Enhancing Quality in Higher Education for Better Student Outcomes

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Edited by

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PREFACE

ENHANCING QUALITY IN HIGHER EDUCATION FOR BETTER STUDENT OUTCOMES BY THE EAST AFRICAN HIGHER EDUCATION QUALITY ASSURANCE FORUM (EAQAN)

It was with great pleasure that I was able to organize and put together the chapters presented in this book titled, "**Enhancing Teaching Quality in Higher Education for Better Student outcomes".** This book of chapters is a compilation of a selection of key papers from the 2016 forum, held in Entebbe, Uganda, by universities from Kenya, Tanzania, Uganda, Burundi and Rwanda, including the regulatory Higher Education Commissions of these countries.

The East African Higher Education Quality Assurance Network (EAQAN) has constituted scholars with a depth and wealth of experience in relation to various parts within the education system in the region. This discourse on student outcomes builds on previous conferences on student learning experiences. The book offers insights into the best practices that are key towards enhancing the quality of education in universities.

The East African Higher Education Quality Assurance Network (EAQAN) is a network of quality assurance practitioners in the East African region. The Network was formally established in 2012 in Entebbe following the Dialogue on Innovative Education Strategies (DIES) initiative, a partnership between the Inter-University for East Africa (IUCEA), the German Academic Exchange Service (DAAD) and higher education commissions in the region, to enhance quality of higher education in the East African region. EAQAN was established primarily to provide a platform for discussion and exchange of experiences among quality assurance (QA) coordinators and other stakeholders in quality assurance, teaching and learning as well as related issues in the management of higher education.

An agreement during the EAQAN General Assemblies instituted a major activity of EAQAN to host capacity building and knowledge

sharing QA forums in May every year since 2012. The forums have been funded by IUCEA and DAAD with expertise provided by the German Rectors' Conference (HRK) and other higher education institutions in the region.

I would like to acknowledge the President of EAQAN, Prof. Mosoud Muruke of the University of Dar es salaam and the Executive and Conference Scientific committee members of EAQAN; Prof. Marie Josee Bigendako (Burundi); Dr. Paul Muoki Nzioki (Kenya); Sr. Lucy Dora Akello (Uganda); Prof. P. Kallunde (Tanzania); Dr. Julius Mbuna (Tanzania); Dr. John K. Amoah (Uganda); Mr. Patrick G. Kihumulo (Rwanda); Mrs. Christine Mutesi (Rwanda); and Dr. Jean de Dieu Ndikumana (Burundi) for their great support. In addition, I acknowledge Dr. F. Chongombe and Prof. Felicia Yieke for editing; Mr. Moses Karanja for the designer work, and Dr. Muthoni Kingori of St. Paul's University who wrote the forward. All the peer reviewers, the contributors and the conference organisers, I thank you.

I trust this is the beginning of many EAQAN publications in future!

Prof. Lily Njanja
St. Paul's University, Kenya

FOREWORD

Concerns on the quality of university education in the East African region have heightened in the last few years. Governments and other stakeholders in the education sector have argued that the rapid expansion of university education has hampered rather than improved the quality of learning. Universities have been accused of being more interested in making money through privately-sponsored students instead of giving quality education. However, on their part, universities have argued that lack of funding from government have forced them to look for innovative ways of making money, sometimes at the expense of quality.

Quality in the universities has been compromised by various issues. First is the huge number of students enrolled in some institutions when compared with the number of lecturers employed to teach in these universities. Second is the quality of the students. This has been an issue in some of the countries in the region where the exam-based school system has been faulted as one that does not adequately prepare students for independent learning that is required in university. Third is inadequate infrastructure to facilitate learning in some of the specialised courses.

This book details discussions held by the East African Higher Education Quality Assurance Network (EAQAN) on best practices towards enhancing quality of education in universities in the region. One issue examined was the use of creative pedagogy to help learners take responsibility of their learning. According to participants in the forum, creative pedagogy ensures that learners embrace learning as a lifestyle. Another was the importance of integrating student evaluation of lecturers with other aspects of university teaching. There was also an examination of the fallacy that ISO certification is proof of quality assurance. Participants in the forum argued that there is need to understand that ISO certification is just one way to show commitment to quality assurance, but not an end in itself.

An interesting debate was on the place of humanities in universities and whether the same will be extinct in the near future. The conclusion was that the humanities have competencies that are critical for graduates regardless of their specialisation. The forum further analysed the fundamental factors that determine quality in universities. In addition, there was discussion on the need to motivate and reward staff in

universities as a way of ensuring quality. The debate also focused on the place of the international student in the university. The suggestion was that universities should recognise the multicultural status of international students and stop treating them as a homogenous group.

The argument in the forum was that internal quality audits have promoted quality service in universities. A further agreement was that the networks provided by EAQAN had been instrumental in equipping individual practitioners with skills necessary in improving quality assurance systems in universities in the region. The book concludes with a look at the perspectives of stakeholders on the institutionalisation of quality assurance systems in the universities. The finding here is that stakeholders understand the importance of quality assurance but that there is need to implement feedback mechanisms.

Dr. Muthoni E. King'ori
Media/Communication Scholar

EAQAN members in a workshop, file picture.

CHAPTER ONE

CREATIVE INTELLIGENCE IN TEACHING-LEARNING ENGAGEMENTS: A STRATEGIC ENVELOPE OF INNOVATORS' DNA

NOVEMBRIETA SUMIL, KIBUUKA MUHAMMAD, MANUEL SUMIL, FRED SSEMUGENYI, MANUEL RAY SUMIL, JR., DERICK SEKAJUGO, OKETCH CHRISOSTOM, SOPHIA KAZIBWE, ABANIS TURYAHEBWA AND AMINA NAKIMULI

An Advocacy: Expanding the Horizons of Teaching-learning in Universities through Creative Pedagogy, Andragogy and Heutagogy

Abstract

Recognizing good or bad, useful or not useful, workable or not workable new or novel ideas is being creative, while critiquing one's new ideas and that of the others is being analytical and judging or giving genuine value to the new ideas is being practical. Combining creative, analytical and practical intelligences result in successful intelligence. Within the context of the goal of the 6th East African Higher Education Quality Assurance Forum which was on sharing of ideas and good practices towards quality higher education, this paper highlighted creative intelligence encapsulating creativity and innovation in teaching-learning engagements in a set of tried and tested creative pedagogies recognized by a panel of distinguished international judges in 2015 (Reimagine Education Awards 2015, organized by the Quacquarelli Symonds Limited and Wharton School of the University of Pennsylvania, Philadelphia, Pennsylvania, USA).

Keywords: *Creative intelligence, innovators' DNA, teaching-learning engagements, strategic envelope.*

Background: To be Better Educators, We Need to be Better Learners Too

A prosperous African higher education institution is one that transforms the African learners of today to African life-long learners in the age of international integration, IT revolution and knowledge economy who are highly employable in the work industry in view of the soft skills developed out from their learning engagements. If the higher education institutions have to be adaptive, then the educators have to be responsive to the contemporary situations at hand. The educators have to cope with their learners exposed to this present modern world.

Challenges Related to Creativity in the Teaching-Learning Process

The main focus in this presentation is creativity. Foremost, is to recognize the challenges in the teaching-learning process within the context of creativity. It should be noted that teaching quality and efficiency should not be sacrificed whether due to the large number of learners causing over-crowdedness and difficulty in engaging the learners or mismatches between curriculum and methods as well as methods versus resources available (Farrant, 1980). Other several conspicuous challenges are in these angles: conservative educators extrinsically rather than intrinsically motivated opposing to innovate; pitfalls in the choice of teaching staff at recruitment stage; imbalance in the number of teaching staff who are enablers, explainers and involvers; underutilization of individual knowledge resource/intellectual capital; myth and stereotype notions that creative intelligence has genetic origin and is only for a few, particularly those individuals under the art discipline.

Typology: Imagination, Creativity, Innovation and Resourcefulness

At this juncture, the aspects of imagination, creativity, innovation and resourcefulness are worth expanding clearly in a logical fashion. Imagination is exploring ideas of things not in the present environment (Davies, n.d.) such as mental images that are not real, neither perceived through the senses nor experienced. "Creativity is simply the production

of novel, appropriate ideas in any realm of human activity, from science, to the arts, to education, to business, to everyday life" (Amabile, 1997) that have the potential to contribute to the performance and well-being of people; namely, the individual, group and organization (George & Jones, 2002). Innovation on the contrary, is the "development and implementation of new ideas" (Amabile, 1988).

The application of creativity is innovation referring to grounding into a workable reality the creative ideas in terms of breakthroughs in new products, services, and procedures. Resourcefulness on the converse is the ability to overcome problems, deal effectively and skilfully to new and difficult situations and make use of what is available. To connect the dots then, imaginative thinking creates innovative breakthroughs that an individual has to be resourceful in coping with any changes or difficulties that lie ahead.

Creativity in Creative Intelligence

Creativity requires 3 various types of intelligence known under the Triarchic Theory of Intelligence (Sternberg, 1988) that consists of analytical intelligence, creative intelligence and practical intelligence. Creative intelligence then is divergent thinking or generation of new ideas and the ability to deal with novel situations using past experiences and current skills (create, invent, discover, predict, imagine if, suppose that, what if, why not?) balanced with analytical intelligence (abstract thinking, logical reasoning, verbal, mathematical, problem-solving skills; analyze, critique, judge, compare/contrast, assess, evaluate) and practical intelligence (abilities for knowledge application, shaping of and adapting to one's environment; apply, use, put into practice, implement, employ).

Multidimensional abilities test determines 3 components in view of the Triarchic Theory of Intelligence of Sternberg (1988); namely, (1) componential component (analytic; comparing, analyzing, evaluating, planning, organizing, remembering facts; correlates best with IQ), (2) experiential component (creative; intervening solution to new problems; transferring skills to new situations; insight, ability to see connections; seeing opportunities that people miss), and (3) contextual component (practical; applying the things one knows to daily contexts; practical solutions).

Creativity has the following aspects: confidence (no fear); observation (problems/ideas seen); humility (modesty, accepting not knowing everything); mindfulness (how to think; exploring and experimenting); resourcefulness (ability to deal effectively, overcome

problems, deal skilfully with new and difficult situations and make use of what is available); energy (to explore and tinker); and action (doing not just thinking). The components of creativity on the contrary are expertise (technical, procedural, intellectual know-how); creative thinking skills (flexible and imaginative approaches to problems); and intrinsic task motivation (with or without rewards or recognition).

Teaching-Learning Engagements in Action: Sharing of Innovative Pedagogies that had been Tried and Tested in the Classroom

The Creative Pedagogy Package (CPP) at Postgraduate Level: Synopsis

The Creative Pedagogy Package (CPP) is a creative and innovative teaching-learning strategy that was recognized and shortlisted at the Reimagine Educations Awards 2015, Philadelphia, Pennsylvania, USA from over 500 global competitors. This was done by a panel of distinguished international judges under the Teaching Delivery Category for its outstanding potential to improve pedagogy and employability in a higher education environment. Supporting documents to this entry were multi-coloured power points of the Organizational Behaviour (OB) course loaded with mobiles and sounds; learning outcomes assessment materials; online links for self-awareness on personality; motivation, emotional intelligence; multiple intelligence; motivation; decision-making and conflict management. The course taught was Organizational Behaviour for PhD students since 2009 until now. The creative pedagogy techniques (CPTs) were employed during the regular semester, among over 20 PhD students from 6-9 pm.

Methods and Techniques

Initially, the students were oriented to the course in terms of course outline, standard university academic policies and assessments required; the CPTs to be employed and expected learning outcomes; OB topics/tasks assignments and time table on when to apply the CPTs. For every CPT, the session room was arranged accordingly. The engagements were mentor-learner interactions and dynamics that indeed established personal involvement and learning in a meaningful and significant climate. The specific CPTs employed since then were organized

depending on the course and the modalities (regular semester, in-service, distance, sandwich programmes) coexisting with creative pedagogy or innovative teaching; andragogy or self-directed learning and heutagogy or self-determined learning (CPAH). CPAH was further elaborated as follows:

Creative Pedagogy (Aleinikov, 2013): The science and art of creative teaching; "…an innovative art of teaching categorized as theatre based that greatly involves the student in his learning to develop him into a self-reliant, responsible, critically minded and creative character or actor in the theatre of learning" (Sumil et al., 2015).

Andragogy (Knowles, 1980): The science and art of helping adults learn; employed student-centred and facilitator-driven techniques; self-directed learning (self-empowered to explore) orchestrated by mutual planning between the educator and the learner based on the latter's needs and interests.

Heutagogy (Hase & Kenyon, 2000): The study of self-determined learning; the learner acquired competency (proven ability for knowledge and skills acquisition) and capability (confidence in his/her competency for appropriate and effective action in new, familiar or unfamiliar situations); blended practice with theory.

The contents of the Creative Pedagogy Package (facilitator driven with personal involvement of the learners) were in these dimensions: interactive dynamics, journal sharing, panel discussion, interactive seminar and action research with the following techniques as learning outcomes assessments aside from the standard university exams and post engagement evaluation: reflection and reaction papers, case analysis, quiz bowl and academic debate.

Results

The students' learning outcomes revealed a computed learning achievement of the students in the OB course utilizing the CP techniques with no failures. The students now have PhDs and some are handling the OB course at master's level while the rest are in their respective disciplines engaging also in the application of CP techniques in their own teachings.

Conclusions and Impact

Employing the CP techniques created the following: a more positive, forward-looking and supportive educational climate; less fear on the learners in taking risks and challenges related to their studies; learners

took more responsibility of their own learning rather than someone else's job; the learning of the students was facilitated with a rich conducive environment that offered a wide array of materials that can be touched and handled or provided contact with objects and events; there was freedom of the learners to express themselves freely thus maximizing their talents and abilities.

Recommendations and Next Steps

The need to intensify, proliferate and propagate more teacher enablers in the African academe in a wider and recognized scale should be underscored. The serious concern on sustainability of the CP techniques was that not all lecturers in Ugandan universities recognized its impact. Though pedagogy was one of the focuses of discussion in the 4th East Africa Quality Assurance Network Forum, things were better done than said. A universal problem in the academe could be implementation. Who should then initiate? With the support of the Kampala International University (KIU) management, the CP techniques could be sustained. KIU did not only benefit from this innovative and quality engaging approach but perhaps the African continent also in totality by establishing a mobile team of CP facilitators duly sanctioned by East African governing academic bodies.

Strategic Envelope of Innovators' DNA

Creative intelligence in universities should therefore not be just a secondary direction but a primary target. It is as important as literacy for students to complete degrees and certificates without their creative intelligence not nourished in depth with the so-called Innovators' DNA (Dyer, Gregersen & Christensen, 2009) as this is a vital weapon for them to meet the realities of the world of work. The famous experts in strategic management advocate for creative intelligence, innovators' DNA and strategic envelope (Dess, Lumpkin, Eisner & McNamara, 2012). In their own language, associating (seeing patterns in data, integrating various questions, information, insights) is a core skill in creative intelligence in four patterns of action such as questioning, observing, experimenting and networking that navigates to what is termed as innovators' DNA (Dess et al., 2012). Deoxyribonucleic acid (DNA) in humans carries genetic information and reveals the traits of a person. The traits of an innovator as highlighted by the experts are as follows: associating (seeing patterns, integrating), questioning (why not? what if?), observing (discovery

driven), experimenting (trial and error, analysis and exploration) and networking (developing/establishing diverse friends and backgrounds) (Dess et al., 2012).

To contextualize the innovators' DNA in the teaching-learning process, it is the creative capacity embodied in creative intelligence that educators in universities should cultivate within themselves and utilize for their learners to develop in turn such that the learners also reach the heights of being innovative. This is what true education is all about, transforming the learners beyond their courses of study; that is, being lifelong-learners and implementers of worthwhile contributions to society today and in the future to come. Bits and pieces of innovative options from one educator to the other, from one learner to the other can be built from being a molehill into a mountain. The skills, expertise, wisdom and innovations of the educators and the rest of the organizational members can be pooled into one formal portfolio carefully designed and planned for implementation (being strategic) to the credit and merit of the university. Inspired by the concept of strategic envelope, the scope of innovation efforts of a firm (Dess et al., 2012), and the birth of the strategic envelope in universities is not that far from reality in sensationalizing creative intelligence as a requirement for personal, professional and institutional success.

Learning Outcomes

Students' learning outcomes (SLOs) are the competencies (knowledge, attitude and skills) expected to be measurable and observable as the results of engagements. Learning outcomes are statements that reflect and demonstrate significant learning achieved/attained by the students, what they know and what they would be able to do. Some of these SLOs are: (1) educational, value driven, pro-active, non-threatening and meaningful climate; (2) engagement in analytic and practical ideas; (3) enabling, innovative activities, situations and experiences; (4) development of confidence to learn freely and responsibly; and (5) cultivation of curiosity, talents and abilities. Learning outcomes assessments (LOAs) on the other hand, are classroom assessment techniques, examinations, questionnaire, survey and the like in view of the teaching-learning engagements, particularly those outcomes from the creative and innovative techniques employed by the educator.

Food for Thought

'Tell me and I forget. Teach me and I remember. Involve me and I learn'.
—Benjamin Franklin

'None of us can change our yesterdays, but all of us can change our tomorrows'.
—Colin Powell

'The secret of change is to focus all of your energy, not on fighting the old, but on building the new'.
—Socrates

'Education is not the learning of facts, but the training of the mind to think'.
—Albert Einstein

'If everyone's thinking alike, then someone isn't thinking'.
—George Patton

'Creativity is thinking up new things. Innovation is doing new things'.
—Theodore Levitt

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CHAPTER TWO

ASSESSING LECTURERS' PERCEPTIONS ABOUT STUDENT-LECTURER EVALUATIONS IN HIGHER EDUCATION INSTITUTIONS

AMAAL KINENE NSEREKO AND BIRABWA ELIZABETH

Supporting Teaching in East African Higher Education Institutions

Abstract

The study focused on establishing lecturers' perception on being evaluated on formative and summative purposes at Kampala International University and Busitema University in Uganda. The aim of the study was to assess lecturers' perspectives on students' competency in evaluating lecturers' effectiveness. The specific objectives were: to determine the influence of professional status, age, gender and years of experience on lecturers' perception of students competency in evaluating lecturers' teaching effectiveness; and to examine the lecturers' perceptions on the formative and summative purposes of students in the evaluations. The study adopted a descriptive research design in order to elicit information about the perception of university lecturers towards students' evaluations of their teaching effectiveness. The study was conducted at Kampala International University and Busitema University. To assess lecturers' perspectives, both qualitative and quantitative data analysis approaches were used. The study found out that there was no significant difference between the male and female lecturers about their perception on students' evaluation. It was also noted that the educational level of a lecturer has a significant effect on the perception of a lecturer about students' evaluations. It was concluded that the lecturers supported the view that students could evaluate them.

Keywords: *Formative and summative, lecturers' perception, quality assurance, students evaluation.*

Introduction

Given the increasing numbers of higher education institutions, quality and quality assurance issues are of increasing concern. Institutions are not fully attaining their functions of teaching and learning, research and community outreach as expected. Research shows that teaching effectiveness has been a point of attraction since it determines effective learning and defines the quality type of output released at the end of the programme. This therefore calls for an education system that is committed to high value effectiveness and one that is subjected to continuous assessment in order to sustain its standards.

Traditionally, the head of faculty or department evaluates lecturers. These evaluations always focus on lecturers' workloads, basic academic skills and subject matter competence. Similarly, promotions have been hinged on publications and community service both at national and international levels. Although these cannot be undermined, Ayedemo (2015) asserts that they are not good predictors for effective teaching. Periodic assessment of lecturers' performance through systematic collection and analysis of student responses regarding their effectiveness, efficiency and competence is therefore important to determine quality of academic staff employed in higher education institutions. Some approaches that have been adapted include; students' ratings, lecturer interviews, peer reviews, student exit surveys and graduate tracer studies, self-rating, parents' rating, competence tests and indirect measurement.

Student-lecturer evaluations are used as a tool to assess the teaching and learning process. Given the current increased technological advancement, students are more active on the internet and hence are best searchers on the update and relevance of the information provided by their lecturers. They are also capable of sharing and comparing information with fellow students from other institutions. Students have more time and avenues to access information in comparison to their lecturers, who are loaded with a lot of career and personal responsibilities to fulfil. Opponents of student evaluations identify gaps in student-lecturer evaluations and doubt the validity of the findings. Students in some cases attach emotions to evaluations; awarding high ratings to lecturers who do not challenge them with tasks and assignments and awarding low ranks to those who 'bother' them with assignments. In fact lecturers who do not compromise standards are disliked by students and are seen as strict and

rude (Iyamu & Aduwa, 2005). Most students tend to prefer lecturers who do not challenge them enough in terms of materials, activities and tasks that are part of the teaching process. Students who are not willing to put in their best may perceive a lecturer as a bother and hence rank him/her low.

It is from this background that the study focused on establishing the perceptions that lecturers have, on being evaluated on formative and summative purposes at Kampala International University and Busitema University in Uganda. The aim of the study was to assess lecturers' perspectives on students' competency in evaluating lecturers' effectiveness. The objectives were: to determine the influence of professional status, age, gender and years of experience on lecturers' perception of students competency in evaluating lecturers' teaching effectiveness; and to examine the lecturers' perceptions on the formative and summative purposes of students in the evaluations.

In formative evaluation, the findings from the student-lecturer evaluations are aimed at improving classroom instructions, student learning and professional development of the lecturer. On the other hand, summative evaluation focuses on using the findings from the student-lecturer evaluations for the institution's administrative and personnel decision making purposes such as promotions, salary increments, demotions, dismissals, awards or for purposes of meeting public accountability demands.

Background

Various studies (Iyamu & Aduwa, 2005; Adeyemo, 2015) among others have conducted research on the authenticity and reliability of findings generated from student-lecturer evaluations. Are these findings the most suitable measures for formative and summative purposes? Whether the situation in Uganda is the same as other parts of the world is also part of the concern of this study. The debate of who is the most suitable stakeholder to evaluate lecturers' teaching effectiveness has been ongoing. Proponents of students evaluating their lecturers assert that students are the major stakeholders in higher education and they are directly involved in the teaching and learning processes. They are therefore in the best position to evaluate their lecturers because they observe their lecturers directly in class. Their comments and recommendations could therefore help improve lecturers' teaching performance. Scriven (1995) points out that students are in a unique position to evaluate their own increased knowledge and comprehension since it is easy for them to know when course outlines are covered and whether assessments given concur with what is taught.

On the contrary, Iyamu and Aduwa (2005) point out that as much as institutions are struggling to assess the quality of their faculty members and how they should be evaluated, students' voices are now being appreciated in assessing effective teaching through student-lecturer evaluations. These evaluations are a direct source of information and provide extensive observations of the way lecturers carry out their daily and long-term tasks. Adeyemo (2015) also observes that students' evaluations increase the chances of recognising and rewarding excellence in teaching. It provides direct extensive information about the lecturers as well as tangible evidence about students' recognition. Students' evaluations can be used to improve classroom instruction, student learning, foster career growth and development. Gold (2001) opined that findings from the student-lecturer evaluations results could be important in staff appraisal hence also significant in recommending promotions, salary increases, demotions, dismissals or awards.

As a quality assurance monitoring tool, student evaluations are important in ensuring quality delivery by the lecturer in terms of time allocation to lectures, consultation with students, pedagogical skills, teaching methods and professional ethics. Through evaluations, departments and institutions as a whole are being assessed in terms of availability of infrastructure as well as human and academic resources that hinder effective teaching (Abedin, Taib & Jamil, 2013). Eble (1974, as cited in Iyamu & Aduwa, 2005) identified the benefits of student evaluations as providing direct and extensive information about a lecturer's teaching and also increasing the chances that excellence in the teaching will be recognised and rewarded. The support of student evaluations is a tangible sign that institutions recognise the importance of students' involvement in the shaping of the institutions' goals and practices.

Of concern, however, is the fact that lecturers feel that students are not competent enough to assess their efficiency and effectiveness. Franklin (2001) commented that much as students have been identified to be the best evaluator, their biased comments question the reliability and validity of their responses. More so, students' ratings may be based upon non-related learning measures and in some cases, the ratings may be influenced by the lecturer's personal behaviour, gesture mannerisms, relationship, knowledge and skills (Adeyemo, 2015). Wright (2006) argues that although the usefulness of students' evaluation of lecturers' performance is still much doubted and questionable, it is still the most common tool used to assess classroom teaching and learning.

Methodology

The study adopted descriptive research design. It sought to elicit information about the perception of university lecturers towards students' evaluations of their teaching effectiveness.

Participants

The study was conducted from both a private and public university in Uganda. These were Kampala International University and Busitema University respectively. The research was done across 13 faculties from both institutions. A sample population of 97 lecturers was used for the survey.

Research Tool

A questionnaire was designed based on "Lecturers Response to Students Evaluation of Teaching (LRSET)", which is a tool developed by Severino and Newman (2011). Cronbach Alpha Reliability Coefficient of 0.917 was also used to generate data for the study. To ensure that there was enough data, a 20-questions structured on a five-point Likert Scale graded; Strongly agree, Agree, Undecided, Disagree, strongly disagree was used.

Questions 1-10 entailed demographic characteristics of the respondent; 11-15 focused on formative purposes; while 16-20 emphasised the summative purposes of lecturers' perceptions to students' evaluations. All the question elements developed in the questionnaire were structured to answer the following broader research questions:

1. Do professional competency, age, gender and the number of years influence lecturers' perceptions about students' evaluations?
2. How do lecturers perceive students' evaluation of their teaching effectiveness?
3. How do lecturers perceive students' evaluations in relation to formative and summative purposes?

Findings

To assess lecturers' perceptions, there was need to apply both qualitative and quantitative data analysis approaches, hence justifying the application

of statistical data analysis tools such as SPSS. The study came up with findings on how lecturers felt about being evaluated by students.

Research Question One

Do professional competency, age, gender and the number of years influence lecturers' perception about students' evaluations?

Table 2.1: Influence of Professional Competency, Gender, Years of Experience and Level of Education on Lecturers' Perception about Students' Evaluation

PERCEPTION4a		B	Std. Error	Wald	df	Sig.	Exp(B)
0	Intercept	18.222	1.029	313.761	1	.000	
	[N2GENDER=1]	.237	.472	.252	1	.615	1.267
	[N2GENDER=2]	0[b]	.	.	0	.	.
	[N4EDUCAT=1]	2.424	1.185	4.183	1	.041	11.289
	[N4EDUCAT=2]	.367	.688	.284	1	.594	1.443
	[N4EDUCAT=3]	0b	.	.	0	.	.
	[N5YEARSE=1]	-.874	1.320	.439	1	.508	.417
	[N5YEARSE=2]	.215	1.000	.046	1	.830	1.240
	[N5YEARSE=3]	-.140	.947	.022	1	.882	.869
	[N5YEARSE=4]	.800	1.496	.286	1	.593	2.225
	[N5YEARSE=5]	0[b]	.	.	0	.	.
	[N6PROFFE=1]	-18.381	1.382	176.786	1	.000	1.040E-8
	[N6PROFFE=2]	-18.926	.520	1.324E3	1	.000	6.033E-9
	[N6PROFFE=3]	-18.652	.000	.	1	.	7.936E-9
	[N6PROFFE=4]	-.179	4517.917	.000	1	1.000	.836
	[N6PROFFE=5]	0b	.	.	0	.	.
a. The reference category is: 1.00.							
b. This parameter is set to zero because it is redundant.							

Results are based on a lecturer disagreeing. The dropped category is that of a lecturer agreeing or having a positive perception on students' evaluation. The results indicate that there is no significant difference between males and female lecturers about their perceptions on students' evaluation. This was indicated by a highly insignificant probability value (P=0.615). Results also indicate that the educational level of a lecturer has a significant effect on his/her perception about students' evaluations. The dropped category in this issue is a lecturer with a PhD degree. Lecturers with a first degree only are more likely to have negative perceptions on students' evaluation as compared to those with a second degree and a PhD (P=0.041). Further, a lecturer with PhD degree is more likely to positively perceive students' evaluation as compared to one with a second degree only.

Years of experience were found to have no significant effect of the lecturers' perceptions about students' evaluation. The professional rank of a lecturer has significant effect on his/her perception about students' evaluation. There was however no significant difference between a professor and senior lecturer in their perception. Graduate assistants and assistant lecturers are more likely to perceive evaluation negatively as compared to professors as represented by probability values of 0.000 and 0.000 respectively.

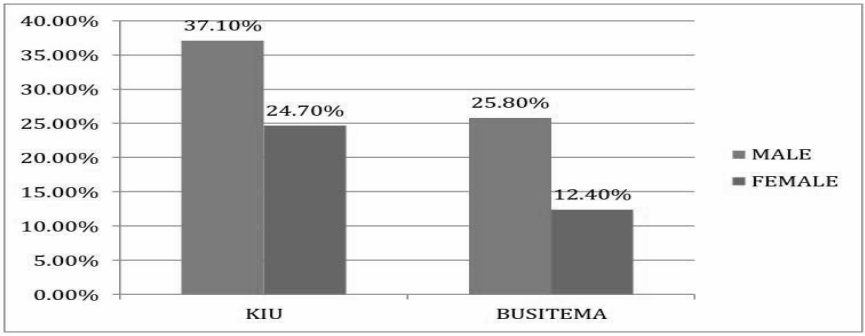

Fig. 2.1: University and Gender of the Respondents

The results show that 61.8 percent of the respondents were from Kampala International University and of these, 37.1 percent were males while 24.7 percent were females. 38.2 percent of the respondents were from Busitema University and of these, 25.8 percent were males while 12.4 percent were females.

Generally, 62.9 percent of the respondents were males while 37.1 percent were females. This implies that the current ratio of males to females is still low and as a result, most of the responses are likely to be gender biased.

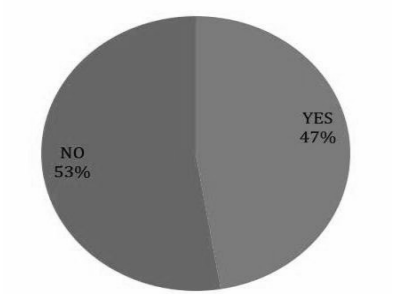

Fig. 2.2: Teaching Professionalism

The results indicate that 53 percent are lecturers without professional teaching background or short-course training in pedagogy. On the converse, 47 percent of the respondents had a teaching background. This finding calls for the attention of both institutions to embrace pedagogy trainings amongst those lectures without a teaching background in order to improve their skills in teaching and learning.

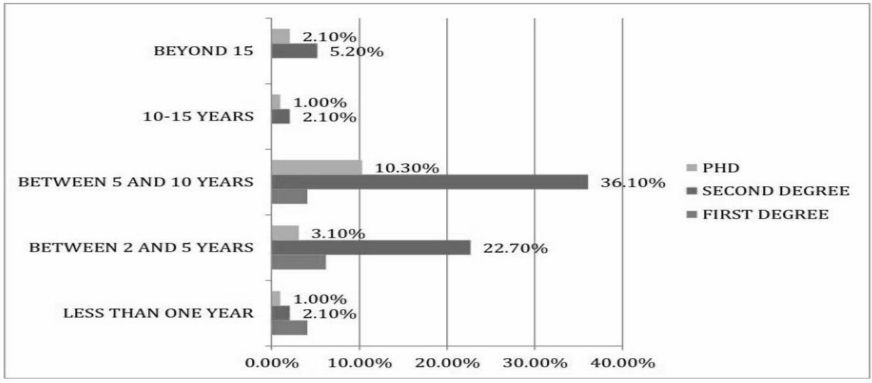

Fig. 2.3: Educational Status and Number of Years of Experience