PERCEPTIONS OF LECTURERS ON STUDENTS-COURSE EVALUATIONS IN UNIVERSITIES IN KENYA: A CASE STUDY OF KIBABII UNIVERSITY

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Abstract

The common approach method of evaluating instruction in higher education classes is to have students provide feedback on "effectiveness" of learning in a given period. Evaluations generally request specific feedback on measures of teaching effectiveness and on particular aspects of a course, as well as global rating questions. Countless myths and misperceptions regarding course evaluations exist and inevitably influence faculty, university administrators and students' perceptions. In spite of solid research to counter these assumptions, such beliefs persist and continue to spread. The study was envisaged to focus on assessing lecturers' perceptions on student-lecturer evaluations in universities. Its specific objectives were: to examine lecturers' perception on students' competence in evaluating their teaching effectiveness; to determine the influence of gender, experience, professionalism, departmental discussions and designation on lecturers' perception of students' competency in evaluating lecturers' teaching effectiveness; and to examine lecturers' perceptions on the formative and summative purpose of students in the evaluations. The study was conducted in Kibabii University and targeted all the teaching staff of the university. The study adopted a descriptive research design. The data was collected using a questionnaire that was validated and reliability of 0.917 attained. Data was analysed using both descriptive and inferential statistics. The results indicate that there was no significant difference between male and female lecturers about their perception on students' evaluation. The study revealed that feedback on students' evaluation helps lecturers to improve their teaching and interaction. The respondents disagreed that reports from the student evaluation be used for promotion and increment of their salary. The study concluded that inadequate instructional materials are among the key factors that affect the quality of teaching and learning. The study recommended that the university should provide adequate instructional materials to enhance a conducive environment for learning.

Keywords: *Assessment, evaluation, quality, perception, course.*

Background

Investing in education is widely recognized as a key component for a country to use in development. An increase in the quantity and quality of education provided is associated with a wide range of benefits including increased productivity, reduced poverty and inequality of income, and improved health and economic growth (Lockheed & Verspoor, 1991). Spurred by such evidence, governments in developing countries devote a substantial portion of their total expenditure to education (UNESCO, 2005). Kenya is no exception. Since independence, the Government of Kenya has devoted a substantial portion of its resources to education. Education and more particularly university education is a critical pillar of human development all over the world. Besides, it is perceived as a process by which individuals are prepared to assume their respective responsibilities within a social setting and it is a powerful tool for achieving social mobility (Otunga, 1998). This is quite true in regard to expectation of university education all over the world.

Recognition of quality in achieving customer satisfaction and competing in the global marketplace began in the late 1980s and run into the 1990s. Quality refers to "fitness for purpose" conformance to generally accepted standards as defined by quality assurance bodies and appropriate academic and professional communities. In the diverse arena of higher education, fitness for purpose varies tremendously by field and programme (Hayward, 2006). Universities exist to fulfil certain mandates. These mandates include: training, research and innovation, technology transfer, maximizing the stakeholders' interest, social responsibility, ethics, and market leadership. However, the achievement of this mandate has not been easier due to increased demand for university education in Kenya while the resources are still minimal. The Government, as the chief financier of university education in Kenya, has reduced its contribution to universities over the years in relation to the number of universities which have been chartered, while at the same time pushing the same institutions to admit more students. This has led to universities resorting to other income generating activities to subsidize Government sources, thus overstretching the internal resources that in turn affect quality (Chacha, 2004). Most institutions have developed quality assurance units

whose core responsibilities include maintaining the quality and standards of universities that are commensurate with other international universities.

Notable also, issues of educational quality rather than mass production need to move to the forefront of the educational agenda of policy makers at this level of education in Kenya. Considering the huge public and private investment in university education, there is an urgent need to evaluate the effectiveness of this investment by examining the quality of the educational infrastructure, the cadre of qualified tutors and teaching facilities in place, and the quality of teaching and learning. This is necessary in order to determine how universities in Kenya translate the resources at their disposal into learning outcomes (UNESCO, 2005).

Elaine and Iain (2005) pointed out that the aim of student evaluation process is to promote good-quality teaching and support academic staff in assuming the challenging and complex role of an educator. Machingambi and Wadensanyo (2011) stated that 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 are required to express their views through a well-designed questionnaire since lecturers are an important component of the evaluation process. By combining views of both lecturers and students, more information is available to improve the existing teaching and learning process. Johnson (2012) in an online study of 1883 students from ten universities in Europe revealed that students' evaluation proved to be an effective technique of evaluating lecturers' effectiveness as it provides specific information for formative and summative purposes which is an important part of evaluation. It is out of such a background that the study was envisaged to make an assessment of lecturers' perceptions on students-lecturers' evaluations in universities.

Objectives of the Study

1. To examine lecturers' perception on students' competency in evaluating their teaching effectiveness.
2. To determine the influence of gender, experience, professionalism, departmental discussions and designation on lecturers' perception of students' competency in evaluating their teaching effectiveness.
3. To examine lecturers' perception on the formative and summative functions of students' evaluation reports.

Literature Review

Gardener and Milton (2002) asserted that the question of whether or not lecturers should be evaluated is not the issue; rather, a key problem with the practice is largely who should do the evaluation and for what purpose and by what means should it be done. The opinion of some researchers was that being directly involved in the teaching and learning processes, students are in a better position to evaluate their lecturers since they observe them directly in class. The students may also have the feeling that their findings could help to improve lecturers' teaching performance. Norazuwa and Dahlan (2007) found that students are generally willing to do the evaluation and provide feedback without any particular fear or feeling of repercussions. Scriven (1995) also suggested that students are in unique positions to evaluate their own increased knowledge and comprehension since it is easy for students to know when schemes of work are covered and when test items in an examination cover the course contents. These notwithstanding, most people believed that students' ratings may not be objective enough.

Ede (2005) carried out a survey involving 2000 lecturers from five public universities in Nigeria to investigate how lecturers perceived the importance of students' evaluation. The general conclusion was that lecturers do not accept students' evaluation, especially when it is used for the purposes of promotion or salary increment. They also viewed students' evaluation of lecturers as appropriate and necessary although they noted that the lecturers who received the best evaluation were not always the most effective. This alludes to the fact that students may not be adequate or competent enough to assess lecturers' teaching effectiveness thus rendering their responses as invalid. Some researchers also received contradicting comments from some lecturers. Some of these comments were that if lecturers are good but strict, or the subjects taught are difficult, the students would always give a wrong and negative evaluation. Other contradictory comments were that students' evaluations were based on emotions since strict lecturers were evaluated negatively as compared to lazy but friendly ones. They also discovered that grades of students in a particular course could influence their evaluation of the course. All these are likely to affect the validity and reliability of the evaluation results.

David and Adebowale (1997) on the converse found some benefits in students' evaluation. Among these was the fact that it increases the chances of recognizing and rewarding excellence in teaching. It also provides means of interaction between the lecturers and the students taught. Further, it provides direct and extensive information

about the lecturers. Additionally, it provides tangible evidences of students' recognition; that is, students' evaluation could be used to improve classroom instruction, students' learning and also foster professional growth of the lecturers. Gold (2001) also opined that the results could be useful for administration and personnel decisions like promotions, salary increases, demotions, dismissals and awards.

Several empirical studies on students' evaluation of lecturers teaching effectiveness revealed gender difference. Some studies reported that students generally awarded lower rating for female educators than their male counterparts. According to Farley (1996) and Menny (2000), students perceived their female lecturers as biased, having an agenda, rigid, grumpy and angry while the male lecturers were seen as objective, relaxed, comfortable, flexible, open-minded, good humoured and fair. Irrespective of all these shortcomings, students' evaluation if conducted in the right way may be of benefit to many stakeholders who include the university itself. Students' evaluations should also provide the opportunity to understand lecturers' feelings and opinions of their teaching effectiveness as seen from the perspective of their students. This information should be useful in the improvement of the teaching and learning process in our universities.

Research Methodology

The study adapted the descriptive survey approach, which attempted to collect data from members of a population in order to determine the current status of that population with respect to one variable (Mugenda & Mugenda, 2003). Descriptive research designs make it necessary to acquire a lot of information through description as it is useful in identifying variables. Descriptive research design was appropriate for this study due to the fact that the study aimed at generating and describing findings which facilitated a general understanding and interpretation of the assessment of lecturers' perceptions on students-lecturers evaluation. This study utilized a mixed research methodology which included both qualitative and quantitative approaches.

Orodho (2009) states that target population, also called the universe, are all members of a real or hypothetical set of people, events or objects to which the researcher wishes to organize the results of the study. The study targeted all the academic staff at the university. The study used census technique to have all the 105 academic staff at the university participate in the study but the response rate turned out at 67 percent. Richardson (2005) states that 50 percent is regarded as an acceptable response rate in social research postal surveys. Thus, 67 percent response rate was deemed acceptable for the study.

Reliable data depends on the precision of the research instrument to be used. Therefore, to have reliable data, suitable instruments necessary to provide high accuracy for generalization were used. This research employed the use of questionnaires to collect information from the respondents. The authority to collect data was sought from the relevant offices. Thereafter, the respondents were taken through the objective of the study and their need to participate in study was discussed. Finally, their consent was sought before data collection.

Data was analysed using both descriptive and inferential statistics. The analysis of lecturers' perception on students' competence and their perception on formative and summative functions of evaluation reports was done using frequencies, percentages, binomial tests and Chi-square tests. The influence of lecturers' professionalism, gender, experience and designation to perception on students' competence was analysed using frequencies, percentages, Chi-square tests and Binary logistic regression. Qualitative data was analysed thematically using the detailed responses from the respondents on their views on their perception of students' evaluation. Themes identified by the respondents were considered common themes and ultimately coded accordingly in relation to the variables under study. The findings were presented using tables, graphs and pie charts.

On ethical considerations, the study sought permission from the relevant authorities before proceeding for research. Before any individual became a respondent, they were notified of the aims, methods and anticipated benefits of the confidential nature of their responses. No pressure or inducement of any kind was applied to encourage an individual to become a participant in the research. The identity of individuals from whom information was obtained in the course of the research was kept strictly confidential.

Findings and Discussions

General Information about the Respondents

Gender and Highest Level of Education

The study targeted to establish the relationship between gender and the highest level of education of the respondents. The findings are summarized in table 6.1.

Table 6.1: Gender and Highest Education Level

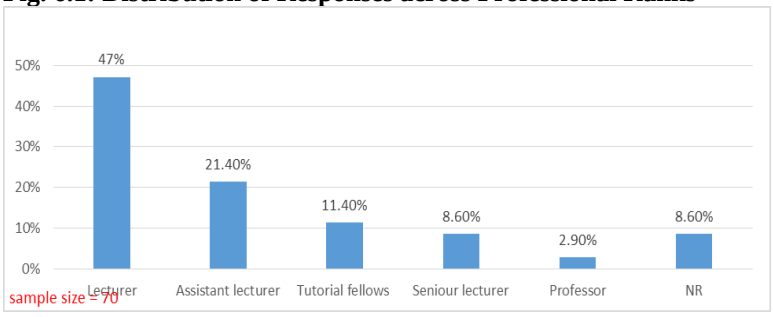
Gender		Highest Education Status				Total
		First degree	Master's degree	PHD	NR	
Female	Count	4	5	5	0	14
	% of Total	5.7%	7.1%	7.1%	0.0%	20.0%
Male	Count	2	35	13	6	56
	% of Total	2.9%	50.0%	18.6%	8.6%	80.0%
Total	Count	6	40	18	6	70
	% of Total	8.6%	57.1%	25.7%	8.6%	100.0%

It was noted that 57.1 percent of the respondents (40 out of 70 respondents) were lecturers with a master's degree as the highest educational level as shown in table 6.1. From the gender perspective, 80.0 percent of the respondents were male lecturers while 20.0 percent were female.

Professional Ranks

University academic staff has different levels of ranks which are charged with different roles and responsibilities depending on their ranks. Commission for University Education (2014) stipulates that for a curriculum to be accredited and mounted, it should be supported by a senior lecturer's rank and above. The professional ranks of the respondents are presented in figure 6.1.

Fig. 6.1: Distribution of Responses across Professional Ranks



Majority of the respondents (47%) were lecturers as shown in figure 6.1. It also emerged that senior lecturers and professors were the minority. This contravenes regulations by the Commission for University Education (CUE, 2014) that requires majority of staff at the university to be senior lecturers and above since they would be able to take up the role of academic programme leaders.

Years of Experience at the University

Experience is an important variable for maturity and awareness of the university history and culture that is highly esteemed in higher education system. The study related the years of experience of the respondents and their awareness of quality assurance at the university. The findings are summarized in table 6.2.

Table 6.2: Awareness of Quality Assurance Department and Years of Experience at the University

Awareness of Quality Assurance	Years of Experience at the University					Total
	Less than 1 yr.	1-5 yrs.	6-10 yrs.	11-15 yrs.	At least 16 yrs.	

Aware	Count	10	34	14	8	4	70
	% of Total	14.3%	48.6%	20.0%	11.4%	5.7%	100.0%
Total	Count	10	34	14	8	4	70
	% of Total	14.3%	48.6%	20.0%	11.4%	5.7%	100.0%

All the respondents were aware of the existence and role of the quality assurance department in the university as shown in table 6.2. A large proportion of lecturers (48.6%) in the university had 1 to 5 years of experience at university level as indicated by majority of respondents thus they were expected to have interacted with the quality assurance department in terms of course evaluation and quality teaching tools that are constantly administered with the view of improving service delivery. The findings collaborate with a study by Olatuji (2013) which revealed that, at the point of entry into university workforce, 40 percent of the lecturers in the sampled universities do not have any teaching experience. A number of studies' findings also confirm that on average, brand new lecturers are less effective than those with some experience in the work situation (Clotfelter, Ladd & Vigdor, 2007; Ladd, 2008; Sass, 2007).

Discussion of the Students' Evaluation Reports at Departmental Level

Results of the students' evaluation need to be discussed at the departmental level for each lecturer to get to know his or her fate in the evaluation by students. The study asked the respondents whether they discussed the findings of the students' evaluation at the departmental level. The findings are summarized in figure 6.2.

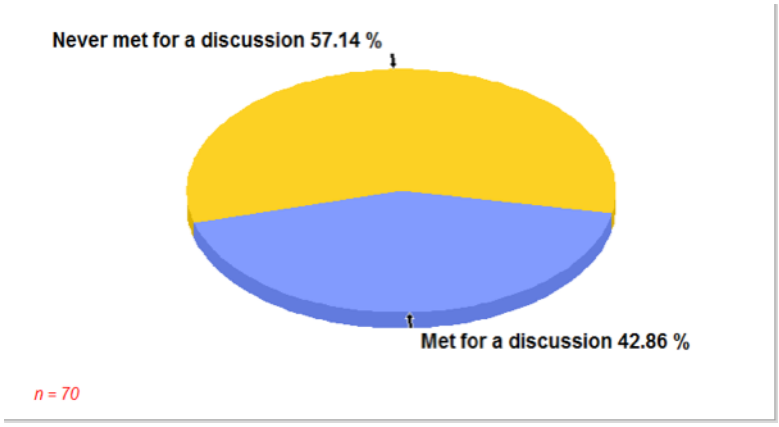


Fig. 6.2: Lecturers' Discussion on Students' Evaluation Reports at Departmental Level

It was noted that majority of the respondents (57.14%) claimed not to have had any departmental meeting to discuss students' evaluation reports as shown in figure 6.2. This is a clear indicator that some departments do not hold departmental meetings to discuss the students' evaluation reports. The implication of this is that they do not take students' feedback as an avenue to improve their service delivery and enhance the customer satisfaction.

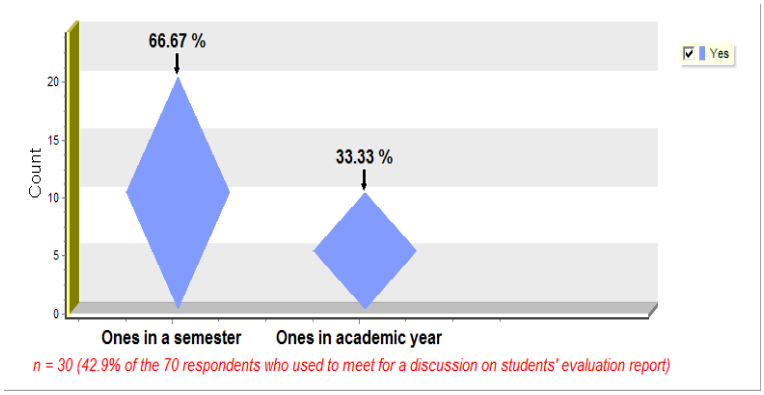


Fig. 6.3: Frequency of Meetings for Discussions on Students' Evaluation Reports

Of the 30 repondents who claim to have been meeting at departmental level to discuss students' evaluation reports, 10 of them (33.33%) indicated that they met only once in the academic year. This information is provided in figure 6.3. It is a clear indicator that most departments do not organise for meetings to discuss student evaluation reports, which would have helped the lecturers to get to know where they may be having any problem with teaching.

Lecturers' Perception towards Students' Competence in Evaluating their Teaching Effectiveness

The study reveals the perception of lecturers towards their being evaluated by students.

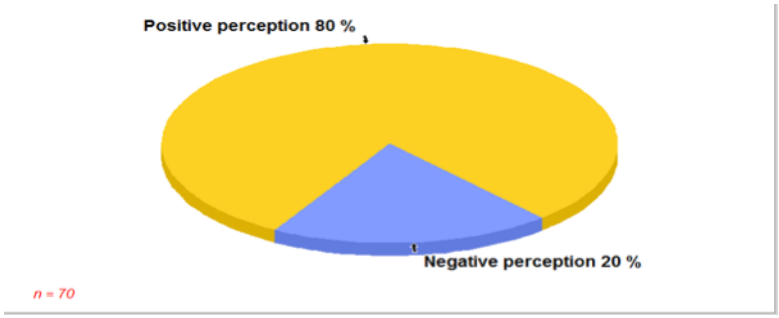


Fig.6.4: Lecturers' Perception on Being Evaluated by Students

A Chi-square test, x_1^2 =25.20, ρ = 0.00 < 0.05 shows that majority of lecturers are willing to be evaluated by students and admit that students are competent enough to do the evaluation. This was indicated by 80 percent of respondents as shown in figure 6.4. As much as majority of the lecturers are willing to be evaluated, a Binomial test indicates that the 20 percent proportion of those who are against the idea of student evaluation since they perceive them to be incompetent is significant, ρ = 0.01 < 0.05. These respondents believe that students are not competent enough to evaluate the performance of lecturers in teaching.

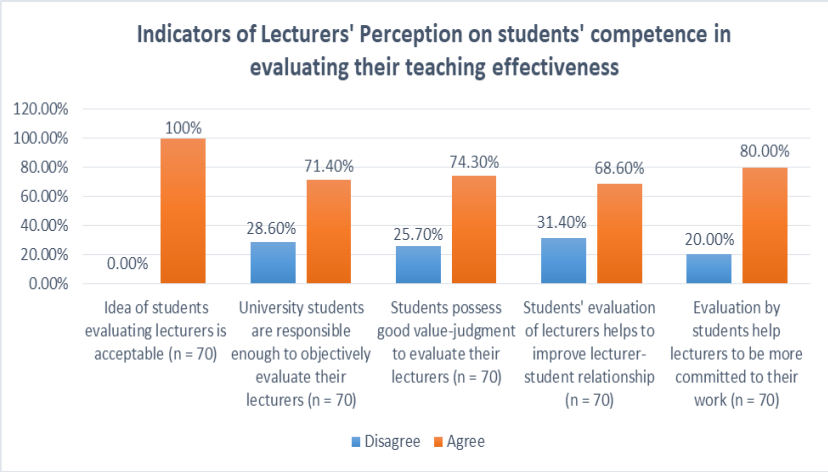


Fig. 6.5: Perception Indicators of Lecturers on Students Competence in Evaluating their Teaching Effectiveness

The indicators shown in figure 6.5 give evidence suggesting that a majority of the lecturers seem to support the idea of being evaluated by students.

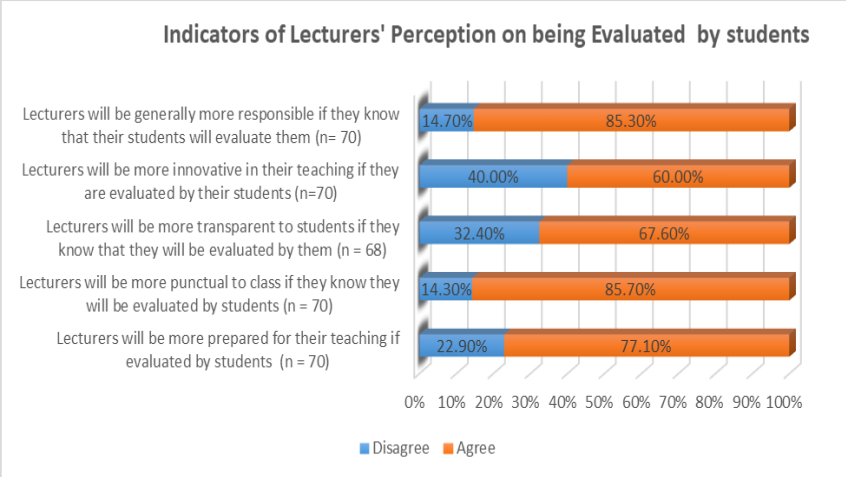


Fig. 6.6: Indicators of Lecturers' Perception of being evaluated by Students

The indicators shown in figure 6.6 also give evidence suggesting that majority of lecturers seem to support the idea of being evaluated by students. For example, the fact that 77.1 percent of the respondents noted that lecturers will be more prepared for teaching if evaluated by students is a clear indicator of supporting the idea of students evaluating lecturers.

Influence of Gender, Experience, Professionalism and Designation on Lecturers' Perception towards Students' Competence in Evaluating their Teaching Effectiveness

The study also revealed the influence of gender, experience, professionalism, departmental discussions and designation on the perception of lecturers towards being evaluated by students.

Table 6.3: The Chi-square Test on Independence of Perception

Test	Gender	Professional in Teaching	Highest Education Status	Univ. Years of Experi-ence	Desig-nation	Discussion of Evaluation Report at Depart. Level
Pearson Chi-square		7.037		6.008	6.513	9.728
df		1		1	1	1
Sig.(2-sided)		.040		.042	.0.43	.036
Fisher's exact test Exact Sig.(2-sided)	.434		.415			

The chi-square test reveals that lecturers' perception on students' competence in evaluating their teaching effectiveness significantly depends on professionalism in teaching (x_1^2 =7.037, ρ = 0.040 < 0.05), years of university experience (x_1^2 =6.008, ρ = 0.042 < 0.05), designation (x_1^2 =6.513, ρ = 0.043 < 0.05) and holding departmental meetings (x_1^2 =9.728, ρ = 0.036 < 0.05). Gender and education status have no significant impact on the lecturers' perception on students' competence in evaluating their teaching effectiveness as shown in table 6.3 (ρ > 0.05).

From table 6.4, it is evident that a significant proportion of the lecturers (20%) are against the idea of being evaluated by students. A binary logistic regression was carried out to determine the influence of professionalism in teaching, years of university experience, designation, and holding departmental meetings on the lecturers' negative perception towards students' competence in evaluating their teaching effectiveness. The **Hosmer and Lemeshow Test** indicated that the model was good *($x_{(3)}^2$ =5.563, p=0.791>0.05*). The model correctly classified 78 percent of cases overall, which is an improvement over the 56 percent of the model without the predictor variables. The predictor variable explains 23.0 percent (Cox & Snell R square) to 28.7 percent (Nagelkerke R square) of why lecturers negatively perceive the idea of being evaluated by students.

Table 6.4: Walid Test on the Contribution of Each Variable in the Equation

Factors (predictor variables)	B	S.E.	Wald	df	Sig.	Exp.(B)	95% C.I. for EXP(B)	
							Lower	Upper
Professionalism (Not professional teacher)	1.982	.355	2.348	1	.035	3.704	2.694	6.771
University experience (Below 5 years)	1.548	.830	1.902	1	.042	2.282	1.452	3.515
Designation (below rank of lecturer)	1.400	.904	1.710	1	.045	1.941	1.256	3.124
Never discussed the evaluation at department	2.494	.289	3.588	1	.028	4.342	3.048	7.053
Constant	-1.047	.989	1.120	1	.290	.351		

The results on Walid test on the contribution of specific factors (professionalism, university experience, designation) towards students' competence in evaluating their lecturers' teaching effectiveness are significant as indicated by the *p<0.05*. A lecturer who has never had a chance to discuss students' evaluation report at departmental level is four (4) times likely to have a negative perception towards the idea of being evaluated by students than a lecturer who has never attended departmental meetings as indicated by the odds ratio greater than one (Exp.B = 4.342). A lecturer who is not professional is approximately four (4) times more likely to have a negative perception towards the idea of being evaluated by students than a lecturer who is not professional as indicated by the odds ratio greater than one (Exp.B = 3.704).

Lecturers with less than five years of university experience are approximately two (2) times more likely to have a negative perception towards the idea of being evaluated by students than a lecturer with more than five years of university experience (Exp.B = 2.282). The findings are in agreement with findings of a number of studies that confirm that on average, brand new lecturers are less effective than those with some experience under their belts (Clotfelter, Ladd & Vigdor, 2007; Ladd, 2008; Sass, 2007) and thus may feel more insecure with ratings as these may affect their academic progression. A lecturer who has never had a chance to discuss students' evaluation reports at departmental level is more likely to have a negative perception towards the idea of being evaluated by students than a lecturer who is not professional, has below five years of experience, and is of the designation of below the rank of lecturer as indicated by the highest regression coefficients (B=2.494 and B=1.732 respectively).

We therefore conclude that the inability to hold departmental meetings to discuss students' evaluation reports has the greatest influence on lecturers' negative perception towards students' competence in evaluating them while designation below the rank of a lecturer has the least significant influence. Both gender and education status has no influence on the same.

Lecturers' Perception on both Formative and Summative Assessment Functions of Students' Evaluation Report

Lecturers were asked to state their perception towards formative and summative functions of students' evaluation reports.

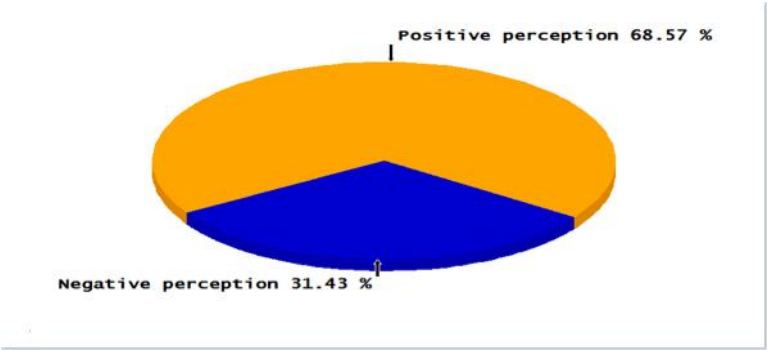


Fig. 6.7: Lecturers' Perception on being Evaluated by Students

A Chi-square test (x_1^2 =9.657, ρ = 0.002 < 0.05) shows that a majority of lecturers accept the use of formative and summative assessment functions of the students' evaluation report. But there was a significant drop from 80 percent proportion of respondents (in figure 6.4) that supported being evaluated by students, to 68.57 percent proportion of respondents (in figure 6.7) who support the use of formative and summative assessment functions of the students' evaluation report. The 20 percent proportion of respondents (in figure 6.4) who were against being evaluated by students rose to 31.43 percent proportion of respondents (in figure 6.7) who are against the use of formative and summative assessment functions of the students' evaluation report. This shows that as much as lecturers would allow being evaluated by their students, they would not like the evaluation report to be used for formative and summative functions; a clear indicator that they do not have confidence in the competence of students in evaluating their teaching effectiveness.

Lecturers' Perception on Formative Assessment Functions of Students' Evaluation Reports

The study reveals that majority of lecturers are willing to allow the use of students' evaluation report for formative assessment functions and not for summative functions.

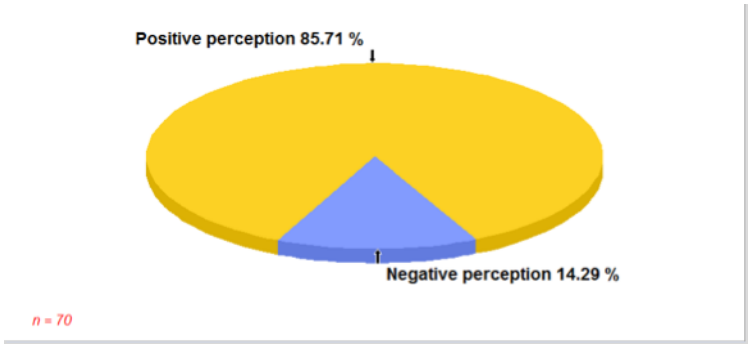


Fig. 6.8: Lecturers' Perception on Use of Evaluation Reports for Formative Assessment Functions

A Chi-square test (x_1^2 =35.714, ρ = 0.000 < 0.05) indicates that majority of lecturers accept the use of students' evaluation reports for formative assessment functions. This is supported by 85.71 percent of the respondents as shown in figure 6.8.

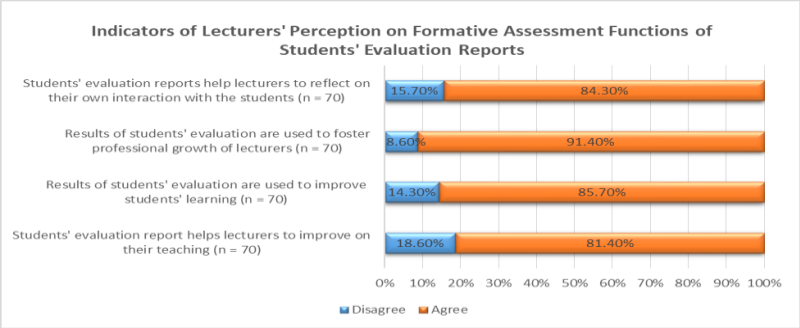


Fig. 6.9: Perception on Formative Assessment Functions of Students' Evaluation Reports

The indicators shown in figure 6.9 give supportive evidence suggesting that majority of lecturers seem to support the idea of using students' evaluation reports for formative assessment functions. For example, 91.40 percent of the respondents agree that students' evaluation report should be used to foster professional growth of lecturers. This is an indicator of majority lecturers supporting the idea of using students' evaluation reports for formative assessments functions.

Table 6.5: Perception on 'Formative Assessment Functions' vis-a-vis 'Being Evaluated by Students'

Lecturers' perception on being evaluated by students		Lecturers' perception on formative assessment function of student evaluation report		Total
		Negative Perception	Positive Perception	
Negative perception	Count	4	10	14
	% of Total	5.7%	14.3%	20.0%
Positive perception	Count	6	50	56
	% of Total	8.6%	71.4%	80.0%
Total	Count	10	60	70
	% of Total	14.3%	85.7%	100.0%

It is clear from table 6.5 that majority of lecturers in the university seem to support the idea of being evaluated by their students for formative assessment functions. This is indicated by majority of the respondents (71.4%), who had a positive perception on both.

Lecturers' Perception on Summative Assessment Functions of Students' Evaluation Report

The study reveals that majority of lecturers are against summative assessment functions of students' evaluation report.

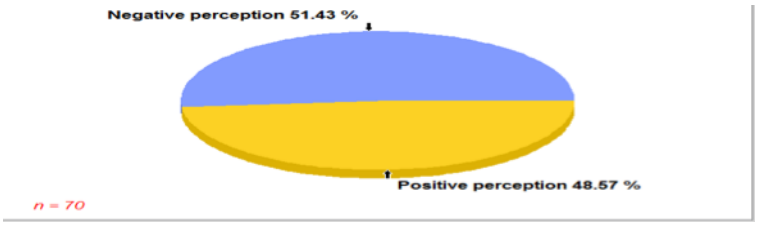


Fig. 6.10: Perception on the Use of Summative Assessment Functions of the Evaluation Reports

A Chi-square test (x_1^2 =0.057 ρ = 0.811 > 0.05) indicates that there is no significant difference between the positive perception (48.57%) and negative perception (51.43%) on summative assessment functions of students' evaluation reports. This provides strong evidence that majority of lecturers have no confidence in the competence of students evaluating their teaching effectiveness.

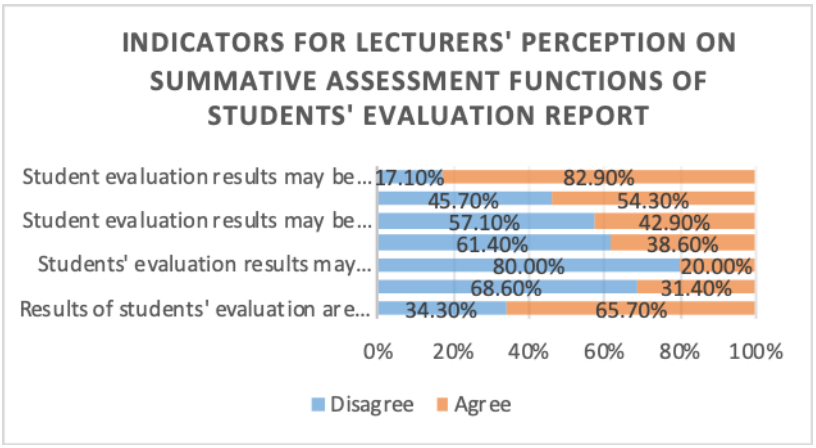


Fig. 6.11: Perception on Summative Assessment Functions of Students' Evaluation Reports

The indicators shown in figure 6.11 give supportive evidence suggesting that majority of lecturers seem to oppose the idea of using students' evaluation reports for summative assessment functions. For example, 80.0 percent of the respondents disagree with the idea of using students' evaluation results to increase salary for lecturers. The fear among most lecturers on using students' evaluation results for summative assessment functions suggest that they do not have confidence in their students' competence in evaluating their teaching effectiveness.

Table 6.6: Perception on 'Summative Assessment Functions' vis-a-vis 'Being Assessed by Students'

Lecturers' perception on being assessed by students		Lecturers' Perception on summative assessment functions of students' evaluation report		Total
		Negative Perception	Positive perception	
Negative perception	Count	9	5	14
	%	64.3%	35.7%	100.0%
Positive perception	Count	27	29	56
	%	48.2%	51.8%	100.0%
Total	Count	36	34	70
	%	51.4%	48.6%	100.0%

Of the 56 respondents (80%) who supported the idea of being assessed by students, a significantly larger proportion of them (48.2%) opposed the idea of students' evaluation results being used for summative functions as shown in table 6.6. This is an indicator that most university lecturers feel that students are not competent enough to assess lecturers' teaching effectiveness.

Conclusion

Although majority of university lecturers view students' evaluations as appropriate and important in enhancing and improving the learning process, they are against the idea of the reports being used for summative assessment functions such as promotions and salary increment. According to lecturers, students are not competent enough to assess their teaching effectiveness. The study therefore recommends that the university should not only use students' evaluation reports for summative assessment functions in judging lecturers' teaching effectiveness, but they should also incorporate multi modal approaches to assess the teaching process and lecturers' competency. The university should provide a conducive working environment that will support the teaching process and motivate lecturers to give their best.

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