Student Evaluation Of Lecturer Performance In Islamic University In Uganda Females' Campus In Academic Year 2019-2020.

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Abstract

This paper was based on measuring lecturers' performance using assessment on the ERP system in academic year 2019-2020 as one of the ways to improve quality in teaching and learning in Islamic University in Uganda Females' Campus (IUIUFC). The study analysed performance of lecturers in terms of personal attributes, preparation, course assessment, and Time management, the relationship between personal attribute and course assessment of lecturers, relationship between preparation and course assessment of lecturers and the relationship between time management and course assessment of lecturers at IUIU females Campus. The study used an electronic approach that involved both quantitative and qualitative methods to generate the information required for the evaluation. In addition, the evaluation methodology utilized only primary sources of data. Analysis followed descriptive statistics (means) and inferential statistics and the relationship objectives were assessed using spearman's rank correlation for non-parametric test since the data was in ordinal form. Results indicated that the average performance of lecturers in terms of time management (3.9) was considerably higher, followed by preparation (3.8), personal attribute (3.8), while course assessment (3.7), personal attributes of lecturers have a strong positive and significant relationship with course assessment as indicated by a correlation value of 84.8% and a P-value (0.000). The Spearman's rank correlation results indicate that lecturers' preparation has a strong positive and significant relationship with course assessment ($r=83\%$, P-value<0.01) and the results from the evaluation reveal that there is a strong positive and significant relationship between time management and course assessment by lecturers ($r=72.5\%$, P-value<0.01). The evaluation findings show that lecturers have fairly improved in time management, followed by their preparation, personal attribute while the course assessment (course deliverables like learning of students) is slightly below and the study concluded that there should be close monitoring of lecturers to ensure that their intended deliverables are met.

Key words: ***Performance, Lecturers Personal attribute, Preparation, Course assessment, Time management and IUIUFC.***

1.0 Introduction

Evaluation of lecturers in higher institutions of learning has expanded in Uganda most especially in private institutions to ensure value for money and improve quality of service that will later help to grow student numbers and meet the quality controls put in place by accreditation bodies such as National Council for Higher Education and Inter University Council of East Africa (Khan, Ahmed, & Nawaz, 2011; Lyamtane, 2015; Sanga, 2020; SSENKAABA, 2012).

This study is concerned with course evaluation that presented the lecturers' performance basing on the feedback given by students of Islamic University in Uganda Females' Campus (IUIUFC)

via electronic platform (ERP system). The primary objective was to evaluate the course assessment, personal attribute, preparation, and Time management of lecturers. In light of this, the evaluation assessed the lecturers' performance for the academic year 2019/2020.

2.0 Literature Review

The available literature indicates student lecturer performance evaluation done among private university students (Sok-Foon, Sze-Yin, & Yin-Fah, 2012), according to Gül (2010) evaluation was done according to students' perception, (Retnowati, Mardapi, Kartowagiran, and Hamdi 2021) assessed sustainable performance mapping of lecturers using modelling, perception is reality to good lecturer (Samian & Noor, 2012), students' approach to lecturer evaluation (Manueke, Weku, & Manopo, 2020), correlation between self-assessment of the lecturers and students' evaluation (ŞAHAN & ŞAHAN, 2014), assessed student evaluation systems (Blair & Valdez Noel, 2014), decision making and its impact on lecturer performance in universities (Sukirno & Siengthai, 2011), student evaluation validity and teaching assessment (Shevlin, Banyard, Davies, & Griffiths, 2000) and lecturer performance evaluation in Indonesia (Zein & Ghalih, 2019).

It further indicates the decision making criteria in assessment of lecturer's performance (Thach, Phuong, Dung, Van, & Diep, 2019), students' satisfaction and assessment of lecturers' performance (Arthur, 2020), lecturer performance and students satisfaction (Sihaloho, Nasution, & Situmorang, 2020), lecturer online evaluation (Sharko, Sharko, Demi, & Baholli, 2015), women lecturer performance (Salbiah, Nuraini, & Rosmaniar, 2019), students' authority and lecturers' evaluation (Johnson, 2000), competence, qualification and lecturers' performance (Lucky & Yusoff, 2015), staff development needs, academic performance and students' evaluation (Ballantyne, Borthwick, & Packer, 2000), teaching performance and students' evaluation (Daniawan, 2018) and lecturer performance evaluation in Jakarta (Kumaladewi & Sugiarti, 2016).

More indications include education domain, student assessment and lecturer performance (Spooren, Brockx, & Mortelmans, 2013), cooperative learning and students performance (Al-Masri, Drus, & Aldalaien, 2019), student evaluation re-evaluated (Wolfer & Johnson, 2003), effective teaching and students' evaluation (Wachtel, 1998), instruction in higher education and

students' evaluation (Zhao & Gallant, 2012), predicting satisfaction and students evaluation (Denson, Loveday, & Dalton, 2010), response to students' performance feedback (Arthur, 2009, 2020) and lecturers' performance, students evaluation of artificial intelligence (Seneviratne, Perera, Fernando, Siriwardana, & Rajapaksha, 2020).

More literature indicates faculty response and students' response (Ryan, Anderson, & Birchler, 1980), student instruction, grades, learning and evaluation (Powell, 1977), lecture process and lecturer performance (Rahardja, Aini, & Khoirunisa, 2018), appraisal performance of lecturers (Rahardja et al., 2018), perception and performance in the classroom (Blair, Maharaj, & Primus, 2016), effects of students evaluation on teaching (Baxter, 1991; Spooren & Mortelmans, 2006), performance systems and lecturer optimization (Ahmad & Rashid, 2016; Rashid & Ahmad, 2016) and style and content in evaluating lecturers in universities (Spooren, Mortelmans, & Thijssen, 2012).

3.0 Evaluation Methodology

An electronic approach that involved both quantitative and qualitative methods was used to generate the information required for the evaluation. In addition, the evaluation methodology utilized only primary sources of data. The electronic platform enabled students to provide their opinions about the course assessment, personal attribute, preparation, and Time management of lecturers without interfering with their confidentiality. The evaluation exercise used both descriptive statistics (means) and inferential statistics. The relationship was assessed using spearman's rank correlation for non-parametric test since the data was in ordinal form.

4.0 Evaluation Objectives

4.1 General Objective

The overall goal of the evaluation was to assess the performance of lecturers in terms of their personal attribute, preparation, course assessment, and time management at IUIU females Campus

4.2 Specific Objectives Of The Evaluation

I. To establish the performance of lecturers in terms of personal attribute, preparation, course assessment, and Time management at IUIU females Campus.

II. To examine the relationship between personal attributes and course assessment of lecturers at IUIU females Campus.
III. To examine the relationship between preparation and course assessment of lecturers at IUIU females Campus.
IV. To analyze the relationship between time management and course assessment of lecturers at IUIU females Campus.

4.3 Evaluation Questions and Hypotheses

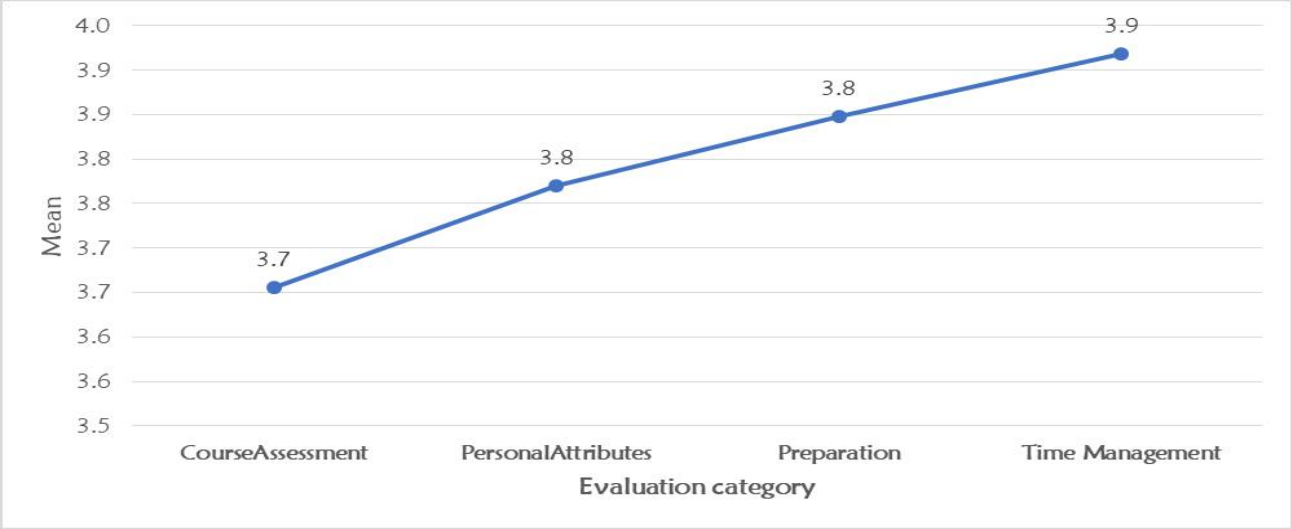
I. To what extent have lecturers performed in terms of personal attribute, preparation, course assessment, and Time management at IUIU females Campus?
II. Personal attributes are significantly associated with the course assessment of lecturers at IUIU females Campus.
III. Preparation is significantly associated with course assessment of lecturers at IUIU females Campus.
IV. Time management is significantly related with course assessment of lecturers at IUIU females Campus.

5.0 Key Evaluation Findings

5.1 Performance of lecturers in Course assessment, Personal attribute, Preparation, and Time management at IUIU females campus

The analysis in figure 1 below compares the performance of lecturers based on Course assessment, Personal attribute, Preparation, and Time management;

Figure 1: Comparison between Course assessment, Personal attribute, Preparation, and Time management of lecturers



Source: Computations based on data from IUIU Electronic Evaluation platform, 2019

The evaluation findings indicate that the average performance of lecturers in terms of time management (3.9) was considerably higher, followed by preparation (3.8), personal attribute (3.8), while course assessment (3.7) was the least supported by students. The findings imply that time management by lecturers is fairly higher compared with their preparation, personal attribute, and course assessment.

5.2 Relationship between personal attributes and course assessment of lecturers

The personal attributes of lecturers are believed to increase their lecturing effectiveness and students' level of understanding, thus the evaluation assesses whether the personal attribute of lecturers is significantly rated with the course assessment as shown in table 1 below;

Table 1: Spearman's rank correlation results showing the relationship between personal attributes and course assessment of lecturers

			Personal attributes	**Course assessment**
Spearman's rho	Personal attributes	Correlation Coefficient	1.000	.848**
		Sig. (2-tailed)	.	0.000
		N	282	282
	Course assessment	Correlation	.848**	1.000

		Coefficient		
		Sig. (2-tailed)	0.000	.
		N	282	282
****. Correlation is significant at the 0.01 level (2-tailed).**				

Source: Computations based on data from IUIU Electronic Evaluation platform, 2019

The evaluation findings from table 1 show that personal attributes of lecturers have a strong positive and significant relationship with course assessment as indicated by a correlation value of 84.8% and a P-value (0.000) which is below 0.01 level of significance. This means that as personal attributes of lecturers improve, the course assessment i.e. learning and understanding of students also greatly improve at IUIU females Campus. This is an indication that good personal attributes of lecturers play a significant role towards improvement in learning and understanding of students.

5.3 Relationship Between Preparation And Course Assessment Of Lecturers

The evaluation exercise sought to establish whether preparation of lecturers is significantly related with course assessment at IUIU females Campus. The results are presented below using spearman's rank correlation analysis at 1% level of significance;

Table 2: Spearman's Ranks Correlation Results Showing The Relationship Between Preparation And Course Assessment Of Lecturers

			Preparation	**Course Assessment**
Spearman's rho	Preparation	Correlation Coefficient	1.000	.830**
		Sig. (2-tailed)	.	0.000
		N	282	282
	Course Assessment	Correlation Coefficient	.830**	1.000
		Sig. (2-tailed)	0.000	.
		N	282	282
****. Correlation is significant at the 0.01 level (2-tailed).**				

Source: Computations based on data from IUIU Electronic Evaluation platform, 2019

The Spearman's rank correlation results indicate that lecturers' preparation has a strong positive and significant relationship with course assessment (r=83%, P-value<0.01). The evaluation

findings imply that an improvement in preparation by lecturers highly improves their course deliverables like learning and understanding of students at IUIU females campus.

5.4 Relationship Between Time Management And Course Assessment Of Lecturers At Iuiu Females Campus.

In addition, the evaluation exercise attempted to find out if time management by lecturers has a significant association with course assessment at IUIU females Campus. The results are presented below using spearman's rank correlation analysis;

Table 3: Spearman's Rank Correlation Analysis Showing The Association Between Time Management And Course Assessment Of Lecturers At Iuiu Females Campus

			Time Management	Course Assessment
Spearman's rho	Time Management	Correlation Coefficient	1.000	.725**
		Sig. (2-tailed)	.	0.000
		N	282	282
	Course Assessment	Correlation Coefficient	.725**	1.000
		Sig. (2-tailed)	0.000	.
		N	282	282
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Computations based on data from IUIU Electronic Evaluation platform, 2019

The results from the evaluation reveal that there is a strong positive and significant relationship between time management and course assessment by lecturers (r=72.5%, P-value<0.01). This indicates that effective time management by lecturers highly improves on course assessment (improved learning and understanding by students) of IUIU females Campus.

6.0 Conclusions

The evaluation findings show that lecturers have fairly improved in time management, followed by their preparation, personal attribute while the course assessment (course deliverables like learning of students) is slightly below. There are however, still gaps in Time management, Personal attribute, Preparation, and Course deliverables of lecturers since the evidence from the

evaluation indicates that they all performed below an average score performance of 4 (Good), thus there is need for continued efforts by the IUIU management.

The evaluation also found that lecturers' Personal attribute, Preparation, and Time management have a strong positive and significant association with course assessment. For instance, an improvement in lecturers' Personal attribute, Preparation, and Time management greatly improve on course assessment i.e. improve students learning and understanding. Therefore, the evaluation concludes that there should be continued efforts towards lecturers' Personal attribute, Preparation, and Time management since they are vital towards students' learning and understanding.

7.0 Recommendations

The recommendations below are based on the evaluation findings;

There should be close monitoring of lecturers to ensure that their intended deliverables are met. The evaluation found out that the performance of lecturers in terms of time management, Personal attribute, and Preparation were higher than course assessment (teaching deliverables). Therefore, it is suggested that

a) Lecturers should use effective visuals, examples, and demonstrations to give key points to the students in class while teaching.

b) The students should be provided with well printed notes and encouraged to highlight key points, add comments as well as note insights obtained during interactions in lectures.

c) Lecturers should share the course outline with students in time to encourage them do further research about what is taught

d) Lecturers should use participatory approach of lecturing where students are allowed to make class presentations as well as participation in group discussions.

The lecturers should be encouraged to improve on their personal attributes, preparation and time management. Although personal attributes, preparation and time management of lecturers fairly performed, it was noted that they positively and significantly influence course deliverables like learning and understanding of students.

Appendices

Appendix 1: Summary of Lectures' Performance-Names of lecturers at IUIUFC were withdrawn for confidentiality purposes.

Grading Score
Excellent = 4.6 - 5.0
Good = 4.0 – 4.5
Fair = 3.0 – 3.9
Poor = 2.0 – 2.9
Very Poor = 0.0 – 1.9

S/N	Lecturer	Course Assessment	Personal Attributes	Preparation	Time Management	Average score	Comment
1.	-	Fair	Good	Fair	Fair	Fair	
2.	-	Fair	Good	Good	Good	Good	
3.	-	Good	Good	Good	Good	Good	
4.	-	Fair	Good	Good	Excellent	Fair	
5.	-	Poor	Poor	Fair	Fair	Poor	
6.	-	Good	Good	Good	Good	Good	
7.	-	Fair	Fair	Fair	Fair	Fair	
8.	-	Fair	Fair	Fair	Fair	Fair	
9.	-	Fair	Good	Good	Good	Good	
10.	-	Excellent	Excellent	Excellent	Excellent	Excellent	
11.	-	Excellent	Excellent	Good	Excellent	Excellent	
12.	-	Fair	Fair	Fair	Good	Fair	
13.	-	Fair	Fair	Fair	Fair	Fair	
14.	-	Fair	Good	Good	Fair	Fair	
15.	-	Fair	Fair	Fair	Fair	Fair	
16.	-	Good	Good	Excellent	Excellent	Excellent	
17.	-	Poor	Poor	Poor	Poor	Poor	
18.	-	Fair	Fair	Fair	Fair	Fair	
19.	-	Good	Good	Good	Good	Good	
20.	-	Excellent	Excellent	Excellent	Excellent	Excellent	

21.	-	Good	Good	Good	Excellent	Good	
22.	-	Fair	Fair	Fair	Fair	Fair	
23.	-	Good	Good	Good	Excellent	Good	
24.	-	Fair	Fair	Fair	Good	Fair	
25.	-	Good	Good	Excellent	Good	Good	
26.	-	Excellent	Excellent	Excellent	Excellent	Excellent	
27.	-	Fair	Fair	Good	Fair	Fair	
28.	-	Excellent	Good	Good	Excellent	Excellent	
29.	-	Excellent	Excellent	Excellent	Excellent	Excellent	
30.	-	Fair	Good	Good	Good	Fair	
31.	-	Fair	Good	Fair	Good	Fair	
32.	-	Fair	Good	Fair	Fair	Fair	
33.	-	Fair	Fair	Fair	Fair	Fair	
34.	-	Fair	Fair	Fair	Fair	Fair	
35.	-	Fair	Good	Good	Good	Good	
36.	-	Good	Good	Good	Good	Good	
37.	-	Fair	Fair	Fair	Fair	Fair	
38.	-	Fair	Good	Good	Excellent	Good	
39.	-	Excellent	Good	Good	Excellent	Excellent	
40.	-	Fair	Fair	Fair	Fair	Fair	
41.	-	Fair	Fair	Fair	Fair	Fair	
42.	-	Poor	Fair	Fair	Fair	Fair	
43.	-	Fair	Good	Good	Fair	Fair	
44.	-	Fair	Fair	Fair	Fair	Fair	
45.	-	Excellent	Good	Excellent	Good	Excellent	
46.	-	Fair	Fair	Fair	Fair	Fair	
47.	-	Fair	Good	Fair	Good	Good	
48.	-	Fair	Fair	Fair	Fair	Fair	
49.	-	Fair	Fair	Fair	Fair	Fair	
50.	-	Fair	Fair	Fair	Fair	Fair	
51.	-	Fair	Fair	Fair	Fair	Fair	
52.	-	Good	Good	Good	Excellent	Good	

53.	-	Good	Excellent	Excellent	Excellent	Excellent	
54.	-	Fair	Fair	Good	Fair	Fair	
55.	-	Fair	Good	Good	Good	Good	
56.	-	Good	Good	Good	Excellent	Good	
57.	-	Good	Good	Excellent	Excellent	Good	
58.	-	Good	Good	Good	Good	Good	
59.	-	Fair	Fair	Fair	Fair	Fair	
60.	-	Fair	Good	Good	Good	Good	
61.	-	Fair	Fair	Fair	Fair	Fair	
62.	-	Fair	Fair	Good	Good	Good	
63.	-	Fair	Fair	Fair	Good	Fair	
64.	-	Fair	Fair	Fair	Poor	Fair	
65.	-	Fair	Good	Good	Good	Good	
66.	-	Excellent	Good	Good	Excellent	Excellent	
67.	-	Fair	Fair	Fair	Fair	Fair	
68.	-	Fair	Fair	Fair	Fair	Fair	
69.	-	Excellent	Excellent	Good	Good	Good	
70.	-	Fair	Fair	Fair	Fair	Fair	
71.	-	Fair	Fair	Fair	Good	Good	
72.	-	Fair	Fair	Fair	Fair	Fair	
73.	-	Fair	Fair	Fair	Fair	Fair	
74.	-	Good	Good	Good	Good	Good	
75.	-	Good	Good	Good	Good	Good	
76.	-	Good	Good	Good	Fair	Good	
77.	-	Fair	Good	Good	Good	Good	
78.	-	Fair	Good	Good	Fair	Fair	
79.	-	Fair	Fair	Fair	Fair	Fair	
80.	-	Fair	Fair	Fair	Good	Fair	
81.	-	Fair	Fair	Fair	Good	Fair	
82.	-	Fair	Fair	Fair	Good	Fair	
83.	-	Good	Good	Good	Good	Good	
84.	-	Good	Good	Good	Good	Good	

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