?

2. What is lecturers' perception of student's competency in evaluating lecturers teaching effectiveness?

3. What is lecturers' perception of student competency in evaluating lecturer's performance at the Catholic University College?

Significance of the Study

This study has brought to light students and staff understanding and appreciation of the performance appraisal system and the relevance of an objective, systematic and effective performance appraisal. Also, it contributes to knowledge and literature because it focused on how performance appraisals can be more effective which would enable the staff to develop a broader understanding of evaluation performance processes. Furthermore, it was designed to provide information for human resource practitioners on how rules and regulations regarding performance appraisal work in universities and develop the necessary programmes to address weaknesses and reward performances.

Delimitations

This study focused on staff evaluation performance as human resource activity in Catholic University College of Ghana, Fiapre. The study includes all

the departments of the university. Accordingly, respondents were selected from all the departments.

Limitations

There were a number of limitations encountered during this research, and these limitations are indicated below:

To start with, the data collection process proved to be slightly challenging. This was primarily due to fear of exposure to the Covid-19 ailment. As the result, some respondents displayed a bit of resistance in partaking in the study. It took long persuasions to convince them which made the process frustrating.

Secondly, time and capital deficiencies posed a challenge in the study's scope. The challenge of the scope of the research affected the extent to which the study's findings could be generalized. As the result, the study could only be limited to Catholic University College of Ghana excluding other higher educational institutions.

Organization of the Study

The study is arranged into five main chapters. The first chapter gives the general introduction of the study. Specifically, it focuses on the background of the study, problem statement, and objectives of the study with research questions, scope of the study, significance and organization of the study. The second chapter discusses the literature review where both theoretical and empirical literature is discussed. Chapter three of the study discusses the methodology employed in the research and focuses on the specification of the model, description of variables and sources of data, and estimation strategy.

Data for the study is analyzed and discussed in Chapter Four. Chapter Five presents the summary of findings, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

For the purpose of making any meaningful and realistic conclusion on the data drawn from the study, it is important that a closer look is taken at similar works done on the impact of students' appraisal on performance of universities lecturers and review some literature pertinent to the study, in order for comparison, confirmation and differences laid to bear. Organized below are concrete researches in the field this project:

Overview of Lecturers Evaluation

Student evaluation has grown in its priority and importance over the last century starting from the beginning of the 1920s and it is a common practice currently in most universities around the world (Wachtel, 1998). In universities of Erbil, student evaluation has been more common from the last decade, but it has increased in its importance after the reformation of Kurdistan region's Ministry of Higher Education and Scientific research's reformation package. In the reformation package, the Ministry of Higher Education offered the universities the requirement to establish Quality Assurance Unit in order set standards and increase quality in universities of the Kurdistan region. Likewise, Quality Assurance Unit is responsible to conduct some forms of questionnaires and to measure the effectiveness of academic staffs in their respective universities (MHESR, 2009). One of the responsibilities of Quality Assurance Unit is to manage the process of student evaluation process (MHESR, 2009). Evaluation of lecturer's performance is measured through questionnaire instruments with open qualitative comments dependent on the university policies. These data collected from these instruments are used for a range of

different purposes including feedback to improve the quality of instruction, serve as an input for the measurement process of lecturers performances, and finally, affects the response to government requirements (Palmer, 2012).

Evaluation are basically used as a key measure of teaching quality by many higher education institutions in lecturer performance progressions and it is also used by lecturers to evaluate their reflections and contributions on teaching of students (Sulong, 2014). Potential discussions are in the literature regarding the student evaluation's validity, reliability and stability of the instruments used during the process. However, the discussion of validity, reliability and stability is due to the crucial role these data collected are playing in the success of teaching evaluation system (Chen & Hoshower, 2003). Perhaps due to initiatives associated with assessment for learning, there is a considerable amount of research into formative assessment which appears justified by studies into its effects on learning (McDowell, Sambell & Davison, 2009).

The work of Sadler (1989) underpins much of the research; he identifies three necessary conditions for students to benefit. To take these actions, Sadler argues that, students must necessarily have some of the evaluative skills of their teacher, and this can by no means be taken for granted. Effective formative feedback not only gives useful information to students, but also to teachers, who can inform and shape teaching (Gibbs & Simpson, 2004). These authors provide very useful analyses of formative assessment and the conditions under which it promotes worthwhile learning. Both models are offered to teachers as a means to evaluate their own assessment practice, and were considered when designing the FFI discussed here. Changes in higher education have led to increased numbers of students, many of whom are from non-traditional backgrounds. This

has highlighted the need for reform, though the corresponding pressures on staff and on resources mean that many desirable innovations are not easy to implement (Gibbs & Simpson, 2004). The many problems associated with feedback, led them to conclude that it is not a pretty picture'(Gibbs & Simpson, 2004). It would seem that there are barriers to a successful feedback dialogue from both student and staff perspectives, with both groups expressing frustrations. To begin with, there is evidence and plenty of anecdotes, which suggest that some students do not, in fact, read feedback (Wojtas, 1998, cited by Duncan, 2007).

Use of Student's Evaluation Results by the University

Today, centralized administered systems of student evaluation have become normal practice in universities globally in order to collect data to monitor academic lecturers 'development and quality (Stein, Spiller, Terry, Harris, Deaker, & Kennedy, 2013). In most of the tertiary universities, these forms of evaluations are prepared to be confidential or anonymous to keep the privacy of students 'feedback concerning the lecturers. The gathering of data for evaluation requires commitment to quality teaching and assessment of instructional effectiveness (Dilts, Haber, & Bialik, 1994). Accountability and use of standards, as new trends in higher education institutions, lead to increase in student evaluation forms of lecturers and its effectiveness (Onwuegbuzie & Leech, 2007).

The history of student evaluation dates back to 1920s through the works of Remmers, and the 1970s is considered as ─Golden Age of Student Evaluations, due to researchers 'support for using forms of student evaluation in higher education (Wachtel, 1998). Evaluation of Lecturers is a basic part of

education process, many important decisions concerning the lecturers are based on the information gathered from this evaluation (Machingambi & Wadesango, 2011). The feedback of students usually used in the process of determining promotion and tenure in many higher education institutions (Lindahl & Unger, 2010; Darwin, 2010). However, Wichtel (1998) identified and compared many articles support for and oppose the use of Student Evaluation and identified factors that affect student evaluations from student's perspective and lecturer's perspective. Therefore, the validity and reliability of such evaluation is crucial. Assessing the performance of lecturers is not an easy process, because in most of the universities, lecturers are expected to engage in service, research along with teaching (Dilts, Haber, & Bialik, 1994). However, student evaluation is recommended to be triangulated with other evaluation methods to increase the validity and reliability in the evaluation of lecturers (Machingambi & Wadesango, 2011). Student 's perception is continuously considered as a significant factor in evaluating lecturers (Dodeen, 2013). Currently, in Universities of Kurdistan Region, Student's feedback (Evaluation) for academic lecturer is considered as a part of Quality Assurance procedures which initiated by Ministry of Higher Education and Scientific Research. Therefore, most of the universities either paper based or online, they conduct the centralized questionnaire written and prepare by the Quality Assurance Unit. Lecturers are evaluated from multiple dimensions, and student's feedback or evaluation is a part of it. The questionnaire consists of 11 items, and measured by 5 levels, 1-5. The evaluation of pedagogical practices and lecturers are complex social activity (Darwin, 2010), in this process there are potential impediments affect the reliability and validity of student evaluations. Accordingly, the evaluation

forms of student evaluation have potential bias due to college, expected grades, and class size and some forms of evaluation are not enough to provide enough information for the improvement of lecturers (Dodeen, 2013). In addition, lack of motivation for the process of evaluation, and untrained evaluators are potential factors that hinder the success of evaluation process (Rasheed, Aslam, Yousaf, Noor, 2011). In contrast, many researchers believe that student evaluation of lectuers are valid and effective measures of lecturing effectiveness' and are sincere and unaffected by variables as potential partiality and bias to the process of evaluation (Hejase, Al Kaakour, Halawi, Hejase, 2013).

Likewise, some researchers have verified the correlation between the expected grades in the examinations and values given by students (Diaz & Ragan, 2010; Stehle, Spinath,, Kadmon, 2012). Gender and Age are other factors affect the student evaluation especially female lecturers (Bianchini, Lissoni, Pezzoni, 2013; Kogan, Schoenfeld-Tacher, Hellyer, 2010). However, still some researchers think the learner is in the best position to judge the effectiveness of lecturers, (Price, Handley, Millar, O'Donovan, 2010). A potential factor affects the perception of students of the evaluation of students is self-promotion or boastfulness of lecturers (Farreras , Boyle, 2012). Farreras and Boyle establish that lecturers who praise themselves get lowest evaluation values, rather than the students give highest evaluation values to lecturers whom they have strong personality and competence attributions. Moreover, student perceptions may vary due to student s psychological natures. Some students are systematically more lenient in evaluating the lecturers; some students are more severe (Rantanen, 2013). Thus, accordingly students 'rating varies depending

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up on course difficulty, expected grades, characteristics of the lecturer, or personal emotions of students.

In their research Chen   Hoshower (2003), studied the student perception and motivation in teaching evaluation, they found students consider an improvement in teaching and improvement in course content and format to be most attractive outcomes of teaching evaluation. However, using the evaluating outcomes for lecturer 's tenure, promotion, or salary rise decision were less important for student 's viewpoint and students motivation to participate in evaluation was influenced by consideration of their feedbacks by lecturers (Chen, Hoshower, 2003).   Moreover, student's perception may vary upon gender basis, female students are more serious in evaluation process than male students and female student 's and female students consider the process as more important than male students consider it (Heine Maddox, 2009). Likewise, the students also believed that professors adjust them in class behavior at the end of semester to achieve higher evaluations, and the higher grade predicted the higher the evaluation of professors (Heine & Maddox, 2009). Furthermore, a research conducted in Lebanon by (Hejase, Al Kaakour, Halawi, Hejase, 2013) studying the perception of students on the evaluation, the research revealed that students were positive and perceived the evaluation process as effective and appropriate to evaluate teaching. Thus, the result indicates that students are seen as responsible to assess the lecturers effectiveness. In most universities, student evaluations are conducted in the end of semester or the year. In contrast, some universities are conducting a series of evaluations to evaluate the lecturers 'effectiveness, they use a form to assess the lecturer 's effectiveness' after 3 weeks of teaching, then in the end of the semester. Moreover, they believe that,

a lecturer must understand his/her weakness and receive a priliminary feedback before the semester ends to adjust him or herself to be effective.

Given the importance of assessment to almost everyone in education, it is to be expected that it is the subject of frequent debate. Though as Gibbs and Simpson (2004) point out, much of the attention it receives is negative, often used to support claims of falling standards, disputed grades and examiner incompetence. When the issue of assessment is raised in the media or quality assurance settings, the focus is likely to be on measurement, rather than on learning, which is the concern of this study and others mentioned within it. There are several common uses for course evaluation data: teaching improvement; personnel decisions; course selection (by students); and increasingly, in the compilation of teaching award nominations files.

Teaching Improvement

Since the use of evaluating lecturers began, researchers have argued that course evaluation data can be used for the purpose of improving teaching and thereby student learning (Goldschmid, 1978). Some researchers like Marsh (2007) think that this alone is not enough, since many lecturers are not trained in data analysis, and are therefore less likely to have the necessary skills to interpret their ratings to understand what the students are saying. At Methodist University College Ghana, some lecturers are faced with similar challenges; "how should they interpret the results?"

Personnel Decisions

Some studies have suggested that administrators are more likely than individual lecturers to make use of course evaluation data, particularly for personnel decisions and recommendations for teaching awards, monitoring

progress for the remediation of teaching problems, evaluation of teaching at the unit level and for curriculum planning (Beran et al., 2005).

Teaching Awards

Course evaluation data is often a necessary element for teaching award nominations in a University (Gravestock and Gregor-Greenleaf, 2008). It is therefore an important component for selecting the "Best Teacher" for an Academic year.

Performance Evaluation is a Function of Human Relations Management.

Various Performance Evaluation procedures different in types can be carried out to what extend which the goals of organizations are achieved. As for supervision, it is used as the activities of controlling, searching, inspecting, and checking in order to find what the truth is (Counts, Shepard & Farmer, 1998; Taymaz, 2005). When the school is supervised, it is necessary to use the reports and different sources. Aydin (2007), states that supervision should be carried out for the development of education process. Then, when the insufficient examples of the application of education plans are determined, at the same time, the management of personnel and public benefit are taken into account (Bursalıoğlu, 2000; Taymaz,2005). Proving that the activities carried out and to be carried out at schools are in accordance with the scientific criteria, preparing proposals aiming development and improvement and the advisory activities can be regarded as supervisory activities (Chris, 2008; MEB, 2005; Ouston, Fidler & Earley, 1997).

Certain principles should be followed so that the supervision can be successful. According

to Başar (2000) those principles should have an aim, a plan, continuity, objectivity, context, and openness and democracy. Lecture supervision is considered to be a kind of supervision in which methods applied by the teachers, their efficiency in applying them, and levels of the students are studied (Aydın, 2007; Ehren & Visscher, 2008; Taymaz, 2005). The situations that emerge through supervision can also be carried out through classroom observations. Classroom observations should be done by means of certain supervisory models. Scientific, artistic, pedagogical, clinic and various models can be mainly used (Aydın 2005; Aydın, 2007; Sergiovanni & Starratt, 1988). Classrooms, laboratories, workshops are regarded as places for classroom activities. All activities held here are considered within the scope of supervision.

Evaluation questionnaires delivered to students at the end of school terms and used for evaluation of lecturers at universities are one of those supervision tools and methods. Students' evaluation is benefited at various levels by means of feedback given to related people and institutions. Armstrong (2004), concluded that when supervisors take these evaluations into considerations during training and education, this leads to great deal of development in the cognitive and analytic thinking capacity of students. Although teacher and school performance is evaluated by means of national exams students take, Larry holds that it may be more appropriate if this evaluation is made according to graduation average and teacher performance (Larry, 1993). Sources of the supervision system are supervisor, principal of the institution, lecturers himself orherself, his/her colleagues, parents and students (MEB., 2005; Özmen , Üzmez, 2007).

British government set up a new school supervision system called Office Standards in Education (OFSTED) in 1992. After the implementation of this system, certain thoughts were suggested both in favor and against this system. For example, while Lee (1997), concluded that supervision contributed to education process in primary and secondary schools, Male (1999), found out that this system led to an increase in the stress and work load of the staff. However, there is a consensus that there should be a supervision system. The governments cannot give up supervision as they expect that education should reach its aim and form certain values (Richards, 2001). It is essential that both internal and external supervision should be carried out separately and appropriately (Blok, Sleegers ,Karsen, 2008).

Supervision for classroom activities in Turkish universities is carried out based on two regulations as "Regulations for Organization, Supervision Committee, Duty and Working in Higher Education" and "Regulations for Establishment of Academic Committees and Scientific Inspection in Higher Education Institutions" (Resmi Gazete, 1982 issue: 17771; Resmi Gazete, 1986 issue: 19082). The data gathered as a result of those evaluations provide feedback for both the lecturers and management. Therefore, what the students think of courses and lecturers help lecturers to understand the level of their performance and to improve themselves. Moreover, it provides an opportunity for the management to supervise the lecturers (Cashin, 1995; Felder,1992)

Perception of Students Evaluation of Lecturer's Performance

The procedure of students' evaluation of teaching (SET) at the end of semester is a norm in all of the American universities and others that share

American curricula and teaching practices. In fact, it is the most frequently used method of evaluating teaching the world over (Newton, 1988; Seldin, 1989; Stratton, 1990; Badri et al., 2006). This process, with its merits and demerits, has long been a matter of criticism by many scholars and educationists; nonetheless, it also has the potential to yield useful information on the improvement in any deficient area of teaching that might be. The way that people show their value priorities might change from society to society (Tarman, 2012; 2016) hence the students in Middle East also have a different perception about SET. A number of studies have emphasized on the need to collect information on teaching quality through students. "Good teaching and good learning are linked through students' experiences of what we do. It follows that we cannot teach better unless we are able to see what we are doing from their point of view" (Ramsden, 2003, quoted in Ali Ajmi, p. 82). There is no question on the objective of such a survey as being inherently honorable and constructive for the overall growth of both the faculty and the institution, but like any other tool of assessment, it is susceptible to an element of error or bias.

A study done by a group of faculty members of UAEU concludes that it is not fair to draw comparisons between faculty evaluations while ignoring external factors such as students' GPAs and expected grades, level of the course and its timings, class size and students' gender (Badri, Abdulla, Kamali, & Dodeen, 2006). Many more factors including the age of the faculty member, gender, nationality, appearance, rapport, leniency, course challenge, etc., may also creep in and deflect the true findings. This might be more obvious in diverse and multicultural environments of international universities. Another study on the approach of international students in evaluating their faculty in an Australian

university also claims to have received inaccurate and unreliable data through SET, a claim that is supported by empirical evidence (Lama, Arias, Mendoza, Manahan, 2015).

As mentioned before, the practice of SET is chiefly driven by American system of education; however, most of the times, this procedure is not adapted to the indigenous dynamics of the university using it, especially in terms of culture. For instance, many universities in UAE use it as a routine procedure, but very few are mindful of local differences requiring appropriate modifications. Majority of the students in UAE are of Arabian descent, who are not brought up to judge their teachers, and they might find themselves in a rare position when asked to evaluate them (Sulieman, 2007). Hence, the need of the time is to adapt the SET procedure to draw its real benefit instead of using it as it is, and while doing so, it is also important to understand that this tool had initially been devised for American students studying in American universities in America. Since a number of researchers confirm that "teaching is multidimensional and complex, and therefore, it is difficult to construct a one-fits-all definition of effective teaching" (Al-Hinai, p. 30) see also Adam, 1997; Brown, 1996; Marsh , Dunkin, 1992; North, 1999; Patrick , Smart, 1998), SET tool, the way as we find it, needs to be shaped to suit local subtleties and sensitivity.

It is therefore pertinent to investigate all the factors involved in SET ratings and the validity of students' responses in international institutions in the UAE in order to utilize SET tool in the most effective way. In this region, till date, the professors of very few universities, including American University of Sharjah, UAE University, and Higher Colleges of Technology, have done

studies on this topic on their respective university's student populations, but the present study is the first of its kind on the student population of Abu Dhabi University. This study aims to understand the biasing factors in the evaluation of teachers and teaching by the students and in the important decision making by the administrators. Such decisions might be for "improving teaching quality, as well as determining the promotion, contract renewal, and salary increases of teachers pedagogical development and administrative purposes, quality monitoring and control, and making decisions on promotions and tenure" (Rantanen, 2013, p. 224, quoted in Ali , Ajmi, 2013). Current education system is not doing enough to prepare future educators for the demands of non-Eurocentric global education (Kopish, 2016). Thus, the results of this study are expected to benefit the administrators, teachers, and quality control personnel to improvise teaching and teacher evaluation system in a way that brings maximum benefit to higher education (Ali , Ajmi, 2013). Student Evaluation of Teaching (SET) has become an important instrument in assessing teachers and teaching in the modern world of education, and apparently there is no dearth of research studies that have been done on this topic. Some of the earliest works, which are dated as far back as 1923 were done by psychologist Max Freyd. From then onwards till date, academics have continuously been investigating this process and its implications.

The research in this area has led to different findings, showing very obvious disagreements among researchers on different aspects of this evaluation instrument and leading to an interesting remark by Reckers (1995): ". . . nearly 75 per cent of academics judge student course evaluations as unreliable and

imprecise metrics of performance, yet nearly 100 per cent of schools use them, frequently exclusively" (p.33).

More or less, all the literature on SET revolves around three major elements affecting the ratings: factors associated with course, factors associated with teacher, and factors associated with students (Pounder, 2007). On the basis of cognitive dissonance theory, it is argued that poorly performing students give poor ratings to their instructors to protect their self-esteem (Heine & Maddox, 2009). Moreover, an almost regular pattern of students' liking towards various disciplines and associated ratings has also been observed. According to Cashin, students usually give highest ratings to arts and humanities courses, whereas social and health sciences are at a medium level, with English language, literature, computing, IT, business, engineering, and physics clustering at the medium to bottom levels (1990). Consequently, the students' passion for the subject of their choice is also reflected in SET scores for that course and its teacher (Marsh and Dunkin, 1992). Elective subjects usually get better ratings since students' liking for the subject constitutes a biasing factor in evaluation.

Among course-related factors, grades and their expectations have a direct influence on SET ratings. Many researchers have agreed on a direct link between the expectation of a high grade with high rating, and the expectation of a low grade with low rating (D'Apollonia and Abrami, 1997; Hudson, 1989; Johnson and Christian, 1990; Mason et al., 1995; Nelson and Lynch, 1984; Perkins et al., 1990; Wilson, 1998; Tata, 1999).

Owing to the fact that "Grades" is a significant variable on SET scores, they have been undoubtedly manipulated by some faculty for their personal benefit. Studies show that faculty have been employing clever grading tactics

in terms of easing the assessment procedure by avoiding challenging and contentious teaching material, relaxing grading standards, reducing the amount of teaching and learning material, or spoon-feeding examination content, all eventually leading to grade inflation (Bauer, 1996; Crumbley, 1995; Handlin, 1996; Krautmann and Sander, 1999; Ryan et al., 1980; Sacks, 1996; Schneider, 2013; Simpson and Siguaw, 2000). In brief, university teachers can bargain SET ratings with grades (Hocutt (1987-1988), since they firmly believe that leniency in grades is directly proportional to high SET scores (Martin, 1998; Powell, 1977; Stumpf and Freedman, 1979; Winsor, 1977; Worthington and Wong, 1979; Yunker and Marlin, 1984). Other than the grades themselves, the expectations of grades have also been reported to have a relationship with SET scores, leading the faculty to proactively vouch for good SET scores through grades. There is a: kind of mutual back patting taking place where the teacher gives a high grade to the student (this grade not necessarily reflecting any real student attainment) and, in return, the student rewards the teacher with a high teacher rating (Pounder, 2007).

According to Simpson and Siguaw, some university teachers go to the extent of serving snacks on the day of evaluation, praising the class on its performance, or having a "fun activity" before the evaluation (2000).

Teacher's personality is another important factor that impacts SET scores. Teaching is a combination of subject knowledge and teaching skills that help in transferring that subject knowledge to the students; however, such skills should not be confused with the personality traits of teachers that have nothing to do with teaching. Teachers, like other human beings, may have certain characteristics, which despite not having anything to do with their teaching

skills, may sway students' liking or disliking for that teacher and act as bias while evaluating them. Feldman (1986), Williams and Ceci (1997), and Cardy and Dobbins also suggest the existence of such a relationship between the teacher's personality and SET scores. As a matter of fact, a study done by Clayson proves that 50 to 80 percent of total variance in SET scores is attributed to the factors related to personality traits of the teachers (1999). Many missed to understand the value of education before they rate their teachers, the goal of 'values education' is the individuals' being sensitive to the events occurring around them and in the world, creating social awareness, honesty and taking responsibility, caring about others, sharing something with others and learning to live together in society (Veugelers Kat, 2003; Acun, Demir , Göz, 2010). In the light of such findings, some researchers observe student evaluations as useless numbers that only create competitions among the personalities of faculty members instead of signifying teaching effectiveness (Haskell, 1997; Neath, 1996; Spooren, Mortelmans, Denekens, 2007, p. 668; Sproule, 2002). Furthermore, some academics have commented that such practice of getting students' feedback ". could be a threat to academic freedom" (Haskell, 1997).

Gender is another notable factor involved in SET scores. Matthew Reisz reported in The Higher Education that research from France offered evidence that "students appear to rate teachers according to gender stereotypes," with male students giving higher scores to male lecturers. The above report was based on the conclusion of a paper by Anne Boring, a postdoctoral researcher at L'Institut d'Études Politiques de Paris. Her database consisted of 22,665 evaluations by 4,423 first year undergraduates of 372 different teachers in a single French   university. Matthew mentioned in his report that Dr. Boring's

analysis suggested that "male students give much higher scores to male teachers in terms of overall satisfaction as well as in all dimensions of teaching." One clear sign of this was that "male students are 30 per cent more likely to rate male teachers' overall satisfaction scores as excellent than when evaluating female teachers" (Boring, 2015).

Research has been done on SET in UAE also. One of the prominent ones in this region is conducted in American University of Sharjah. The study shows that SET ratings are biased without any grain of doubt as "the student's expected grade, teacher's gender, teacher's age, teacher's nationality, teacher's personality, and the students' views of what constitutes "knowledge" are the variables that influence the scores. Other major factors that have strong influence on these scores include origin, gender, language of instruction in high school, and academic status of the students.   Compared with the students who had been taught in English or   Asian languages, those who had been taught in Arabic in schools were more biased on factors such as the teacher's age, gender, nationality, and personality. This finding might owe its existence to Arab culture in which friendship is correlated with social duties (Al-Issa, Sulieman, 2007). One more important study was done in UAE University. The study concluded that it would be unfair to compare faculty evaluations without considering the influence of important factors such as "student self-reported GPA and expected grade, course level and timing, class size, and student gender" (Badri, Abdulla, Kamali, Dodeen, H., p. 51). Their conclusion is in conjunction with the findings of other researchers (Cashin, 1990; Emery et al., 2003; Liaw and Goh, 2003), who argue that using these evaluations for annual faculty appraisals and other important decisions without taking into

consideration the above-mentioned variables is a debatable issue. Therefore, "more effort should be directed toward ensuring a more careful interpretation of student ratings in promotion and contract decision processes" (Badri, Abdulla, Kamali, Dodeen, 2006). Similarly, the age of the teacher (Smith and Kinney, 1992) and the race of the teacher (Smith, 2007) also have adverse effect on students' ratings. Value priorities of teachers and students would be another reason and have an impact on student rating. (Kılınç and others, 2016)

The above documentation is substantial enough for any educationist to reconsider the administering, interpretation, and adaptation of SET tool in other parts of the world than America, and in this study, UAE and the Arab world specifically. As other authors (Becker and Watts, 1999; Boex, 2000; Koh and Tan, 1997; McKeachie, 1997; Tata, 1999) indicated, because of the possible existence of biasing factors in SET, there is a need to supplement it with other measures of gauging teaching effectiveness, and readjust its weight on the overall evaluation of teaching and the teacher

Years of research have proven that it is of great importance for an academic institution to provide effective lecturers for their students (Chuan and Heng, 2013). This should be of utmost consideration in both private and public institutions. In a competitive world of education today, many institutions of higher learning demand that effective teaching and learning take place, both inside and outside the classroom (Chuan and Heng,)

The lecturers get to assess the performance of the students in several ways but the students have limited ways of assessing their lecturer's performance. The course and lecturer evaluation by students reflect on qualities associated with good teaching such as lecturers' knowledge, clarity, classroom

management and course organization (Chuan and Heng, 2013). Although the usefulness of CLESs is still much doubted and questionable, it is still the most common tool used to assess classroom teaching (Wright, 2006). Most lecturers in African universities have not acknowledged this evaluation (except those in Ghana and Kenya as noted by Isiaka (1998)). According to Inko-Tariah (2013), most people believe that students may not be objective enough in evaluating their lecturers.

Economic Notebook (2011) illustrates that students may prefer lecturers who do not challenge them enough in terms of materials and activities. A lot of students these days are not ready to put in effort in their studies and may see lecturers who insist on doing the right things as wicked (Inko-Tariah, 2013). There have been numerous times that as a lecturer, students have informed me that the materials given to them are too many.

A large volume of research has shown the benefits gained from the information obtained from this practice (Chuan and Heng, 2013). Besides being a measurement tool of teaching excellence, the results of the evaluation are beneficial in helping lecturers and academic institutions identify the specific areas for improvement (Yeoh, et al. 2012). There have been times as well when lecturers were called and encouraged to continue the good work they are doing, as a result of the feedback from students. In some cases, the outcome of the evaluation is often used to formulate key performance index of lecturers in staff appraisal for promotion, awards and tenure decisions (Griffin, 1999; Liaw & Goh, 2003).

By gathering evidence of teaching effectiveness through course and lecturer evaluation by students, departments, deans and management are able to

make informed and objective decisions about retention, promotion, tenure, and salary increases (Speaking of Teaching, 1997). Asking for evaluations regularly from students also sends a clear message that effective teaching matters, and not just in personnel decisions (Speaking of Teaching, 1997). The most important benefit of evaluations of lecturers is the feedback the forms provide directly to lecturers, so that they can refine their courses and teaching practices to provide students with better learning experiences (Speaking of Teaching, 1997). By calling attention to teaching methods and outcomes, student evaluations play a positive role in improving the climate of teaching and learning at Stanford (Speaking of Teaching, 1997).

As teaching evaluation researcher, William Cashin, reminds us, "Student ratings are the start of the instructor's journey toward improvement, not the end" (Cashin, 1990). This implies that course and lecturer evaluation by students serves to benefit every participating member of the education community, especially, the lecturer. It is essential for academic institutions to know students opinions about their lecturers, besides, it provides an opportunity to define students' needs (Gül, 2010). Generally, in Turkey, performance of lecturers is determined by seniors or managers but this is a deficiency, and it must be compensated for by the perceptions of students (Gül, 2010). By a wide margin, course evaluations are used for summative, as opposed to formative purposes. That is, as a means of making personnel decisions (e.g. hiring, tenure, promotion, and annual review) based in part, on a student's rating of an instructor's teaching effectiveness (Gravestock and Gregor-Greenleaf, 2008).

The collected data, in particular, the qualitative responses, are also used by instructors and teaching support offices to provide formative feedback

intended to facilitate improved teaching and course development (Gravestock and Gregor-Greenleaf, 2008). Some researchers have argued that, the feedback provided by course evaluations does not effectively promote change in lecturers. However, a significant majority of researchers consider student evaluations to be a useful measure that contribute to teaching effectiveness (Beran et al., 2007; Abrami, 2001; Schmelkin et al., 1997). Most studies have shown that management, in general, have a positive attitude toward evaluation data and find it a useful source of information for personnel decisions (Campbell & Bozeman, 2008; Beran et al., 2005).

Several scholars have outlined the common characteristics of course evaluation tools. Algozzine et al. (2004) for example, describe a typical evaluation based on their research on the development and use of course evaluation instruments:

a) An instrument is developed, comprised of a series of open-ended and closed questions about course content and teaching effectiveness;

b) At least one item addresses 'overall' effectiveness;

c) Written comments about the course content and the effectiveness of the instructor are solicited;

d) Anonymity of responses is assured and assumed;

e) Responses are obtained at the end of the semester in the absence of the instructor;

f) Item and scale responses are summarized across instructors, departments, and colleges and evidence of "teaching effectiveness"

According to Gravestock & Gregor-Greenleaf (2008), the several items on course evaluation forms assess different aspects of a lecturer's teaching

behaviors and the course. Students are supposed to assess each of these individually, ranking them as they think it best (Beran et al., 2007). This is the ideal case but in practice, on a few occasions, one sees another student getting a cue from his colleague as to what response was chosen.

Though course and lecturer evaluation by students seems to be an important exercise in an academic environment, it appears students sometimes do not attach a lot of importance to the exercise. One key issue in the Students Evaluation of Teaching literature is the question of how competent students are to make judgements on teaching and course quality (Keane and Labhrainn, 2005). Subjective evidence exists regarding lecturers obtaining high ratings due more to their popularity, amongst students, than to their effectiveness as teachers as opined by Keane and Labhrainn (2005). The challenge becomes helping students to see the importance of this activity (Stassen et al, 2001), because if this is achieved, the assessment process can both make the results more meaningful and encourage students' active participation in the future undertaking of the CLES (Stassen et al, 2001). This rids the exercise off subjectivity.

The Validity and Reliability of formal appraisals and implications for their Perceptions of the feedback they receive from Students.

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. As noted by Costin, Greenough and Menges (1971) the "uses to which the student ratings are put depend heavily on faculty confidence in their meanings" (1971: 521). There is a wide range of views about

the validity of student evaluations, from strong affirmation (McKeachie, 1990) to a view that student ratings are reasonably valid (Beran & Rokosh, 2009).

Other studies synthesize teachers' perceptions about the potential unreliability of student evaluation data, although much of it is based on reported opinion as opposed to empirical evidence. Aleamoni (1987) summarizes common teachers' concerns that have been reported in the literature. These include the view that students are too immature to evaluate the quality of teaching, and that limited subject knowledge impairs their capacity to make judgments. 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.

Teacher attitudes to Student Evaluations

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) conclude that teachers' attitudes to the overall usefulness of student evaluations were positive, while Nasser and Fresko (2002) report that the teachers 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: 183) caution that 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". Similarly, Smith (2008: 518) comments that "there is little published evidence that they [evaluations] are systematically used for developing and improving their teaching".

Teaching and Learning Beliefs and Responding to Student Evaluations

It is possible that teaching and learning beliefs may influence teachers' receptivity to student's evaluation feedback. Few studies have investigated this relationship, but it was the focus of a study by Hendry, Lyon and Henderson-Smart (2007); their study suggests a close alignment between teacher conceptions and the types of changes that teachers made to their courses as a result of student feedback. The study conducted by Hendry et al (2007) indicates those 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.

Lecturers Perception towards Students Evaluation

Many higher institutions around the globe give much priority to the performance levels of their lecturers. This is due to the fact that poor performance among lecturers may affect the quality of education which in the long run will affect student's knowledge and skills. So, the evaluation of lecturer

performance at the end of the semester is widely practiced by many learning institutions and the results of the evaluations are beneficial in understanding the areas of possible improvement for lecturers (Yeoh Sok-Foon *et al.,* 2012).

Student evaluations in teaching which has been a major instrument since 1920s (McKeachie, 1990) in gauging lecturer performance in many higher educational institutions has over the years developed a lot of perceptions and criticisms among lecturers. According to Reckers (1995), the majority (about 75%) of academics perceive Student evaluations as an unreliable and inaccurate method for teaching assessment. This is because, many of them are of the view that, students are too immature to evaluate the quality of teaching, and that limited subject knowledge impairs their capacity to make judgments (Aleamoni, 1987). Also, some lecturers believe that, personality characteristics of teachers such as personal potency, pragmatism, amicability and intellectual competency heavily influence student evaluation of lecturer's performance (Magno Sembrano, 2008). Yeoh Sok-Foon *et al.* (2012) and Pilar Alonso Martín (2019) threw more light on the point by making it clear that, many lecturers believe that teachers that communicate well with students, who are dynamic, friendly, helpful and rational, respectful towards students, are good listeners and have the ability of giving clear explanations, have good command of the subject, have good communication and preparation skills, uses practical and authentic examples, and have empathy towards students tend to receive a higher performance rating by students. Additionally, some educators believe that other misgivings relate to the notion that irrelevant factors such as the difficulty of a course, the grading propensities of the teacher and the more general idea of teacher popularity influence students' perceptions of the merits of a course and

the teaching (Spiller *et al.,* 2011). College and university teachers commonly believe grade expectation to be a very strong influence in student evaluation (Baldwin and Blattner, 2003). This is because, it is well established among lecturers that, students who receive higher grades rate teachers more favorably despite the fact that colleges and universities place importance on student evaluations of teaching (Cohen, 1981; Feldman, 1976). Cherry *et al.* (2003) further strengthens this point by stating that, it is assumed among teachers that students who receive grades they perceive as fair will rate instructors more positively, and students may simply like easy courses and punish those that they perceive as difficult by giving low evaluations, making the Student evaluations of teaching totally bias. So, the whole process of student evaluations does not portray the true reflection of lecturers' performance.

Considering all these, there is a clear indication that a lot of students make evaluation of the teaching of lecturers with some personal factors. As the result, some colleges and universities teachers notes that Student evaluations in teaching although is widely employed and has gained global popularity; it is engrossed in controversy. So, more appropriate measures such as student achievements, student ratings, classroom activities observation, self and peer ratings, rating by parents, interviewing teachers and competency tests should be used instead to ensure transparency in lecturer's evaluation (Richardson, 2005).

Despite the numerous negative perceptions of Student evaluation of teaching by some lecturers, other findings refute these views. For example, findings from Spiller, D and Ferguson, PB (2011) from the Waikato University indicate that, lecturers were generally positive about students' capacity to evaluate their teaching and the majority of them made use of student's feedback

to varying degrees to modify their practices. Also, according to Chikazinga (2019), some lecturers generally have a positive perception towards student evaluation of their teaching, and the lecturer's academic qualification, professional rank, age, sex, or teaching experience do not affect this perception. Furthermore, Schmelkin, *et al.* (1997) concludes in their study that, teachers' had positive attitudes towards the overall usefulness of student evaluations and it should therefore be incorporated in every university or college around the world. Additionally, Idaka, *et al.* (2006) concluded in their research that it is the hope of some educators that Student evaluations in teaching should not only be encouraged but ought to be mandatory in every university or college due to the fact that, the way higher education is organized and operated, students are basically the only ones who clearly observe and are in a position to judge the lecturer's teaching effectiveness. So, Student judgement as a criterion of effective teaching should not be waved aside as invalid and irrelevant.

In sum, it is evident that lecturers generally have conflicting views and perceptions about Student evaluation as a method for assessing their classroom activities and general performances, and some have responsiveness and emotional connections towards the evaluation process. Some lecturer's express emotional responses to Student's evaluation feedbacks, and research have shown that there is a definite link between individual reaction to feedback which affects subsequent attempts to enhance performance (Moore and Kuol, 2005; Arthur, 2009).

Lecturers' Perceptions on Student Evaluation Process

There are many studies on student evaluation output, but few have investigated students' and lecturers' perceptions on student evaluation process.

As stated in Machingambi and Wadesango (2011), if students' evaluations of lecturers' teaching are conducted in the right manner, it can yield potential benefits to many stakeholders in the higher education context. Students' perceptions on the evaluation process are important because students are the ones who provide feedback about teaching and learning process. In this research, students were asked to share their views about the student evaluation process using a 16-item assessment questionnaire. Lecturers were also required to express their views through a 16-item questionnaire since lecturers are also an important component of the evaluation process. By combining views of both lecturers and students, more information are available to improve the existing teaching and learning process.

UiTM has implemented the student evaluation process through the i-learn portal. The student evaluation process was carried out using an application programme called the Student Feedback Online (SuFO). SuFO is an online system to evaluate the overall teaching and learning components in terms of lecturers' quality assurance and performance, content and infrastructure. This system is dynamic, user-friendly, flexible, near zero cost, accurate and fast; it replaces the less efficient manual evaluation process.

Many studies have examined the empirical relationship between students' and lecturers' perceptions of evaluation process and its results. The evaluation is usually done at the end of a semester; it serves as a tool to measure teaching performance as well as improve the quality of teaching and learning. According to Suriyati and Wan (2011), almost all institutions of higher learning around the world conduct student evaluations, where students express their opinions and comments on their lecturers. This statement is also supported by

Norazuwa (2007) and Abdul Raheem Yusuf (2010). They found that students are generally willing to do evaluations and to provide feedback with no particular fear of repercussions. In addition, Christopher and Shane (2007) reported that the respondents in their research viewed students' evaluations of teaching as appropriate and necessary; it was also noted that lecturers who received the best evaluation were not necessarily the most effective lecturers.

Ede and Sam (2005) recommended that student evaluation should be made mandatory and conducted regularly. Almost all universities in Malaysia use students' evaluations as a measure of lecturers' performance, but there is no clear policy on teaching effectiveness and its importance in quality control. Elaine and Iain (2005) opined that the collation of student feedback forms is a routine practice in most institutions and causes little concern or debate in most countries. For example, in the Irish context, the 1997 Universities Act provides the legislative framework for the use of a system of student feedback in higher education. It is important to note that the primary purpose of such feedback is to improve the quality of course delivery and to provide direct feedback to teaching staff.

According to Iyamu and Aduwa (2005), lecturer evaluation refers to a periodic evaluation of lecturers' performance by students. It involves a systematic gathering and analysis of information, the basis of which decisions are made regarding the effectiveness, efficiency and/or competence of a lecturer in realising set professional goals as well as reflection of the desire of the institution to promote effective learning. Moreover, Cross (2002) stated that lecturers' anxiety about students' evaluations seems alleviated if lecturers are convinced that evaluation results are meant to help them assess their own

teaching and identify areas to improve. But in reality, there is no existing written policy on how to handle student evaluation as stated by Lindahl (2010).

However, Marsh (1987) in his report observed that several recent reviews of studies in this area are supportive of their values. This inconsistency may be due to the fact that teaching effectiveness is multifaceted and that any students' rating that focuses on a single overall score of lecturers may be inadequate. David and Adebowale (1997) stated that a lecturer who is well organised may not be the best communicator. To them, failure to separate these different components of effective teaching has led to conflicting results of research findings. The study also showed that there was a significant difference in the perception of lecturers based on gender.

This finding is consistent with that of Kilpatrick (1997) who stated that gender did influence lecturers' perceptions. This may be because female lecturers tend to be more sensitive to the harm that such practice could inflict on their career than their male counterparts do. The intention of this study is to examine students' perception of SuFO processes as well as to look at gender and other differences existing in the perceptual schema that students collectively retain about faculty and class evaluation processes.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the procedures, methods and techniques adopted in the research work. This chapter focuses on the methodology of the study. Methodology is an important aspect of a research work helping the research work to be done in a systematic way, according to Suhasini & Koneru (2016). Research work most often than not is appraised based on the quality and accurateness of analysis and information it provides at the end. However, this is dependent on the nature of data collected during the research. As a result, this chapter looks at how data was gathered for the research. The methodology enlightened us on the tools or techniques for research design, data collection, the population and sampling techniques, and data sources, data collection instruments, and data analysis plan.

Profile of the Study Area

The Bono Region is one of the sixteen regions of Ghana and it has twelve (12) administrative districts. The Akan ethnic group dominates in all the districts. Much of the land in the region is used for agriculture with vast tract of arable land, forestry, inland fisheries and clay deposits. The region produces about 10% of the local food requirements of the country. The Region is dominated by two main vegetation types, the moist semi-deciduous forest, mostly in the southern and south eastern parts of the region.

The region falls within the tropical climatic region with high temperatures averaging 23.9°C and a bi-modal rainfall pattern. Rainfall averages from 1000 mm in the northern parts to 1400 mm in the southern parts.
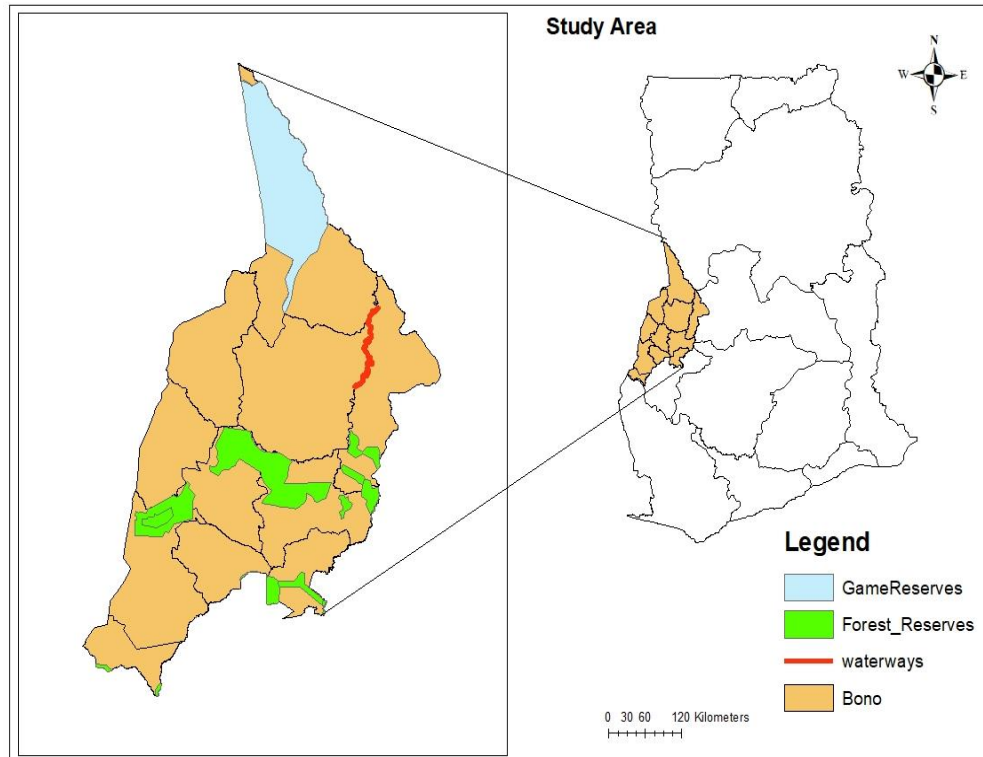
Figure 1: Map of bono region

Study Design

The study adopts the descriptive design. Descriptive research design is a scientific method which involves observing and describing the situation of a subject without influencing it in any way. Neuman (2003) views descriptive design as representing a picture of the specific details of a situation, social setting or relationship. Descriptive designs are designed to gain more information about a particular characteristic within a particular field of study. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. Creswell (2003) support the use of descriptive design because it helps to describe, explain, and validate findings. It does this by emerging creative exploration and organizing the findings in order to fit them with explanations, and then test or validate those explanations.

The descriptive design has been criticized for being narrow in scope and limiting analysis of events, concepts and theories to only what they are without exploring the in-depth components of such concepts (Creswell, 2003). Notwithstanding the criticism labeled against descriptive design, the method was found to be most appropriate for the study. This is largely due to the fact that the design is considered to be relatively easy to conduct because data are fairly easy to obtain and interpret by the use of simple descriptive statistics (Sarantakos, 2006). The method also has the advantage of producing a good amount of responses from a wide range of respondents including management, students and staff of the catholic university college of Ghana. In addition, the method provides a clear description of events and tries to explain people's perceptions and behavior on the basis of data collected. In conducting a descriptive research, the purpose of the research is first of all stated that is to mean identify the problem. Review the literature of the study once the problem has been identified and then select partici0pants and instruments used for the study. For the purpose of these research students, lecturers and management staff of CUCG were selected to partake in answering some research questions for this study. Collect and analyze valid and reliable data gathered and draw your conclusions and report on the findings.

Study Population

Target Population

Population as defined by the Oxford dictionary is a group of organisms of the same species that live in the same area. As the definition implies, administrative staff, student and lecturers CUCG constituted the target population of the study. However, considering the fact that the company covers

the entire country and has a fairly large staff size, a sample of the staff population is selected to participate in the study. In all 115 respondents were selected 15 administrative staff, 10 lectures and 95 students were selected.

Sample and Sampling Techniques

The research adopted simple random and purposive sampling techniques with regards to the sample random; the sample of the population was selected so that each member of the population had equal chance of being selected. The basic concept underlying this method of sampling is that the element or individuals in the population are judged to be homogenous. Consequently, the students were selected from each level names of students will be written on pieces of papers and were picked randomly. Purposive sampling was used to select them because they have in-depth knowledge about the issues the researcher is interested in, for instance, the administration and the lecturers were purposively selected to participate in this study.

Data Collection Method

Data for the study is collected from both primary and secondary sources. Primary data sources include information collected and processed directly by the researcher, such as observations, surveys, interviews, and focus groups. Secondary data sources include information retrieved through pre-existing sources: research articles, Internet or library searches, etc. It is argued that using multiple sources of data reduces the peculiar biases of each one (Blaikie, 2000). Thus, the administration of questionnaires forms the basis of primary data. Secondary data from published and unpublished sources including journals, textbooks, periodicals, government publications, the internet as well as reports and official documents from MTN is used to support the primary data.

Research Instrument

In an attempt to establish to solid basis for the findings, the researcher will make use of questionnaire as the research instrument. This is because the information that the respondents will give will considered very significant to the study. It is on this note that the researcher will have all the information documented in a form of questionnaire which was administered, the questionnaire was closed ended.

Validity and Reliability of Instruments

Both validity and reliability are essential component of any research whether quantitative or qualitative in nature and are the two most important and fundamental characteristics of any measurement procedure. Validity is defined as the degree to which a measuring instrument measures what it is designed to measure (Neuman, 2006). In terms of validity of the instruments, both internal and external validity were ensured. For internal validity, the content validity was ensured through expert review of the questionnaire. In case of construct validity, the questionnaires were derived by the conceptual and theoretical basis from existing literature as explained in chapter two. To ensure external validity for this study, the findings of this study were only generalized to the study Catholic university college.

In the area of reliability which is defined as the dependability of a measurement instrument, that is, the extent to which the instrument yields the same results on repeated trials. In this study the researcher pilot tested the questionnaire to strengthen its reliability. Sarantakos (2013) recommends pre-testing and pilot study of research instruments before use in research.

Data Collection Procedure

The researcher will sought permission from the various head teachers through the use of questionnaires as the research instruments. This introduction letter will highlight the importance and the purpose of the research. Data will be collected in two days; this will enable the researcher to avoid putting pressure on the children and also to ensure that the researcher has adequate and right information from the respondents. Data will be gathered through primary sources and secondary sources. The primary sources will help the researcher to have firsthand information from the respondents. Secondary data are collected for some other purposes, other than the research in question. The questionnaire will be used as an interview guide. That is, each student will answer the items in the English language.

Data Analysis

To analyze and interpret data different descriptive statistical tools, charts, tables, etc. have been used. Thus, the primary data collected from the sample was analyzed using the computer based statistical data analysis package, IBM-SPSS (version 21.0) to measure the descriptive statistics. The data were analyzed by means of the SPSS statistical software package. Completed questionnaires were inspected, edited and coded, and the data were transferred to an Excel spreadsheet. The techniques used during the data analysis stage of the research project include descriptive statistics (such as mean, standard deviation and range), frequency distributions percentages.

Ethical Consideration

The study followed all ethical issues in the conduct of the study as prescribed by scientific research and the University. Initially, formal consent

was sought from all participants before instrument administration. Confidentiality was assured to all participants and acquired data was only used for research purpose and dealt as confidential document. The anonymity of the participants was also assured. In obtaining data from the field, prospective respondents were made to understand how significant their contributions to the study would be, but they were left to decide on whether to assist or not. With regard to administering questionnaires, respondents were not required to provide their names so as to ensure confidentiality and anonymity.

Chapter Summary

This Chapter outlined how the research was conducted, the research design employed as well as the research paradigm. The study considered sample size and the process used to select the participants, the procedure used to collect data and the approach that were used in analyzing the data. Ethical considerations on respondents' anonymity and confidentiality was taken into consideration to ensure participants answer questions

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter is divided into two broad sections namely the presentations of results and the discussion of the results. Both the results presentation and discussions have been done to reflect the study objectives.

Presentation of Results

As mentioned in the introductory section, this part is dedicated to presenting the results from the data analyses. The main data presented in this section is the study objectives.

Table 1: Results of Uses of Student's Evaluation of Lecturers

Responses	SA	A	N	SD	D	Total%
Feedback of students' evaluation are needed for administrative decisions	15 (100%)		0	0%		100
Students evaluation results should be used for lecture's production	0		0	13 (86%)	2 (14%)	100
Students evaluation results are needed for salary increase of lecturers	0		0	15 (100%)	0	100
Students evaluation are needed to select the best lecturer for award	0		0	5 (33%)	10 (77%)	100
There is the need for students evaluation on semester basis	15 (100%)			0	0	100

Source: Field survey (2020)

The table 1 found out how the university uses results of student's evaluation lectures Respondents were asked to rate their opinion using this scale using a five point scale rating where, 1= Strongly Agree, 2= Agree, 3= Neutral, 4=Strongly Disagree and 5= Disagree The statements feedback of student's evaluation are needed for administrative decision all the respondents represent

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100% strongly agree that is they were positive on the use of feedback for administrative purposes. However, the strength of the items reduces on the subsequent items as 13 respondents representing 86% strongly disagree that students evaluation results should be used for lectures production while 2 representing 14% disagree which indicate that the respondents did not agree with the statement, Again students evaluation of results as needed for salary increase of lecturers received negative views as all the respondents representing 100% strongly disagree with the statements , However, statement of students evaluation   are needed for the selection of the best lecturer for award was negative perceived since all the respondents responds negatively 5 of the respondents representing 33% strongly disagree while 10 respondents representing 77% disagree. Lastly, the student's evaluation to be done on the semester received positive results as all the respondents strongly agreed.

Table 2: Student's on Evaluation of Lecturers Teaching Effectiveness

Responses	SA	A	N	SD	D	Total%
Students evaluation f lecturers will help to improve lecturer's student's relationships	60 (66%)	30 (34%)	0	0		100
Students evaluation of lecturers help lecturers to be more committed to their job	40 (44%)	30 (34%)	0	10 (11%)	10 (11%)	100
Lecturers will be more innovative in teaching if they know that they will be evaluated by their students	20 (22%)	70 (78%)	0	0		100
Student's evaluation of lectures of overall performance of the lecturer will help lecturers to work hard	20 (22%)	70 (78%)	0	0		100
Student's evaluation of lectures of resource availability will help lecturers to be resourceful and available all the time for students when needed.	0	0	40 (44%)	30 (34%)	20 (22%)	100

Source: Field data (2020)

Table 2 shows the lecturer's perception of student's competency in evaluating lecturers teaching effectiveness. Respondents were asked to rate their opinion using this scale using a five point Likert scale rating where, 1= Strongly Agree, 2= Agree, 3= Neutral, 4=Strongly Disagree and 5= Disagree with regard to student's evaluation of lecturers to improve lecturer's student's relationship 60 respondents representing 66% strongly agree while 30 respondents represent 34% agree. This suggest that student's evaluation of lecturers improved student's lectures relationship. 40 respondents representing 44% revealed that student's evaluation of lecturers will help lecturers to be more committed to their job, 30 respondents representing 34% were neutral while 20 respondents representing 22% strongly disagree and disagree. This suggests that student's evaluation will help lecturers to be more committed to their job. 20 respondents representing 22% strongly agree that student's evaluation of lecturers will help lecturers to work hard while 70 respondents representing 78% agree respectively

The item that indicate that students evaluation of lecturers will help lectures to be resourceful and available all the time for students when needed has the lowest positive perception of 44% agree, 34% neutral and 22% strongly disagreed.

Table 3: Student's Evaluation of Lecturer's Teaching Effectiveness

Responses	SA	A	N	SD	D	Total%
The idea of students evaluation is acceptable by lecturers	10 (100)%				0	100
University students are responsible enough to evaluate their lecturers		8 (80%)	2 (20%)		0	100
Student possess good judgment to evaluate their lecturers		3 (30%)	7 (70%)		0	100
The pattern of student's responses is often inconsistent		4 (40%)	6 (60%)		0	100
The students evaluation of lecturers' performance is accurate			6 (60%)	4 (40%)	0	100
The fact that students were able to respond anonymously encouraged silly and amazing responses			6 (60%)	4 (40%)	0	100
Should student's evaluation be mandatory?	8 (80%)		2 (20%)			100

Source: Field survey (2020)

With regard to the acceptability of student's evaluation of their lecturers, all the respondents affirm the idea that students evaluating of their lecturers was acceptable, with 100% of the respondents agree. This suggests that, the idea of student's evaluation of lecturers were embraced by the lecturers at Catholic University College of Ghana. The students were perceived as responsible

enough to evaluate their lecturers with 8 respondents representing 80% agreeing and 2 of the respondents representing 20% were neutral. This means that, they neither agree nor disagree, suggesting that, students are responsible enough to evaluate their lectures.

Furthermore, on whether students possess good judgments to evaluate their lectures was considered low since only 3 respondents representing 30% agree while 7 of the respondents representing 70% were neutral that is they neither agree nor disagree to the statement. This suggests that, the lectures were not sure if students possess good judgement in evaluating their lecturers.

With regard to the pattern of student's responses recording inconsistence when it comes to evaluating their lecturers, 4 respondents representing 40% agreed, and 6 others representing 60% were neutral, meaning they neither agreed nor disagreed. This suggests that, the lecturers were not sure of student's inconsistency in evaluating them.

With regards to students been able to anonymously respond which encouraged silly and amazing responses, 6 of the respondents representing 60% were neutral while 4 of the respondents representing 40% disagreed. This suggests that, the lectures were not sure if students were able to respond anonymously encouraged silly and amazing responses in evaluating their lecturers.

The statements of evaluation of lecturers be mandatory received positive views as 8 of the respondents representing 80% agreeing that student's evaluation should be made mandatory while 2 of the respondents representing 20% remained neutral.

This suggests that, the student's evaluation of lecturers be made mandatory, the question of lectures responsiveness to evaluation were also positive as many respondents representing 70% agreeing that lecturers have emotional responsiveness to student's evaluation, whereas 30% of the respondents were neutral. This suggests that, lecturers have emotional responsiveness to student's evaluation.

With regard to students willing to evaluate their lecturers, 10 respondents representing 100% agreed that students are willing to evaluate their lectures, suggesting that, students are willing to evaluate their lectures.

With lecturers who taught less difficult courses receiving high rankings during evaluation, 8 of the respondents representing 80% agreed that lectures who taught less difficult courses received high rankings while 2 of the respondents representing 20% disagreed with the fact. This suggests that, lecturers who taught less difficult courses received high ranks during evaluation.

With regard to the statement of feedback of student's evaluation influencing lectures to modify their practices received positive views as 70% of the respondents agreeing while 3 representing 30% remained neutral. This suggests that, feedback of students help the lectures to modify their practices.

Discussions of Results

The lecturer's perception of student's competency in evaluating Lecturers Teaching Effectiveness

The findings of this study indicated that, lecturers of the Catholic University College of Ghana (CUCG) have a generally positive perception towards student evaluations of their performances.

In a sense that student evaluation helps the informed the lectures about how well they perform their duties as lectures (Chikazinga, 2019) opined that some lecturers normally have a positive perception concerning student evaluation of their teaching.

The finding revealed that, students are responsible enough to evaluate their lecturers and that they know what they are doing during evaluations and so they can evaluate them.

The results also suggests that's, students do possess good judgment in evaluating their lecturers as students may be bias in evaluating their lecturers.

The lecturers however assumed that, only answers the question base on the lectures they always communicate to or familiar with One key issue in the Students Evaluation of Teaching literature is the question of how competent students are to make judgements on teaching and course quality (Keane and Labhrainn, 2005).

The finding also revealed that the student's responds is often inconsistence and bias (Cohen1981: Feldman 1976: Cherry *et al,* 200) further strengthens this point by stating that, it is assumed among teachers that students who receive grades they perceive as fair will rate instructors more positively, and students may simply like easy courses and punish those that they perceive as difficult by giving low evaluations, making the Student evaluations of teaching totally bias.

Again, the study also revealed that student's evaluation of lectures is inaccurate because some students do not take evaluation serious and at time it done during examination time so they some of the student turn to answer question without reading the question. According to reckers (1995) the majority

(about 75%) of academics sees Student evaluations as an unpredictable and inaccurate method for teaching assessment.

Moreover, the finding suggests that students were able to responds anonymously encourage silly and amazing responses because some of the students joke with the question and sometimes they see it as the time for them to also write their feeling on lectures who are difficult.

The finding suggest that the evaluation of lecturer performance should be done at the end of semester so that the student can evaluate them properly since most of them would have met them during class hours. (Yeoh soko-foon *et at 2012*) opined that lecturers are done at end of the semester is widely practiced by many learning institutions and the results of the evaluations are beneficial in understanding the areas of possible improvement for lecturers

The finding showed that students evaluation should be mandatory so as to help the lecturers to be more serious about their work thinking they will be evaluated at the end of the semester according to Idaka, *et al.* (2006) concluded in their research that it is the hope of some educators that Student evaluations in teaching should not only be encouraged but ought to be mandatory in every university or college due to the fact that, the way higher education is organized and operated, students are basically the only ones who clearly observe and are in a position to judge the lecturer's teaching effectiveness

The finding also revealed that lecturers have emotional responsiveness to student's evaluation majority of lecturers do not have trust in student's evaluation hence they turn to more emotional to the response, In sum, it is evident that lecturers generally have conflicting views and perceptions about Student evaluation as a method for assessing their classroom activities and

general performances, and some have responsiveness and emotional connections towards the evaluation process. Some lecturer's express emotional responses to Student's evaluation feedbacks, and research have shown that there is a definite link between individual reaction to feedback which affects subsequent attempts to enhance performance (Moore and Kuol, 2005; Arthur, 2009).

With regard students willing to evaluate their lecturers revealed that students are willing to evaluate their lecturers because they think that this the time they can also express their perception about their lecturers so they are always willing to evaluate them This statement is also supported by Norazuwa (2007) and Abdul Raheem Yusuf (2010). They found that students are generally willing to do evaluations and to provide feedback with no particular fear of repercussions.

Again, the question of students ranks lectures who teaches easy courses turn to received high ranking to during evaluation most of the respondents revealed students judge their lecturers base on some personal factors that is their personal relationship with the lecturer according to Cherry *et al.* (2003) further strengthens this point by stating that, it is assumed among teachers that students who receive grades they perceive as fair will rate instructors more positively, and students may simply like easy courses and punish those that they perceive as difficult by giving low evaluations, making the Student evaluations of teaching totally bias

The study revealed that feedback of student's evaluation help the lecturers to modify their practice so that they can cope with the students during class room and outside the class room Spiller, D and Ferguson, PB (2011) from

the Waikato University indicate that, lecturers were generally positive about students' capacity to evaluate their teaching and the majority of them made use of student's feedback to varying degrees to modify their practices.

The perception of students towards student's evaluation of their Lecturer's Performances

The results showed that student's evaluation of lectures performance will help lecturers to improved and committed to their job since they know they will be evaluated by their students. They will help lecturers to do well to work hard in the classrooms. William Cashin, reminds us, "Student ratings are the start of the instructor's journey toward improvement, not the end" (Cashin, 1990).

With regard to student student's evaluation of lectures to help improved lecturer's student relationship, however finding revealed that the student's evaluation of lecturers will help to improve lecturer's student's relationship.

Again the respondents were positive that lecturers will be more innovative in teaching if they know that they will be evaluated by their students, the findings also suggest that lecturers will be more innovative in teaching if they know that they will be evaluated by their students and also suggest that student's evaluation of lectures of Overall performance of the lecturer will help lectures to work hard So, Student judgement as a criterion of effective teaching should not be waved aside as invalid and irrelevant.

Uses of students' evaluation

With regard to how the University uses results of student's evaluation lectures, the respondents with the view that feedback of student's evaluation of lectures help in decision making Besides being a measurement tool of teaching

excellence, the results of the evaluation are beneficial in helping lecturers and academic institutions identify the specific areas for improvement (Yeoh, et al. 2012). It also revealed that students evaluation are not needed for salary increment contrary to speaking of teaching 1997 gathering evidence of teaching effectiveness through course and lecturer evaluation by students, departments, deans and management are able to make informed and objective decisions about retention, promotion, tenure, and salary increases (Speaking of Teaching, 1997) again the results revealed that students evaluation is not needed for staff award.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This concluding chapter of the study provides a summary, conclusions and outlines the recommendations for the study. The chapter also highlights the implication for theory and directions for future research.

Summary of Key Findings

The goal of this study was to examine the perception of lectures on student's evaluation of lecturer's performance of catholic university college of Ghana. To achieve this goal, the exploratory and descriptive research design under the quantitative research method was used. The study population was made up of respondents drawn from lecturers, students and administrative staff of catholic university college of Ghana. The total of 115 respondents was sampled for the study: 15 respondents were sample from administration, 90 were students and 10 were lecturers. The study employed both primary (questionnaire) and secondary information (literature review). The analysis of the descriptive data was done using the computer based statistical data analysis package, IBM-SPSS (version 21.0) and results presented descriptively using tables with frequencies and percentages.

The summary of key findings from the analysis and discussion of the results are presented in relation with the study objectives:

It was revealed that student's evaluation is needed for administrative decision to encourage the lecturers who will be rating high while those with the low will be encourage them to lift up their performance. However, the results revealed that Students evaluation results should not be

used for lecturer's production because sometimes the respondent may be bias in their responses.

Again, the results revealed that student's evaluation results should not be used for salary increase because students turn to love lectures who always communicate well with them. with regard to student's evaluation results as a basis of lecturers award the results shows that it should not be used for lecturer's award Lastly, the for student's evaluation to be done on the semester was revealed to enable the administration to take decision.

The study revealed that, student's evaluation of lecturers will improve lecturer student relationship since it will make the lectures to view them as stakeholders in the education sector. Again, it was revealed that, student's evaluation of lecturers will help the lecturers to be more committed to the job as they know that at the end of the day they will be evaluated by their own students. The study further revealed that, students' evaluation of lecturers will help lecturers to work hard for academic excellence of their students.

The study further revealed that, student's evaluation of lecturers will help the lectures to be more resourceful and available all the time for students and also be prepared as well when going to class.

The study observed that, the lecturers accept the idea of student evaluation of their performance: but they are also of the view that, students do not possess good judgement in assessing their performances.

Furthermore, the study revealed that, students may provide inaccurate responses. This is because some of the students perceive difficult courses as punishment from the lectures when they fail.

Additionally, it was revealed that in the study that, since the respondents are protected, it sometimes encouraged funny responses.

Conclusions

From the results of the study, it can be concluded that implementing student evaluations of lecturers' teaching effectiveness at CUCG will be welcome and it will not be difficult to implement. Just as with their counterparts in countries where student evaluations of lecturers teaching has taken root, the lecturers, administration and students highly supported the initiative, although they were of the view that if the results of the student evaluation of the lecturers teaching are not used promotion and salary increase and award. The university has a system to evaluate lecturers at every semester to know the perception of students on their lecturers but the administration has not find out the lecturer's perception on the student evaluation. The study used descriptive method that is both quantitative and qualitative sampling technique were employed in the study questionnaire were administered as research instruments and SPSS was used to analyzed the data.

Recommendations

1. University of Catholic University College should tread carefully in implementing student evaluations of lecturers' teaching effectiveness to enhance lecturer's performance.

2. The students should be aware of the importance of evaluation their lecturers to avoid bias during evaluation

3. Results are to be used for administrative purposes, mechanisms should be put in place to ensure that students understand the value of evaluating the lecturers' teaching on the quality of education; and that lecturers do

not water down the course's task demands, difficulty level, and grading propensity to please students in order to get higher scores on student evaluations instead of concentrating on providing valuable learning experiences.

Suggestions for Further Research

The current study was limited in a number of ways including the scope and the generalizability of the findings. Research should be done on the effect of student relationship on the evaluation lecturers' performances.

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RESPONDENTS OF THE STUDY:

   I.   Lecturers

  II.   Students

 III.   iiiAdministrative staff

SECTION A: Lecturers' Questionnaire

using a five point Likert scale rating where, 1= Strongly Agree, 2= Agree, 3=

Neutral, 4=Strongly Disagree and 5= Disagree

	Statement	1	2	3	4	5
1	The idea of students evaluation is acceptable by lecturers					
2	University students are responsible enough to evaluate their lecturers					
3	Student possess good judgment to evaluate their lecturers					
4	The pattern of students responses is often inconsistent					
5	The students' evaluation of lectures performance is accurate					
6	The fact that students were able to responds anonymously encourage silly and amazing responses					
7	Feedback process compare to be more prepare					
8	Feedback compare to be more discipline					

SECTION B: Questionnaire for Students

using a five point Likert scale rating where, 1= Strongly Agree, 2= Agree, 3=

Neutral, 4=Strongly Disagree and 5= Disagree

	Statement	1	2	3	4	5
1	Students evaluation of lecturers will help to improve lecturers students relationship					
2	Students evaluation of lectures help lectures to be more committed to their job					
3	Lecturers will be more innovative in teaching if they know that they will be evaluated by their students					
4	Students evaluation of lectures of Overall performance of the lecturer will help lectures to work hard					
5	Students evaluation of lectures of Resource availability will help lectures to resourceful and available all the time for students when needed					

SECTION C: Questionnaire for Administration Staff

using a five point Likert scale rating where, 1= Strongly Agree, 2= Agree, 3=

Neutral, 4=Strongly Disagree and 5= Disagree

	Statement	1	2	3	4	5
1	Feedback of students evaluation are needed for administrative decisions					
2	Students evaluation results should be use for lecturers production					
3	Students evaluation results are needed for salary increase of lectures					
4	Students evaluation are need to select the best lecturer for award					
5	There is the need for students evaluation on semester basis					