

Evaluating University Students' Perception of Lecturers' Effectiveness in Southwest Nigeria

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This study evaluated university students' perception of lecturers' effectiveness in Southwest, Nigeria. The convergent parallel mixed methods research design was employed. All third and fourth-year students of public universities in Southwest Nigeria constituted the study population; with a sample of one-thousand and fifty (1,050: 388 males and 662 females). An adapted instrument tagged 'Students' Perception of Lecturers' Effectiveness Questionnaire', was used for data collection with Cronbach Alpha reliability indexes of 0.73, 0.77, and 0.81 respectively for the three effectiveness measures, while a Focus Group Discussion (FGD) was used in collecting the qualitative data through an interview protocol. The data were analysed using descriptive statistics, and thematic analysis using ATLAS.ti. Findings indicate that university lecturers as perceived by students are effective in exhibiting some of the fundamental cognitive, affective, and psychomotor related characteristics; significant relationship was found in the lecturers' effectiveness measures.

Keywords: effectiveness, perception, lecturers, students, universities, Nigeria

INTRODUCTION

University education is crucial for students' career specialization, while its quality may depend upon lecturers' effectiveness. Evaluation of teaching effectiveness by students is fundamental to enhancing accountability and decision-making in universities worldwide (Chau & Vien, 2020; Witte & Rogge, 2011). It is the statutory duty of lecturers to manipulate all personal variables that would make them able to produce functional students, as such, the availability of effective lecturers is germane to both national and international development. Students' evaluation of their lecturers' effectiveness fosters their commitment, interest, and involvement in the teaching-learning process. For Nigeria and Nigerians to achieve the desired status of university education, there is a need for lecturers, teaching in these universities to develop and exhibit the characteristics that would make them effective in their areas of specialization and teaching concerns. These effectiveness characteristics are oftentimes measured within the classroom teaching and learning processes (Lom, 2012).

Sjachrun et al. (2020) posit that lecturers are agents of university education civilisation and developments, who transmit skills, knowledge, and positive attitudes to students; as such, evaluating their effectiveness in teaching is worthwhile. In the university space, a lecturer is an educational guide, who orients and provides necessary and sufficient information to students, designs the subject and content to be covered, and deploys a variety of methodologies at ensuring the attainment of desired outcomes (Martin, 2019). The following concepts/principles were provided by King and Watson (2010) for a broad definition of lecturers' effectiveness: being responsible for students' academic success and employment; believing in the potential of accomplished teaching, conversant with students' limitless potential; utilizing the theory of learning to inform accomplished teaching practice and student learning; having subject-matter expertise and the capacity to relate to students' real-world situations (p.177). Delaney et al. (2010) also identified some important characteristics of an effective lecturer: respectful, knowledgeable, personable, engaging, communicative, organised, responsive, professional, and hilarious; to mention just a few.

Lecturers' effectiveness is perceived to be contextualised, as such, defining it may generate controversies. Annisa (2019) referred to it as the process of understanding students' conditions, providing full motivation and pleasant learning experiences, and adhering to systematic teaching. The ability of a lecturer to employ a variety of tactics, strategies, relationships with students, and a certain set of attitudes that promote increased student learning and accomplishment was described by Stronge et al. (2011). According to Adegbila (2008), a successful lecturer is effective, dependable, and polite. They are also imaginative, full of invention, and have the depth of knowledge needed for successful performance. An influential factor that impacts teaching and learning in the university space is the lecturer, and can be termed in this study as a professionally trained and certified academic, who offers students the skills, knowledge, and experiences, and facilitates the learning process with institutions of higher learning (Aksoy, 2020).

In light of this, an effective lecturer may need to possess more than the ability to impart knowledge to students or enhance their academic performances but should develop and exhibit characteristics that may

be related to the three educational domains: cognitive domain (knowledge), psychomotor domain (skills), and affective domain (feelings). Hoque (2016, pp. 45) described the three domains and their levels as follows:

- Cognitive domain: Learning skills that are primarily related to mental (thinking) processes are under this domain. The cognitive domain's learning processes require a hierarchy of skills to analyze data, develop understanding, apply knowledge, solve problems, and conduct research. The six levels of cognitive complexity are knowledge (the capacity to recall facts and/or information), comprehension (the capacity to comprehend the meaning of what is known), application (the capacity to apply abstraction or knowledge in a new situation), analysis (the capacity to distinguish between facts and opinion), and synthesis (the capacity to integrate various elements or concepts in an organised way).
- Psychomotor domain: The psychomotor domain is concerned with discrete physical functions, reflex actions, and interpretive movements in particular. This domain makes use of and coordinates motor capabilities. The seven components of the psychomotor domain are set (readiness to act), perception (the capacity to integrate sensory input with motor activity), complex overt response (the capacity to perform complex patterns of action with skill), the mechanism (the capacity to transform learned responses into habitual actions with proficiency and confidence), guided response (the capacity to model a behavior or use trial and error), and adaptation (the capacity to alter potentially fatal responses).
- Affective domain: All of our attitudes, emotions, and feelings are under the affective domain. Lecturers' affective domain impacts students' learning outcomes (Sjachrun et al., 2020). Our emotional reactions to things like emotions, values, appreciations, enthusiasms, motives, and attitudes are all included in this. The domain can be broken down into five categories: receiving phenomena (the capacity to pay attention selectively), responding to phenomena (the learner's capacity to actively participate), valuing (the capacity to recognize and express the worth of something), organization (the capacity to prioritize and establish a distinctive value system), and characterisation (the capacity to internalize values and allow them to control one's behavior).

Students' perceptions of what makes an effective lecturer may be a significant measure for assessing lecturers' quality. University students expect their lecturers to be emotionally stable, orderly, well prepared, treat them equally, and highly knowledgeable (Mohammed & Zaireena, 2021), and should adopt various teaching approaches to ensure effective learning (Latip et al., 2019).

There is a change from the conventional, teacher-centred teaching strategies to a student-centered methodology that permits students' engagement in the learning process (Mehuid & Collins, 2017). Students' voices, views, and concerns are now being given full attention in many higher institutions of learning. Studies on evaluating teaching effectiveness revolve around instrument validation (Marsh, 2007), challenges militating against teaching effectiveness (Spooren & Mortelmans, 2011), and very few on perceptions of teaching effectiveness (Chau & Vien, 2020) and the gender bias inherent in these perceptions (Badrolhisam et al., 2019; Mapuranga et al., 2015).

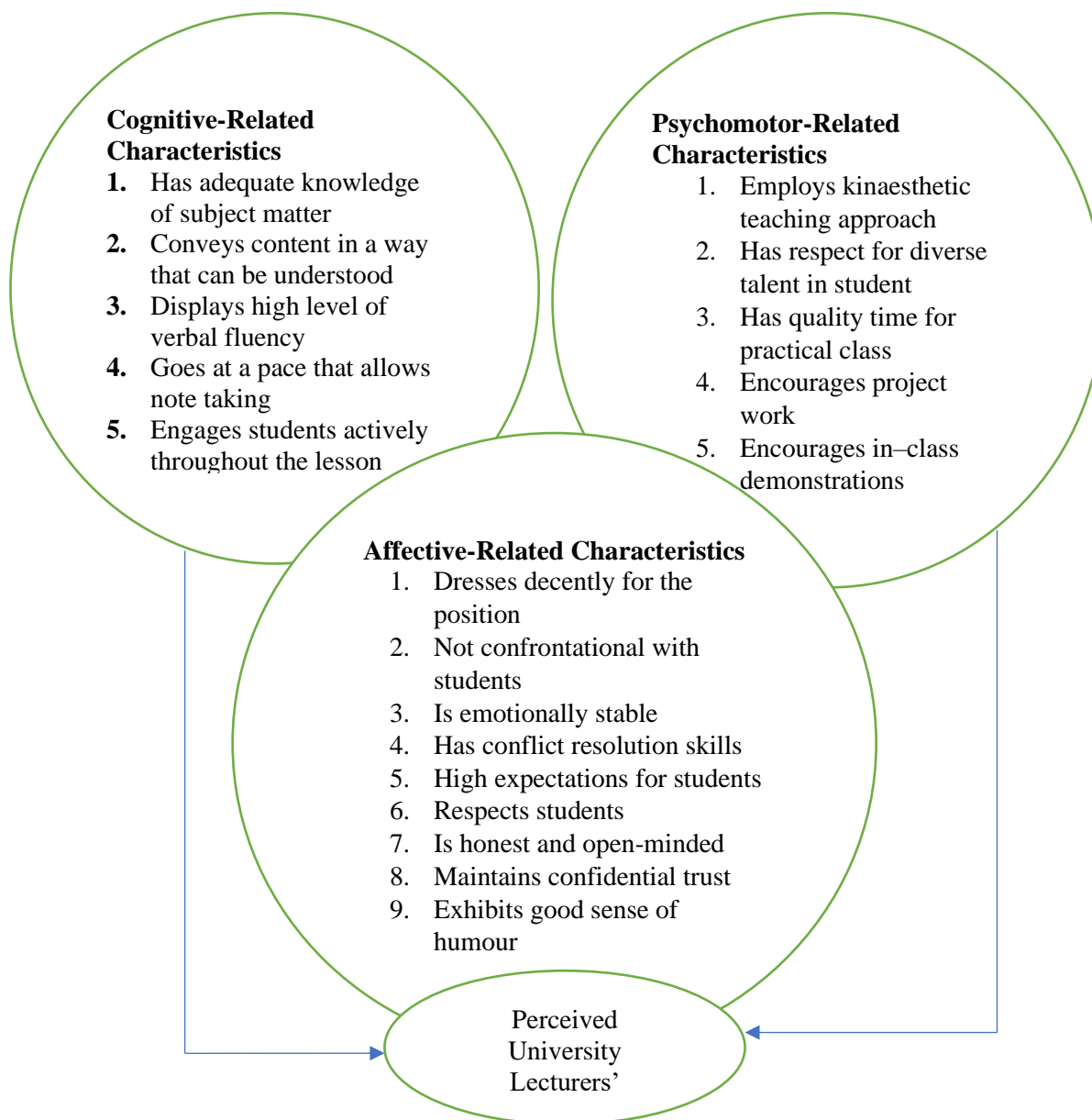
Despite the import of students' perception and evaluation of lecturers' effectiveness in university education, assessment, and development; many Nigerian universities are yet to tap into this knowledge. Research on students' perception of lecturers' effectiveness is reported to be gender biased (Appiah & Agbelevor, 2015; Badrolhisam et al., 2019; Joye & Wilson, 2015; Mapuranga et al., 2015; Mitchell & Martin, 2018; Sulong & Hajazi, 2016; Zivkovic et al., 2012). More so, studies on students' perception of lecturers' effectiveness in the Nigerian university context especially along the three educational domains (cognitive, psychomotor, and affective) seem unavailable in the extant literature. It is against this background that this present study evaluated university students' perception of lecturers' effectiveness in Southwest, Nigeria.

RATIONALE FOR THE STUDY

University lecturers who pilot the implementation of the curriculum, amongst other functions, should be effective in carrying out their teaching mandates. In the Nigerian content especially, there is lacuna in the extant literature on what depicts university lecturers' effectiveness. A key parameter by which this can be accurately assessed is through the perceptions of students, who are taught by these lecturers. This is the main drive of this study.

THEORETICAL MODEL AND CONCEPTUAL FRAMEWORK

FIGURE 1
INTERCONNECTIONS AMONG THE COGNITIVE, AFFECTIVE, PSYCHOMOTOR-RELATED DOMAINS, AND PERCEIVED LECTURERS' EFFECTIVENESS



Source: The Researchers (2022)

RESEARCH QUESTIONS

The following questions guided the study:

1. What is the perception of students toward lecturers' exhibition of cognitive-oriented characteristics?
2. What is the perception of students toward lecturers' exhibition of psychomotor-oriented characteristics?
3. What is the perception of students toward lecturers' exhibition of the affective-oriented characteristics?
4. What is the perception of students toward the influence of gender on lecturers' effectiveness?
5. What relationship exists in students' perception towards lecturers' exhibition of the cognitive, psychomotor, and affective-oriented effectiveness characteristics?
6. What relationship exists among students' gender and their perception toward lecturers' cognitive, psychomotor and affective effectiveness?

LITERATURE REVIEW

Student evaluation of lecturers' teaching effectiveness is a method of collating instruction feedback, improving lecturers' teaching performance and educational standards (Joye & Wilson, 2015; Latip et al., 2019; Zerihun et al., 2012), consolidating their academic achievements (Orfan et al., 2020); thus, lecturers can obtain insightful formative feedback from their students through these assessments in the hopes of enhancing the quality of their instruction. Universities in Nigeria yearly conducts lecturers' appraisals for promotion or appointments. Measures for these appraisals would not be valid without considering the perspectives and information from students' evaluation of the effectiveness of these lecturers in and outside the learning environment, despite some misgivings about such evaluation (Adams & Umbach, 2012; Bedgood & Donovan, 2012; Stowell, Addison & Smith, 2012).

Ibrahim (2014) observed that the type of roles lecturers take on have a significant impact on students' perceptions of them and their self-concepts. According to Duyar et al. (2015), there is a substantial positive association between students' perceptions of the knowledge possessed by lecturers, their mindset, and methodology as a predictor of lecturers' classroom interaction performance. Similarly, Vonkova et al. (2015) analyzed students' opinions of teacher performance in the classroom and identified one of the variables as frequently mentioned "knowledge" displayed by lecturers in the classroom.

Dauda et al.'s. (2016) study addressed the perceptions of students on the qualities of an effective lecturer and the results showed that lecturers' understanding of course content, attitude towards their work, and teaching abilities depict their effectiveness in teaching. Noori et al. (2021) examined undergraduates' perceptions of lecturers' behaviours in class. The findings of the study revealed that students had a positive perception of their lecturers' classroom behaviours, and this was irrespective of their gender. The study by Sjachrun et al. (2020) were on students' perception of an ideal lecturer. The results indicate that an ideal lecturer should be conversant with assessment, learning, assignment, knowledge, communication, and teaching strategies. Also, such a lecturer should be able to understand his students and be passionate and creative.

Martin (2019) aimed at assessing students' perceptions regarding the essential effectiveness traits of a university lecturer. The results showed that respect for students, clear expositions, mastery of the subject, effective class management, and communication skills are the traits of an effective lecturer. Radmehr et al. (2019) reaffirmed in their study that a lecturer is effective by being creative, passionate, and knowledgeable both in culture and content. Students perceive effective lecturers as one with high academic qualifications, well-informed, and experts in teaching (Ismail et al., 2017), while Slabbert's (2019) study found that lecturers' dress code influences their teaching effectiveness. Sönmez (2017) investigated the relationship among the cognitive, psychomotor and affective domains using a mixed methods research. Findings of the study revealed a positive and significant relationship among these domains. This had been supported by previous research (Wang & Liu, 2008; Zajonc, 2006).

Gender bias in lecturers' effectiveness as perceived by students has emerged in recent literature (Badrolhisam et al., 2019; Mapuranga et al., 2015; Mitchell & Martin, 2018; Sulong & Hajazi, 2016). Students perceive female lecturers to be permissive, ill-prepared, less organised, and poorly motivated in their teaching duties; while their male counterparts are considered to possess understanding, organisation, involvement, passion, brilliance, and are more effective (Zivkovic et al., 2012). Joye and Wilson (2015) revealed that students perceive older female lecturers as "mother" figures, with appreciable work ethics and the ability to adequately explain the subject content; while others indicate that students' perception of lecturers' effectiveness is evaluated based on their personality, appearance, competencies, and intelligence (Mitchell & Martin, 2018).

On a similar note, Badrolhisam et al. (2019) revealed that female lecturers outperformed their male counterparts on social responsiveness and thoughtfulness towards students; these female lecturers were perceived to be knowledgeable, understanding, and sincere; while Mapuranga et al. (2015) revealed that female lecturers are ineffective. The study by El-Emadi et al. (2019) reaffirmed that female teachers provided better delivery during theory classes, whereas male teachers demonstrated better performance in laboratory-based classes. However, Appiah and Agbelevor (2015) report that students' perception of lecturers' effectiveness is independent of their gender.

METHODOLOGY

Research Design

This study adopted the convergent parallel mixed methods research design. The design entails a researcher or group of researchers combining elements of qualitative and quantitative research approaches (Barnes, 2019; Creswell & Creswell; 2018). In all, the quantitative component of the study entailed the descriptive survey research type while the qualitative component was the phenomenological research.

Target Population

All third and fourth-year students in public universities in Southwest Nigeria constituted the study population.

Sample and Sampling Technique

One thousand and fifty (1,050) respondents were chosen for a sample from the targeted population within the study areas using the stratified random and purposive sampling techniques. The purposive sampling technique was used to select three federal universities (federal university Oye-Ekiti, Obafemi Awolowo university, and the university of Ibadan, Nigeria), and students of the faculty of Education in these universities who were in their third and fourth years. It is believed that these students would have been familiar with what encompasses lectures' effectiveness in the study context. Besides, a stratified random sampling technique was adopted in selecting strata with regards to respondents' gender and department within the faculties. Moreover, the purposive sampling technique was used to select 12 participants (5 males and 7 females, and their ages ranged from 19-26 years) for the Focus Group Discussion session (these students were Departmental students' representatives from the Faculty of Education in one of the selected universities). The sampling frame of the study is detailed in Table 1.

TABLE 1
THE STUDY'S SAMPLING FRAME

S/N	Name of University	Sample
1.	Federal University of Oye-Ekiti, Ekiti State, Nigeria	350
2.	Obafemi Awolowo University, Ile-Ife, Nigeria	350
3.	University of Ibadan, Ibadan, Nigeria	350
Total		1,050

Source: Authors' Compilation (2021)

Instruments

A quantitative instrument was employed to collect pertinent information for the study. A structured questionnaire (adapted from Ismail et al., 2017 and Badrolhisam et al., 2019) tagged “Students’ Perception of Lecturers’ Effectiveness Questionnaire (SPLEQ)” was used to elicit the quantitative data. This consisted of sections A and B. Section A contained demographic characteristics of the respondents such as the name of the university, department, academic level, and gender. While, section B comprised forty (40) items on lecturers’ effectiveness as regards the cognitive, psychomotor, and affective domains with five Likert scale ratings from SA-Strongly Agree =4, A-Agree =3, U-Undecided =2, D-Disagree =1 to SD-Strongly Disagree =0. Also, a structured FGD interview protocol with four questions bordering on the study’s objective was used in collecting data for the qualitative component of the study.

Validity and Reliability of the Instrument

The SPLEQ was subjected to content validity measurement (face and predictive), to ensure the instrument measured what it is supposed to measure within the study’s context. The content validity of the instrument was determined by comparing each of the instrument’s items to the study’s objectives vis-a-vis the research questions and was presented to two experts in the field of educational tests and measurement. Their critical inputs were used to develop the final version of the instrument. The instrument was first administered on a sample of fifty (50) for pretesting, to ascertain its internal consistency. The researchers also carried out the average variance extracted (AVE) and the composite reliability (CR) of the instrument to ascertain its convergent validity, and score values obtained were above 0.5 and 0.6 respectively; depicting that the instrument was valid (Awang et al., 2018). In all, the Cronbach reliability coefficient index of the instruments were 0.73, 0.77, and 0.81 respectively for the three components of lecturers’ effectiveness.

Also, the qualitative instrument (the FGD interview protocol) was pilot tested on a set of six students (not part of the sample for the actual study), to ascertain the dependability of the instrument. From the experiences gathered from this exercise, the researchers rephrased the interview questions for more clarity. Also, the researchers ensured descriptive validity by reporting the actual themes that emerged from the FGD data (Falaye, 2018). The FGD session lasted for an hour and twenty minutes.

Administration of the Research Instrument

The research instruments were administered in the selected universities by the researchers and the research assistants and lasted for a period of three months (January - March 2021). There was a 96% return rate for the administered instruments.

Data Analysis Method

The generated data from the field was analyzed both quantitatively and qualitatively. The quantitative analysis (mean and standard deviation, and correlation) was deemed necessary for three reasons: to collate a larger and more diverse spectrum of what students’ perception of lecturers’ effectiveness denotes, to develop a theoretical model from the spectrum, and to triangulate the findings from the FGD session (Creswell, 2017). The qualitative data obtained from the Focus Group Discussion were analysed using inductive thematic analysis with the help of ATLAS.ti software. The researchers read the FGD transcripts numerous times to look for trends, commonalities, and regularities in the responses of the participants. We thereafter categorized and colour-coded the responses.

The participants’ responses that were relevant to the features of the phenomenon (lecturers’ effectiveness) under investigation were used to create the general categories. Then, by sorting and reclassifying the original generic categories into more in-depth and particular groups, themes were identified, and unusual disagreeing viewpoints were also found in the process. To improve the identification of themes, the texts that had not been colour-coded (or related to previously detected themes) underwent a new round of scrutiny to look for additional themes. The themes discovered throughout the entire analytical process were all adopted for discussion (Opoku & James, 2021), as they converged with those from the quantitative data. However, the team analyzing the qualitative data was not informed of the quantitative findings until the framework had been decided, to minimize researcher bias.

Ethical Considerations

Before the study, the researchers sought informed consent and approval from the Education Faculty Officers (EFOs) of the sampled universities, for the use of their students in the faculty as study participants. Also, the informed consent of students in these faculties was sought and obtained, through their faculty and departmental representatives. These participants were assured that participation in the study was voluntary, and they could opt out whenever they wanted. For the FGD participants, prior to the discussion, the researchers explained what the study entailed, and that the discussion would be recorded, and transcribed with all names removed and then destroyed after the completion of the study. Participants then gave verbal consent to participate. The researchers also assured the respondents that their responses would be treated with utmost confidentiality and anonymity, during and after the study. Overall, ethical concerns were taken into account and followed by ensuring confidentiality, utilizing participant pseudonyms when appropriate, disclosing all information about the study, and obtaining ethics approval (Creswell, 2013).

RESULTS

RQ I: What is the perception of students toward lecturers' exhibition of cognitive-oriented characteristics?

TABLE 2
DESCRIPTIVE STATISTICS DEMONSTRATING STUDENTS' PERCEPTION OF LECTURERS' EXHIBITION OF COGNITIVE-ORIENTED CHARACTERISTICS

S/No	Items on Cognitive-Oriented Characteristics	Mean	S. D	Ranking
1	Has adequate knowledge of the subject matter	2.23	0.78	3 rd
2	Has knowledge of course impact on students and society	1.54	0.53	5 th
3	Sensitive to student's previous knowledge	1.26	0.47	9 th
4	Exhibit varied teaching strategies	1.42	0.50	6 th
5	Conveys content in a way that can be understood	2.40	0.81	1 st
6	Displays high level of verbal fluency	2.22	0.77	4 th
7	Goes at a pace that allows note-taking	2.23	0.78	3 rd
8	Makes course notes available online	1.03	0.34	11 th
9	Organises tutorials on the course	1.25	0.45	10 th
10	Gives constant evaluation and prompt feedback	1.40	0.49	7 th
11	Engages students actively throughout the lesson	2.23	0.78	3 rd
12	Possesses good public speaking skills	1.25	0.45	10 th
13	Spends quality time with the students	1.26	0.47	9 th
	Grand Mean	1.67		

*Mean ≥ 2.0 = Positive perception; Mean < 2.0 = Negative Perception

Table 2 reveals that students perceive their lecturers as effective by his/her mastery of the subject matter during classroom engagements, conveying the course content in sequential order in such a way every student who attends the lesson benefits, fluent while explaining course content during the lesson, proceeding at a space that allows note-taking, as well as ensuring that all students are fully engaged during lessons; with mean ratings ≥ 2.00 .

FIGURE 2
FGD RESPONSES OF STUDENTS' PERCEPTION OF LECTURERS' EXHIBITION OF THE
COGNITIVE-ORIENTED CHARACTERISTICS

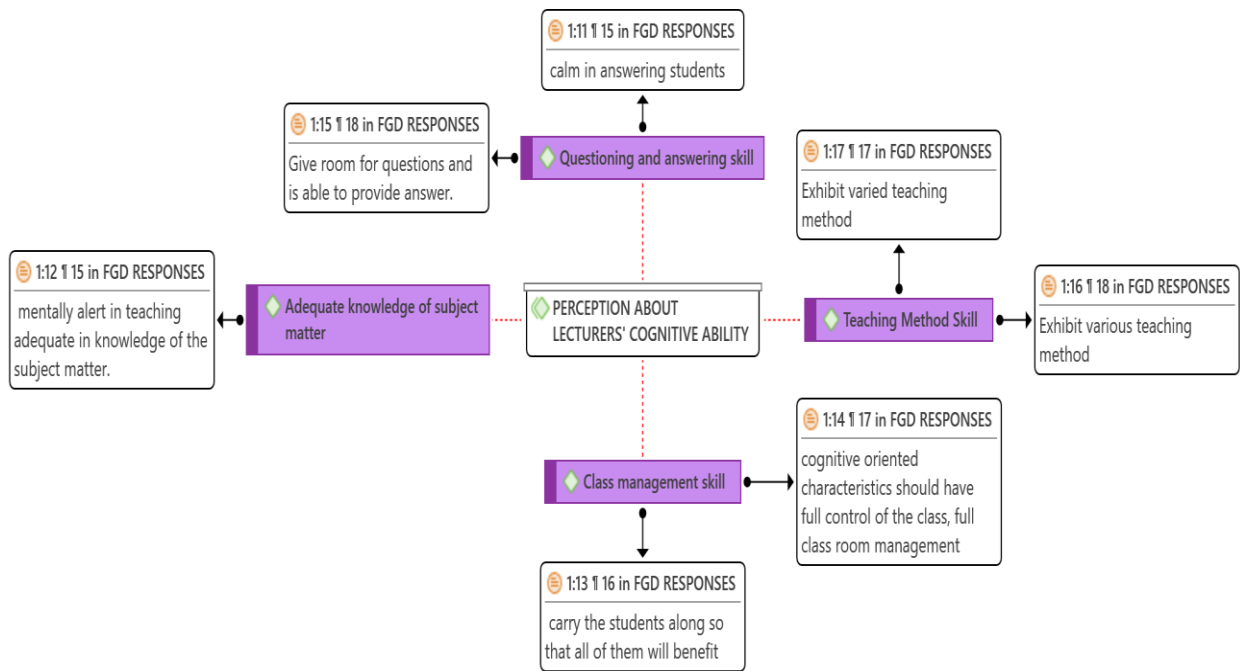


Figure 2 is the presentation of the students' perception toward lecturers' exhibition of the cognitive-oriented characteristics during the teaching-learning interactions. The students, during the FGD session expressed that lecturers' exhibition of cognitive-oriented characteristics during teaching-learning interactions must possess the following:

- **Adequate knowledge of subject matter** - One of the male students observed that the lecturer should be “*mentally alert in teaching and have adequate knowledge of the subject matter*” (FGD/Male).
- **Questioning and answering skill** - The students also expressed that such lecturers should give room for questions and provide answers to these questions raised by students during class. According to one of the female participants, such teacher should guide the students appropriately. A male student asserted that such lecturer should be “*calm in answering students*” while another added that the lecturer should “*...give room for questions and is able to provide answer*” (FGD/Male)
- **Teaching methodology skill** - Both male and female students asserted that the lecturer should be able to exhibit various teaching strategies during lecturing.
- **Class management skill** - A female student pointed out that “*a lecturer possessing the cognitive oriented characteristics should have full control of the class, full classroom management*” (FGD/ Female). While a male student noted that such lecturer should “*carry the students along so that all of them will benefit*”.

Summarily, from the qualitative phase, the thematic analysis of the students' perception toward university lecturers' exhibition of cognitive-oriented characteristics during teaching-learning interactions in South-western universities in Nigeria revealed that a lecturer is effective if he/she possesses the following cognitive-oriented features: adequate knowledge of the subject matter, questioning and answering skills, knowledge of teaching strategies, and classroom management skills.

RQ2: What is the perception of students toward lecturers' exhibition of the psychomotor-oriented characteristics?

TABLE 3
DESCRIPTIVE STATISTICS DEMONSTRATING STUDENTS' PERCEPTION OF
LECTURERS' EXHIBITION OF PSYCHOMOTOR-ORIENTED CHARACTERISTICS

S/No	Items psychomotor-oriented characteristics	Mean	S.D	Ranking
1	Connects theory to practice	1.50	0.19	8 th
2	Employs a kinaesthetic teaching approach	2.89	0.67	6 th
3	Encourages creativity in students	1.50	0.19	8 th
4	Has respect for diverse talent in students	3.76	0.88	1 st
5	Engages students in field-trip	0.12	0.01	8 th
6	Has quality type for practical class	3.33	0.74	2 nd
7	Encourages project work	3.00	0.69	4 th
8	Encourages in-class demonstrations	3.05	0.69	3 rd
9	Engages students physically in a 'hands on' activity	2.89	0.67	6 th
10	Gives assignment that will be interactive	1.50	0.19	8 th
	Grand mean	2.36		

*Mean ≥ 2.0 = Positive perception; Mean < 2.0 = Negative Perception

Table 3 indicates a positive perception of students regarding their lecturers' effectiveness in exhibiting psychomotor-oriented characteristics. Students perceived their lecturers as effective by engaging the kinesthetic teaching approach, respecting diverse students' talents, practicalising lessons, encouraging project work, encouraging in-class demonstrations and engaging students physically in 'hands on' activities; with mean ratings ≥ 2.00 .

From the FGD session, students expressed their perceptions of a psychomotor-oriented lecturer. In their views, they reiterated that such lecturer must have the following characteristics:

- **Practical/kineasthetic skills** -Both male and female students remarked that practical skills are one of the characteristics of a psychomotor oriented lecturer. A female student asserted that:

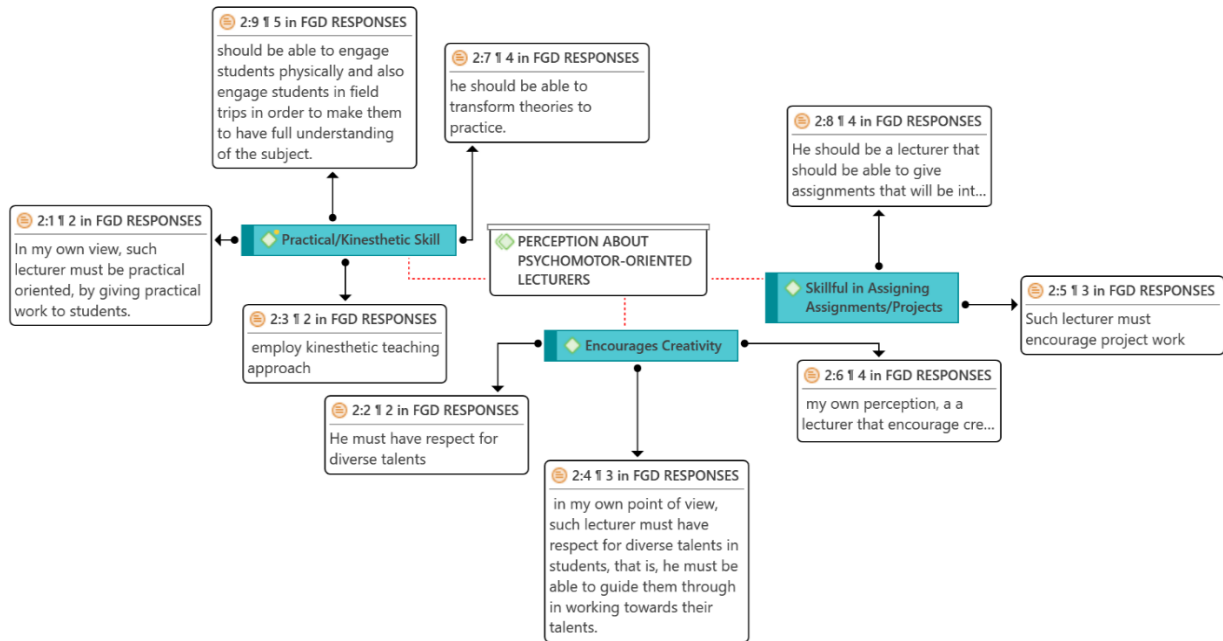
"...in my own view, such lecturer must be practical-oriented, by giving practical work/assignments to students. He or she must have respect for diverse talents and should employ kineasthetic teaching approach" (Female/FGD).

While one of the male students expressed that such a lecturer *"should be able to engage students physically and also engage students in field trips in order to make them to have full understanding of the subject."*

- **Encourages creativity** - One of the students explained that such *"...a lecturer should encourage creativity in students, and he should be able to transform theories to practice"*.
- **Skillful in assigning assignment and projects**- One of the students viewed that *"he should be a lecturer that should be able to give assignments that will be interactive among the students"*.

Thus, on psychomotor-oriented lecturers' effectiveness characteristics, the focus group discussants affirmed that it constitutes having practical/kineasthetic skills, encouraging students' creativity, skillful in assigning assignments and practical projects. See figure 3.

FIGURE 3
FGD RESPONSES OF STUDENTS' PERCEPTION OF LECTURERS' EXHIBITION OF THE PSYCHOMOTOR-ORIENTED CHARACTERISTICS.



RQ 3: What is the perception of students toward lecturers' exhibition of affective-oriented characteristics?

TABLE 4
DESCRIPTIVE STATISTICS DEMONSTRATING STUDENTS' PERCEPTION OF LECTURERS' EXHIBITION OF AFFECTIVE-ORIENTED CHARACTERISTICS

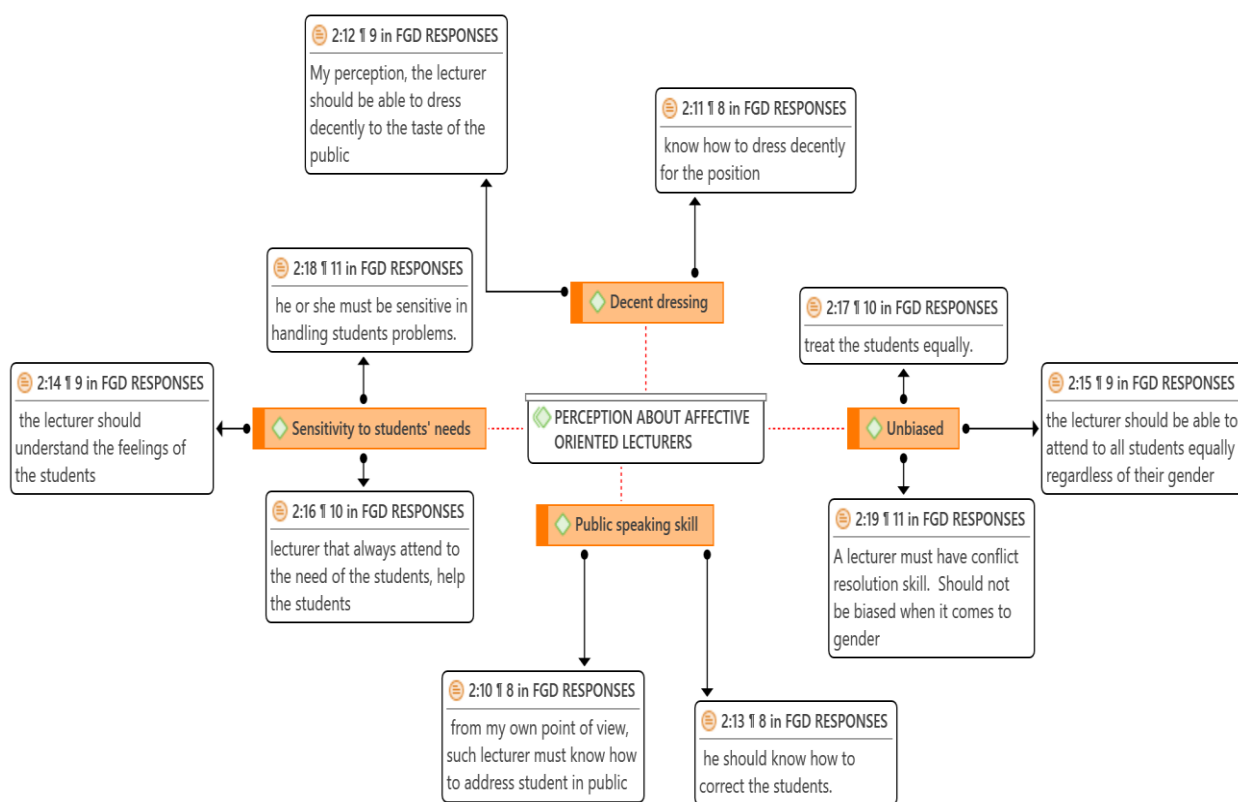
S/No	Items on Affective-Related Characteristics	Mean	S.D	Ranking
1	Dresses decently for the position	3.22	0.59	4 th
2	Understands students' feelings	1.05	0.09	13 th
3	Not confrontational with students	3.31	0.60	3 rd
4	Respects students	2.52	0.37	6 th
5	Available outside of class for students	0.12	0.01	14 th
6	Honest and open-minded	2.22	0.28	8 th
7	Treats students equally	1.05	0.09	12 th
8	Maintains confidential trust	2.01	0.22	9 th
9	Patient in dealing with students	1.05	0.09	13 th
10	Connects with students personally	1.54	0.53	11 th
11	Emotionally stable	3.20	0.58	5 th
12	Treats students like his/her children	1.05	0.09	13 th
13	Has conflict resolution skills	3.52	0.68	1 st
14	Exhibits a good sense of humour	2.22	0.28	8 th
15	Conducts one-on-one conversations with students	1.54	0.53	11 th
16	High expectations for students	3.35	0.63	2 nd
17	Sensitive to students' problems	1.05	0.09	13 th
	Grand Mean	2.00		

*Mean ≥ 2.0 = Positive perception; Mean < 2.0 = Negative Perception

Table 4 reveals that lecturers' effectiveness in the exhibition of affective-related characteristics as perceived by students consists of decent dressing while coming to school/class, not being harsh and confrontational with students during classroom interactions, and beyond, treat students with respect and dignity, being honest and open-minded, ability to maintain confidential trust, being emotionally stable, possess conflict resolution skills, demonstrate a good sense of humour, and have higher expectations for students; with mean ratings ≥ 2.00 .

From the focus group discussion results, students' perceived effectiveness of their lecturers in the affective-oriented characteristics includes descent dressing, unbiased, sensitivity to students' needs, and public speaking skills. See figure 4.

FIGURE 4
FGD RESPONSES OF STUDENTS' PERCEPTION OF LECTURERS' EXHIBITION OF THE AFFECTIVE-ORIENTED CHARACTERISTICS



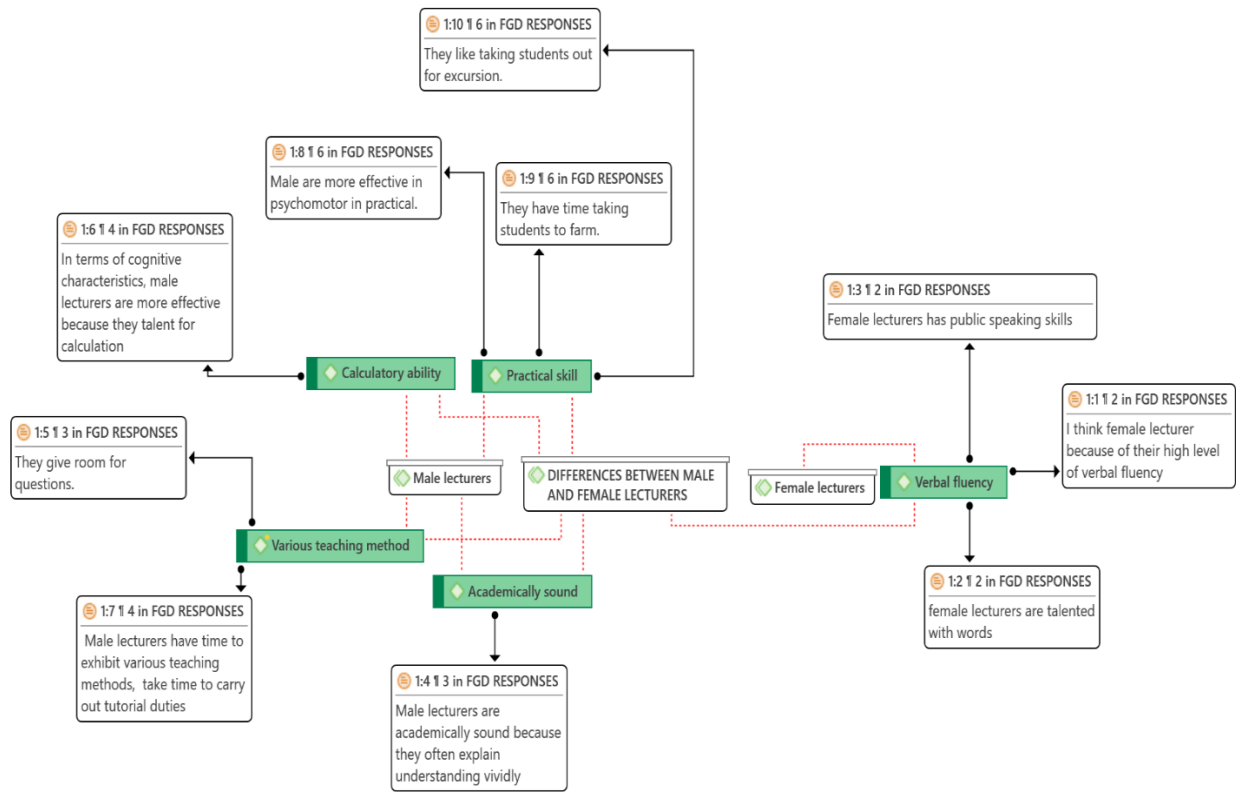
The students, as displayed in figure 4 enumerated characteristics expected from an affective-oriented lecturer:

- **Public speaking skill-** One of the female students stated that “in my own point of view, such lecturer must know how to address students in public”. While another student viewed that “he should know how to correct students, even in public”.
- **Decent dressing:** A student remarked that “he should know how to dress decently for the position”, while another student affirms that such a lecturer should “dress to meet the taste of the public”.
- **Sensitivity to students' needs:** Students remarked that such a lecturer “always attend to the needs of students, and helps them”. While another remarked that “he should be sensitive to the feelings of students”. More so, a student remarked that “the lecturer helps solve students' problems”.

- **Unbiased:** A student posits that a lecturer is affective-oriented if... “*he treats students equally, irrespective of gender*”, and another student restated that such a lecturer should “*have conflict resolution skills*”.

RQ4: What is the perception of students toward the influence of gender on lecturers’ effectiveness?

FIGURE 5
STUDENTS’ PERCEPTION OF THE INFLUENCE OF GENDER ON LECTURERS’ EFFECTIVENESS



As presented in figure 5, responses generated during the FGD session revealed that there is a gender difference in the perception of students toward lecturers’ exhibition of the cognitive, psychomotor and affective-oriented characteristics during teaching-learning interactions. The students perceived that male lecturers are more effective than their female counterparts because they

- are perceived to be more academically oriented than the female lecturers - A male student is of the view that “*male lecturers are more academically oriented because they often explain the subject contents more vividly, and to the understanding of students; while giving room for questions*”.
- are perceived to possess practical skills - The students expressed the perception that “*male lecturers are more effective in the psychomotor-oriented characteristics, especially in the area of practicals*”. “*They have time taking students to farm, laboratories, and excursions*”.
- are perceived to possess calculation ability – A female student expressed her perception that “*in terms of cognitive characteristics, male lecturers are more effective because of their talent for calculation*”.

- are perceived to use various teaching methods during lectures - A female student asserted her perception that “*male lecturers have time to exhibit various teaching methods, take time to carry out tutorial duties*”.

However, these students pointed out that female lecturers possess more verbal fluency than their male counterparts. The students stated that female lecturers have “...*high level of verbal fluency*”; “...*female lecturers are talented with words*”; “...*female lecturers have public speaking skills*”.

Summarily, the results indicate that gender influences lecturers' perceived effectiveness. As revealed, male lecturers are perceived to be more effective than female lecturers since they are perceived by students to be more academically oriented, possess more practical skills, love teaching courses involving calculation, and adopt various teaching strategies than their female counterparts. However, female lecturers are perceived to be more effective than their male counterpart in verbal fluency.

RQ 5: *What relationship exists in students’ perception towards lecturers’ exhibition of the cognitive, psychomotor, and affective-oriented effectiveness characteristics?*

TABLE 5
RELATIONSHIP IN STUDENTS’ PERCEPTION TOWARDS LECTURERS’ EXHIBITION OF THE COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE-ORIENTED EFFECTIVENESS CHARACTERISTICS

Correlations		Cognitive-oriented Effectiveness	Psychomotor-oriented Effectiveness	Affective-oriented Effectiveness
Cognitive-oriented Effectiveness	Pearson	1		
	Correlation			
	Sig. (2-tailed)			
	N	1050		
Psychomotor-oriented Effectiveness	Pearson	.68**	1	
	Correlation			
	Sig. (2-tailed)	.00		
	N	1050	1050	
Affective-oriented Effectiveness	Pearson	.67*	.62**	1
	Correlation			
	Sig. (2-tailed)	.03	.00	
	N	1050	1050	1050

*Significant at $p < 0.05$.

Table 5 depicts the relationship in students’ perception towards lecturers’ exhibition of the cognitive, psychomotor, and affective-oriented effectiveness characteristics. As revealed, there exists a moderate, positive and significant relationship among students’ perception towards lecturers’ exhibition of the cognitive, psychomotor, and affective-oriented effectiveness characteristics ($r = .68; .67; .62, p < 0.05$).

RQ 6: *What relationship exists among students’ gender and their perception toward lecturers’ cognitive, psychomotor and affective effectiveness?*

TABLE 6
RELATIONSHIP BETWEEN STUDENTS' GENDER AND THEIR PERCEPTION TOWARD LECTURERS' EFFECTIVENESS

Correlations		Gender	Cognitive-oriented Effectiveness	Psychomotor-oriented Effectiveness	Affective-oriented Effectiveness
Gender	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	1050			
Cognitive-oriented Effectiveness	Pearson Correlation	-.06*	1		
	Sig. (2-tailed)	.04			
	N	1050	1050		
Psychomotor-oriented Effectiveness	Pearson Correlation	.03	.68**	1	
	Sig. (2-tailed)	.42	.00		
	N	1050	1050	1050	
Affective-oriented Effectiveness	Pearson Correlation	.01	.67*	.62**	1
	Sig. (2-tailed)	.72	.03	.00	
	N	1050	1050	1050	1050

*Significant at $p < 0.05$.

Table 6 denotes the relationship between students' gender and their perception toward lecturers' cognitive, psychomotor and affective effectiveness. As shown, a negative significant relationship exists between gender and lecturers' cognitive-oriented effectiveness ($r = -.06$; $p < 0.05$). However, there exists a positive and non-significant relationship among gender and perceived lecturers' psychomotor and affective-oriented effectiveness ($r = .03, .01$; $p > 0.05$).

DISCUSSION OF FINDINGS

The findings of this study indicate that university students perceived their lecturers as effective in the exhibition of the fundamental cognitive-related characteristics comprising mastery of the subject matter, conveying content in a way that can be understood, going at a pace that allows note-taking, engaging students actively throughout the lesson and displaying a high level of verbal fluency, questioning and answering skills, knowledge of teaching strategies, and classroom management skills. This could have been attributed to the fact that university academic activities are regulated, and perceived qualified individuals are recruited to teach at the level, with specific courses assigned to them based on their areas of expertise. Besides, lecturers being skillful in going at a pace that allows note-taking during lessons stems from the fact that in the universities under study, lecturers were restricted from making the course materials compulsory or selling to students directly, but can make such available in the university libraries for students' free access.

This finding supports those of Ismail et al. (2017), Radmehr et al. (2019), Martin (2019), Dauda et al. (2016), and Sjachrun et al. (2020). However, students still perceived their lecturers as being ineffective in exhibiting some other cognitive-inclined features such as giving quality time for classroom discussion, possession of public speaking skills, prompt evaluation, and feedback, ability to organise tutorials on the course, making course materials available online for students' use, adopting various teaching strategies during lessons, having knowledge of students' entry behaviour, and knowledge of the impact of the course on students and the society at large. This finding is in tandem with Mapuranga et al. (2015). This ineffectiveness may have been caused by excess workloads, inability to meet the cost required for the development of course materials and unavailable or poor internet facilities in many public universities in the country.

On the part of psychomotor-related characteristics, the results indicate that lecturers have been effective towards the exhibition of some of these traits: adopting the kineasthetic teaching approach, respect for students' diverse talents, prioritising practical classes, encouraging project work, encouraging in-class demonstrations and 'hands on' activities during lessons, having practical/kineasthetic skills, skilful in assigning assignments and practical projects. These are all in agreement with the findings of Radmehr et al. (2019). However, the lecturers were ineffective in linking the theoretical content of the course to the practical components, encouraging creativity in students, engaging them in field trips, and in giving them an interactive-oriented assignment. This could be attributed to the lack of infrastructural facilities needed to turn the theoretical segment of the course into practicals, as well as the security challenges in the country that may have prevented these lecturers from embarking on field trips with their students.

Concerning the affective-related characteristics, outcomes revealed that the university lecturers' effectiveness consists of decent dressing while coming to the university environment, not being harsh and confrontational with students during classroom interactions and beyond, treating students with respect and dignity, being honest and open-minded, able to maintain confidentiality, emotionally stable, possessing conflict resolution skills, demonstrating a good sense of humour, having high expectations for students, unbiased, sensitivity to students' needs, and public speaking skills. The finding reaffirms those of Slabbert (2019), Noori et al. (2021), Sjachrun et al. (2020), and Badrolhisam et al. (2019).

Nevertheless, students perceived their lecturers as ineffective in the affective-related characteristics such as understanding students' feelings, making themselves available and accessible outside of class for students, ability to accord students equal treatment, being patient in dealing with students, connecting with students on a personal level, treating students as their children, conducting one-on-one conversations with students and sensitive to students' problems. This aligns with the submissions of Bawah, and Nasir (2021), in which certain aspects of lecturers' performance in and outside classroom interactions are considered unfit and need further improvement. Yet, the findings contrast that of Joye and Wilson (2015), who revealed that students perceived their lecturers as family, and having appreciable work ethics.

Findings of this study also revealed that male lecturers are perceived to be more effective than female lecturers as they are more academically oriented, possess more practical skills, love teaching courses involving calculations, and adopt various teaching strategies than their female counterparts. However, female lecturers are more effective than their male counterparts in verbal fluency. Could this be due to gender bias? Nonetheless, we think that the reason these perceptions favour male lecturers more could be based on the fact that the study's cultural context is patriarchal (males are culturally more supreme and relevant in the scheme of things).

The finding agrees with the findings of Zivkovic et al. (2012), which revealed female lecturers to be permissive, ill-prepared, less organised, and poorly motivated in their teaching duties; while their male counterparts were considered to possess understanding, organisation, involvement, passion, brilliance, and effective. The finding contradicts the findings of Badrolhisam et al. (2019) that revealed that female lecturers outperformed their male counterparts and were perceived to be knowledgeable, understanding, and sincere (Although, there is a nexus on female lecturers being verbally more fluent than their male counterparts); Appiah and Agbelevor (2015) revealed that students' perception of lecturers' effectiveness is independent of their gender, and Mapuranga et al. (2015) which revealed that female lecturers were ineffective.

Findings did reveal a moderate, positive and significant relationship among students' perception towards lecturers' exhibition of the cognitive, psychomotor, and affective-oriented effectiveness characteristics. Perceptions of students on how effective their lecturers are concerning the cognitive, psychomotor and affective-oriented characteristics are interwoven. A lecturer that is perceived to be cognitively effective, is also effective in the psychomotor and affective-oriented characteristics. This finding corroborates the findings of Sönmez (2017), Wang and Liu (2008), and Zajonc (2006) studies that revealed a positive and significant relationship among these domains. Moreover, a negative significant relationship exists between gender and lecturers' cognitive-oriented effectiveness. This is plausible, as previous research supports disparities between gender and teaching effectiveness (Appiah & Agbelevor, 2015; Badrolhisam et al., 2019; El-Emadi et al., 2019; Mapuranga et al., 2015; Zivkovic et al., 2012). However, findings indicate a positive and non-significant relationship among gender and perceived lecturers' psychomotor and affective-oriented effectiveness.

CONCLUSION AND RECOMMENDATIONS

The study concludes that lecturers' effectiveness is a function of the extent to which they exhibit and can demonstrate the cognitive, psychomotor, and affective-related characteristics in the course of discharging both curricular and co-curricular activities of the university, as assigned to them. More so, lecturers' gender is a potent contributor to their perceived effectiveness. As a result of these, the following recommendations emerged:

1. Government should make efforts towards ensuring that only the most effective lecturers are recruited into the university academic workforce;
2. Lecturers should concentrate more efforts on becoming more effective;
3. University management should consider students' perception and evaluation of lecturers' effectiveness for promotion appraisals; and
4. Professional development should be organised for university lecturers to boost their effectiveness.

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