

**THE TEACHING QUALIFICATION,  
CHARACTERISTICS, COMPETENCE AND LECTURER  
PERFORMANCE: A CASE STUDY AT THE UNIVERSITY  
OF ILORIN, NIGERIA.**

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## Abstrak

Secara umumnya, guru dianggap sebagai elemen yang paling penting dalam sistem pendidikan. Walaupun isu prestasi guru berhubung dengan kelayakan mengajar, ciri dan kecekapan, kekal sebagai isu yang hangat dibincangkan di Nigeria, masih terdapat jurang yang luas antara permintaan dan bekalan guru berkelayakan di Nigeria. Bagaimanapun, ini telah mencipta peluang meningkatnya pertambahan ketara pensyarah tidak berkelayakan di institusi pengajian tinggi di Nigeria terutamanya di universiti. Ini menunjukkan ramai pensyarah tiada untuk mengajar, tiada ciri dan kecekapan yang boleh membantu mereka melaksanakan tugas secara berkesan. Oleh yang demikian, satu kajian tinjauan soal selidik telah dijalankan. Data soal selidik tentang kelayakan mengajar, ciri dan kecekapan pensyarah di antara 131 orang pensyarah yang terdiri daripada mereka yang mempunyai latar belakang kelayakan mengajar dan tidak mempunyai latar belakang kelayakan mengajar di Universiti Illorin, Negeri Kwara, Nigeria di mana soal selidik telah diedarkan melalui e-mel dan prosedur *drop-off*. Secara keseluruhannya, hasil dari ujian hipotesis menunjukkan bahawa terdapat hubungan yang signifikan di antara kelayakan mengajar, ciri-ciri pensyarah dan kecekapan pensyarah dengan prestasi pensyarah. Dari hasil ujian-t, kajian itu gagal menunjukkan perbezaan yang ketara antara mereka yang mempunyai latar belakang mengajar dan begitu juga dengan mereka yang tidak mempunyai latar belakang mengajar. Hasil kajian seterusnya menunjukkan bahawa ciri pensyarah adalah faktor yang paling penting dalam meramalkan prestasi pensyarah. Oleh itu, kajian ini mencadangkan kepada pensyarah dan pembuat dasar termasuk pihak berkuasa universiti supaya memberi lebih perhatian terhadap aspek kecekapan dan ciri pensyarah untuk mempertingkatkan lagi prestasi mereka. Aspek kelayakan mengajar tidak lagi menjadi aspek utama dalam menentukan prestasi pensyarah. Akhir sekali, dalam hal ini, implikasi teori dan praktikal dibentangkan, begitu juga dengan batasan kajian dan cadangan untuk kajian masa depan.

**Kata kunci:** Pengajian tinggi, Kelayakan mengajar, Ciri pensyarah, Kecekapan pensyarah, Prestasi pensyarah.

## Abstract

Generally, teachers are considered the most important element in the education system. Even though the issue of teachers' performance in relation to the teaching qualification, characteristics and competence has remained a contested issue in Nigeria, there is still a wide gap between the demand and supply of qualified teachers in Nigeria. This has however created opportunity for the increase in the influx of unqualified lecturers in Nigeria tertiary institutions particularly in the universities. This suggests that many lecturers have no required teaching qualifications, characteristics and competence that would assist them to perform their tasks effectively. Due to this, a cross-sectional study of questionnaire survey research design was conducted in this respect. Questionnaire data on teaching qualification, characteristics and competence were generated from 131 lecturers comprising of those with teaching qualification and those without teaching qualification in University of Illorin located Kwara State of Nigeria. The questionnaires were distributed through email and, drop-off and pick procedures. Overall, the findings from the testing of the hypotheses indicate that there is a significant relationship between teaching qualifications, lecturers' characteristics and lecturers' competence with lecturers' performance. From the t-test result, the study failed to find a significant difference between those teaching qualification and those with teaching qualification. The result further shows that lecturers' characteristic is the most important factor in predicting lecturers' performance. Based on this fact, it was concluded that both lecturers' characteristics and competence are the most important factors that predict lecturers' performance. Thus, the study recommends that lecturers and policy makers, which includes university authority, to give more consideration to lecturers competence and characteristics to enhance their performance. Finally, both the theoretical and practical implications are duly presented as well as that of the limitations of the study and suggestions for future study are included in this regard.

**Keywords:** Higher education, Teaching qualification, Lecturer characteristics, Lecturer competence, Lecturer performance.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

Generally, teaching has been considered as one of the most interesting challenging professions in human endeavour (Yusuf, 2007). Probably because it deals mainly with human beings. People need to teach others in order for them to learn and be educated (Bagley, 1938), while those who teach others must possess the right characteristics, competence and teaching qualifications to enable them impart knowledge and education to the people or learners as whatever they teach has a durable effect in the lives of the people they teach (Bagley, 1938).

The importance of qualifications, lecturer characteristics and competence on lecturer performance cannot be understated. For instance, teaching qualifications and competence will help lecturers to become more professional rather than just a lecturer (Yusuf, 2007). Also, it will assist the lecturers to know how to handle and relate to the students (Koledoye, 2000; Lai, Elisabeth & Janvry, 2009). Koledoye (2000); Lai, Elisabeth & Janvry (2009) further noted that it will ensure that the quality of education provided is always high and fulfill the goals. Similarly, it will produce and deliver inspection reports of education institutions to fulfill students' satisfaction in the allocated duration and also ensure high competencies of the lecturer. On the other hand, the competence will assist the lecturer to master the subject and effectively teach the subject.

Furthermore, one will not dispute the fact that teaching qualifications, lecturer characteristic and competence may be directly related to the quality of instruction in the classrooms as well as the overall academic performance of the lecturer (Fah & Osman, 2011; Ogbonnaya & Osiki, 2007). Accordingly, the National Education Policy (1998-2010) reported that it is visibly clear that the academic qualifications, knowledge of the subject matter, competence, and skills of teaching and the commitment of the teacher have an effective impart on the teaching learning process. Therefore, lecturer's academic performance and teaching quality in education depends on the teaching qualifications, his characteristics and competence he possesses. For teachers including lecturers to achieve a better performance, they need these three key factors: teaching qualifications, characteristics and competence (Fah & Osman 2011; Ogbonnaya & Osiki, 2007; Yusuf, 2007). In view of this, the study aims to investigate the relationship between teaching qualifications, lecturer characteristics, competence and lecturer performance in institution of higher education in Nigeria.

## **1.2 Background of the Study**

Nigeria is a country with over 160 million people where the government has continued to spend massively on the education sector in order to reduce illiteracy among the citizens, enhance the teaching quality, and improve teachers and lecturers' performance. The government believes that improving lecturers' performance will equally improve the student's academic performance. The incessant mass failure of students has continued to give government a great concern and on how best it can improve on the lecturers' performance (Oseni, 2011).

As a result, several educational policies have been formulated (Teachers Registration Council of Nigeria, 2010). Among which is the Teachers Registration Council of Nigeria Act 31 of 1993 by which mandates every teacher in the country to professionalize (Teachers Registration Council of Nigeria, 2010). This has led to the creation of a professional body called “Teachers Institute” which would assist the teachers to develop standard of professional practice in teaching with the objective of ensuring that individual teacher in the country is accredited before he/she could be allowed to teach in any of the higher institutions in Nigeria. This professional body also conducts workshops and conferences on curriculum development and in other areas of teacher training such as traits and competence. In 2000, the professional body was able to train 20, 000 teachers (Teachers Registration Council of Nigeria, 2010; The Development of Education National Report of Nigeria, 2008).

There have been several studies on the issue of teaching qualification, teacher characteristics and competence. The study by Yusuf (2007) for instance, pointed out the importance of professionalizing in the Nigerian education sector. He noted that Nigeria should determine an approach that would assist to determine professional standard, noting that the issue of teaching qualifications and the likes have remained inconclusive in Nigeria. An investigation by Oseni (2011) on the decreasing standard of education in Nigeria showed that lecturers contributed to the problem by not having the right characteristics and competence required to effectively do their job.

Most recently, the President of the Federal Republic of Nigeria, Good luck Jonathan has noted that over 60 percent of Nigerian lecturers are not qualified (Odiegwu, 2012). This indicates that Nigeria lecturers lack the necessary qualifications, characteristics and

competence to effectively do their jobs (Afrischolarships.com). Similarly, the Executive Secretary, Nigerian Universities Commission (NUC), Professor Julius Okojie, noted that the major challenge confronting the nation's university system is the lack of qualified teachers with teaching qualifications, characteristics and competence. He further noted that the regulatory agency, NUC is making attempts towards developing every lecturer in all the universities in the country (Idoko, 2011). The training and development also include making them to possess the required qualifications, characteristics and competence that will boost their performance (Idoko, 2011).

The study by Fah & Osman (2011) affirmed that three major factors which are; (course characteristics, lecturer characteristics, and tutorial ratings affect lecturer performance. Khurshid (2008) in his study of the effect of qualifications on the students' performance recommended that teachers should be properly trained in order to possess the right teaching qualifications, characteristics and competence for effective performance. The study reported that untrained teachers with Bachelor of Education/ Masters in Education qualifications affect the students more than the trained teachers with professional qualifications like Bachelor of Education and Masters in Education (Khurshid, 2008).

In view of governments' effort to improve the lecturers' performance, it is very clear that many lecturers in Nigeria still lack teaching qualifications, characteristics and competence that would have helped them to effectively perform (Yusuf, 2007). Therefore, to achieve a better lecturers' performance, there is a need to examine teaching qualifications, lecturer characteristics and competence as they form the focus of this study.



### **1.3 Problem Statement**

Data from the National Bureau of Statistics (2009) shows that there have been annually decreased in the number of qualified teachers in Nigerian universities. For instance, the data including the federal universities alone showed that in sessions 2002/2003; 2003/2004; 2004/2005 and 2005/2006, the number of lecturers were 17,161; 16,659; 16,116 and 15,890 giving percentage of 3%; 4% and 2% respectively (National Bureau of Statistics, 2009). With respect to this, Amoo (1992) affirmed that there is a wide gap between the demand and supply of qualified teachers in Nigeria. Also, an analysis study conducted in 2005 in some selected schools, shown that 22.27percent (15, 352) out of 69, 037 teachers were not qualified (Akinsolu, 2010). This has however created opportunity for the increase in the influx of unqualified lecturers in Nigeria tertiary institutions particularly in the universities (Yusuf, 2007; The Development of Education National Report of Nigeria, 2008).

Many lecturers seem not to have the required teaching qualifications, characteristics and competence in Nigeria that would assist them to effectively perform (The Development of Education National Report of Nigeria, 2008). Government and other stakeholders in the education sector have tried to improve their performance and remedy the situation by creating policy that mandates every teacher including lecturers in the higher institutions to professionalize by obtaining the necessary teaching qualifications, possess the right characteristic and competence that would help to function effectively (Yusuf, 2007; The Development of Education National Report of Nigeria, 2008). Still lecturers as well as teachers' performance remained very low and unimpressive as a

result of the factors highlighted above (Yusuf, 2007). In addition to this, Yusuf (2007) concurred that the issue of teachers which also include lecturer's performance in relation to the teaching qualifications has remained a contested issue in Nigeria. This therefore, provides a research gap for this present study to commence or take off. In addition, Fah & Osman (2011) have suggested the need to investigate lecturer performance according to different school settings since every school differs and has a specific objective. For this single reason this study is being conducted in the Nigerian higher institutions.

With regards to the issue of lecture characteristics and competence, investigation by Oseni (2011) on the fallen standard of education in Nigeria showed that lecturers contributed to the problem by not possessing the required characteristics and competence required to effectively do their job. For instance, he noted that most lecturers in Nigeria lack the right characteristic (such as attitude) and competence towards teaching and as such are underperformed. Accordingly, Fah & Osman (2011) documented the importance of lecturer characteristics on lecturer performance. He affirmed that lecturer characteristic is significant in predicting lecturer performance. The above suggests that both lecturer characteristics and competence are important factors in addressing the problem of lecturer performance. Also, it has been reported by the Development of Education National of Nigeria in 2008 that qualitative reform of Nigeria education cannot be attained without highly qualified, competent and quality teachers with good characteristics (The Development of Education National Report of Nigeria, 2008).

With particular reference to the issue of teachers' competence, The Development of Education National Report of Nigeria (2008) has noted the lack of competence among Nigerian teachers. In this regard, they noted that quality education in Nigeria would not be visible without competent teachers who will assist in actualizing the visions and goals of education for individual, community and national development. Teodorescu (2006) argued that performance is a function of competence and therefore, teachers must possess the competence for better performance. Fah & Osman (2011) argued that lecturers need competence in order to be able to perform. Thus, lecturers' competence is an important key variable needed to affect lecturers' performance to a greater extent.

Furthermore, the universities in Nigeria have acknowledged that most graduate personnel employed to perform teaching duties at all various levels (Nursery, Basic, Senior Secondary and Tertiary) of the Nigerian education system are not professionals as they lack the necessary teaching qualifications, traits, skills and competence that would assist them to effectively perform their teaching duties (Teachers Registration Council of Nigeria, 2010). They argued that there is a need to produce teachers who could operate the education system efficiently with a view to achieving specified curriculum goals (Teachers Registration Council of Nigeria, 2010).

The above gave birth to the issue of lecturer performance. The performance of the Nigerian teachers including the lecturers in the recent times has nothing to write home about (Egbo, 2011; Danfo & Jonin, 2009; Bojuwoye, 1999). For instance, most

recently, the President of the Federal Republic of Nigeria, Good luck Jonathan has noted that over 60 percent of Nigerian lecturers are not qualified (Odiegwu, 2012). Government as well as other stakeholders in the education sector has decried the poor teachers' performance at all levels of the education (nursery, primary, secondary and tertiary) in the country (Danfo & Jonin, 2009). They argued that it is important to improve the teachers' performance as doing that will help to raise the quality of education in the country. Halim (2009) noted that since the lecturers is the most important factor that determines the overall performance of the university, therefore, there is a need to evaluate their performance as doing so will improve the quality of education as well as lecturer performance themselves. Fah & Osman (2011) noted that lecturer evaluation will provide information for an individual improvement which in turn improve teaching effectiveness and enhance knowledge and acquisition. In the UK, Harrison (2012) reported that it is crucial to address the problem of poor performance in effectively and fairly so as to prevent it from affecting the standards across the board.

Another issue of concerned to this study is the non-implementation and compliance of the Teachers Registration Council of Nigeria Act 31 of 1993 by the education sector which mandates all personnel in the teaching profession at all levels (primary, secondary and tertiary) of education sector in Nigeria to acquire knowledge, techniques, skills, competence necessary for teaching through training in education (Teachers Registration Council of Nigeria, 2010). In line with the Act, most universities in Nigeria have mandated all their lecturers to undertake a Post-Graduate Diploma in Education (PGDE) in order to equip them with requisite skills, trait and competence needed in the teaching profession (Teachers Registration Council of Nigeria, 2010).

However, the universities have failed to implement this decision while the lecturers have also failed to comply as critical observation has revealed that many of the lecturers are still teaching without the necessary educational training that would have equipped them with the necessary teaching qualifications, traits, skills and competence (Teachers Registration Council of Nigeria, 2010).

Most recently, the Lagos Government through the Ministry of Education has re-emphasized the need for all teachers including the lecturers to acquire the necessary teaching qualifications by obtaining degrees, certificates, diplomas and other training and development in education as doing so will assist them to achieve a better performance (Olusola, 2012). For instance, lecturers with the necessary teaching qualifications, characteristics and competence are believed to perform better than the one without any teaching qualifications since they will apply all the teaching techniques and methods in the course of their primary duties (Khurshid, 2008). For example, the psychology of education teaches how students learn and develop in the educational setting, what should be taught and how it should be taught, and the manner it should be delivered to the students (Charlton, 2006). Therefore, it is only those who possess the required qualifications, characteristics and competence may be able to perform effectively (Sahan, 2009). Hence, lecturers should possess these requirements mentioned above in order to avoid low performance or underperformed. Charlton (2006) noted that the present conduct of lectures offered by some lecturers has often been conducted in ways that make them less effective. He further argued that inappropriate use of visual aids, and undermining the focus of spoken lectures by

excessive emphasis on writing support material (e.g. Handouts and transcripts – nowadays often distributed by the internet) have really affected the lecturer's performance (Charlton, 2006). This could imply that some of the lecturers do not possess the teaching qualifications and the right traits and competence that will equip them in handling such issues indicated above.

Furthermore, the inconsistency in the findings of the previous studies on teaching qualifications and how it affects performance is an issue that needs to be revisited. For instance, the study conducted by Khurshid (2008), Akinsolu (2010) and Lai, Sadoulet & Janvry (2009) produced mixed results. In the relationship between the professional qualifications of the teachers and academic performance of their students at secondary school level, Khurshid (2008) found that untrained teachers with B.A./B.Sc qualifications affect the students more than the trained teachers with professional qualifications like B.Ed and M.Ed. Also, Akinsolu (2010) reported in an analysis study conducted in Nigeria that the unqualified teachers were better qualified than the teachers in terms of quality of learning delivery while on the contrary, Lai, Sadoulet and Janvry (2009) in their study of the relationship between teaching qualifications and students' performance in Beijing middle schools found that teaching qualifications predict performance. With regards to this, Khurshid (2008) suggested that teachers should be properly trained. This suggests that teacher should possess the necessary teaching qualifications and competence in order to positively affect the student performance.

Besides, the studies above have only focused on the student's perspective on the teacher's performance without looking at the teachers' perspective of performance. In

other words, the issue of teaching qualification and how it affects teacher's performance themselves has not been considered. Hence, few studies exist on teaching qualifications and its influence on the teacher's performance. This further suggests that further research is needed to be conducted to address this issue. Like the teachers, the lecturers need to possess the required teaching qualifications, characteristics and competence in order to achieve a better performance. In this regard, the Competency-Based Education Theory become very relevant to underpin this study as the theory emphasizes on the importance of teacher traits and competence through training (Schilling & Koetting, 2010). It posits that teachers can perform better if they possess the right characteristics and competence.

Another major weakness of the previous studies is that of the scope and area of coverage. The studies only covered primary and secondary school levels in checking both student and teacher's performance. For instance, studies by Koledoye (2000), Gerodias (2003), Khurshid (2008) & Lai, Sadoulet & Janvry (2009) were conducted at the primary and secondary schools in Nigeria, Beijing, Pikit Municipality (Thailand) and Burewala city (Pakistan) respectively. Pam Tatlow, chief executive of the Million+Group of new universities, argued that the differing qualification levels such as professional qualifications in one's domain would improve performance (Morgan, 2011). She contended that university staff should also be rated on the account of their professional qualification. She further noted that doctoral qualification may not provide any indication as to how well anyone performs in teaching. Hence, the only teaching qualification does it well (Morgan, 2011). In view of this, there is a need to extend the scope and coverage of this study to the institutions of higher learning as they also play a

crucial role in the business of educating people. Therefore, the proposed study investigates the relationship between teaching qualifications, lecturer characteristics, competence and lecturer performance in the institutions of higher learning in Nigeria.

In the global arena, the shortage of qualified teachers has been widely acknowledged (Daniel, 2011). For instance, the study conducted by Sahan (2009) pointed out that one major issue causing the low achievement in the education sector across the globe is the lack of trained teachers. He noted that both experts and practitioners have concurred that the lack of trained teachers across the globe is contributing to low performance in education. Daniel (2011) noted that due to this situation described above, many governments of different countries are employing unqualified teachers in their various schools (Daniel, 2011). For instance, a state in the U.S.A, in particular California, was noted to have employed about 30,000 untrained teachers (Daniel, 2011). He noted schools need qualified teachers with the required competence (training and skills) to be able to function effectively. According to Daniel (2011) which is based on UNESCO report, the Teacher Education in the context of the campaign for Education for All will require an additional 10 million qualified teachers by 2015. Also, in the UK, the issue of teacher poor performance has been noted (Harrison, 2012), as the country is presently confronted with poor teacher performance. As a result, The British Minister of Education contended that teachers would be evaluated based on their teaching profession, personal characteristics and competence (Harrison, 2012). In Scotland, the General Teaching Council for Scotland is presently searching for the best method of dealing with the problem of teacher's competence while in Wales; the government is now serious with the problem of teachers' poor performance in schools. In response to



this, the government spokesman has noted that it is crucial to deal with the problem of teachers' poor performance effectively in order to ensure better teachers' performance in schools (Harrison, 2012). The above description shows that the issue of qualified teachers as well as their performance is not only peculiar to Nigerian environment but also it is a worldwide issue that needs an urgent attention. Therefore, the purpose of this study is well justified in this regard. Hence, the study investigates the relationship between teaching qualifications, lecturer characteristics, competence and lecturer performance in an institution of higher learning in Nigeria.

#### **1.4 Research Objectives**

1. To investigate the relationship between teaching qualifications and lecturers' performance.
2. To investigate the relationship between lecturer characteristics and lecturer's performance.
3. To examine the link between lecturers' competence and lecturer performance.
4. To examine the joint relationship between lecturers' qualifications, lecturer characteristics and lecturer competency with their lecturer performance.
5. To examine the differences between lecturers' teaching qualification and those without teaching qualification on their own performance.

#### **1.5 Research Questions**

1. Is there a significant relationship between teaching qualifications and lecturers' performance?
2. Do lecturer characteristics relate to lecturers' performance?

3. Is there any relationship between lecturers' competency and lecturers' performance?
4. Will lecturers' qualifications, characteristics and competency jointly predict lecturers' performance?
5. What is the significant difference between lecturers' teaching qualification and those without teaching qualification on their own performance?

### **1.6 Hypothesis Formulation**

Figure 1.1 below indicates the research framework of this study, it indicates three major independent variables and a dependent variable which stands as lecturer performance. The framework demonstrates that there is a significant relationship between the independent variables and the dependent variable, lecturer performance.

Therefore, based on the literature review and coupled with the framework of this study, the following hypotheses are being formulated;

**H1:** There is a significant relationship between teaching qualifications and lecturers' performance.

**H2:** There is a significant relationship between lecturers' characteristics and lecturers' performance.

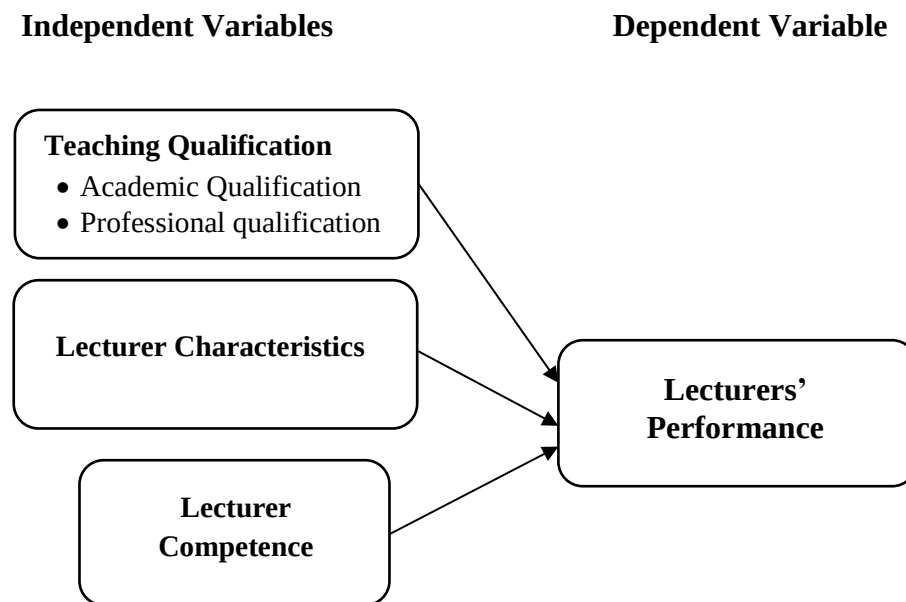
**H3:** There is a significant relationship between lecturers' competence and lecturers' performance.

**H4:** There is a correlation between lecturers' qualifications, characteristics and competence with their own performance.

**H5:** There is a significant difference between lecturers' teaching qualification and those without teaching qualification on their own performance.

### 1.7 Research Framework

In order to properly organize the various arguments and the reflections on the teacher's performance, a research framework is therefore developed so as to advance the understanding on how essential teaching qualifications assist the lecturers in achieving better academic performance. The framework is developed based on the assumption that essential teaching qualifications affect lecturer's performance. The model indicates a direct relationship between the independent and dependent variables. The section below briefly explains these relationships.



*Figure 1.1 Research Framework*

The study is based on the framework, figure 1.1 that is developed through information from several works of authors (Fah & Osman 2011; Zhang & Fang, 1997). For the

independent variables, three key independent variables are being identified. The first variable, which is teaching qualifications, has two dimensions: academic and professional qualifications are based on the previous work of Ogbonnaya & Osiki (2007). The second variable which is lecturer characteristics is drawn from the work of Fah & Osman (2011) while the lecturer competence, the third independent variable is drawn from the work of Hamdan, Ghafar & Li (2010) and O' Sullivan & Johnson (1993). Finally, the dependent variable, there is only one dependent variable which is referred to as "lecturers' performance". It is duplicated from the works of Fah & Osman (2011) and Halim (2009). The framework demonstrates that lecturers tend to produce better performance when they acquire the required teaching qualifications, possess the right characteristics and competence. Thus, it implies that teaching qualifications, characteristics and competence predict lecturers' performance. It further indicates that these three variables (teaching qualifications, characteristics and competence) play a crucial role in ensuring a better lecturers' performance. Hence, the framework demonstrates that there is a significant relationship between teaching qualifications, lecturer characteristics and competence, and lecturers' performance.

### **1.8 Scope of the Study**

The study was restricted to lecturer's performance in one of the Nigerian selected universities in particular University of Ilorin. The choice of university of Ilorin is based first, on their academic interruption for the past few years, unlike other universities in the country which frequently go on strike. Second, it is one of the leading universities in Nigeria. Therefore, choosing the university was to accelerate the data collection for this

study since the researcher is assured of the university being in session when the data for the study was to be collected.

Furthermore, the study was only limited to quantitative survey approach to collect data for the study. This approach has been described a suitable method for a study of this nature that look into the lecturers performance (Lucky, 2011; Saidu, 2007). Besides, authors like Fah & Osman (2011) and Ogbonnaya & Osiki (2007) have recommended this method in the study of this nature.

### **1.9 Significance of the Study**

It is expected that this study is going to fill the gap found in the previous studies by providing a clear understanding of the relationship between the teaching qualifications, lecturer characteristics and competence, and lecturer's performance in the evaluation of lecturer performance.

Also, it provides empirical evidence upon which the policy makers would implement and monitor the compliance of the Teachers Registration Council of Nigeria Act 31 of 1993 among the institutions in Nigeria.

The result again is of benefit to the lecturers, teachers, higher institutions and the policy makers in government as it provides them with insight about the need for lecturers to possess the essential qualifications, right traits and competence in order to improve the quality of teaching as well as the performance of the lecturers.

### **1.10 Limitations of the Study**

The findings obtained in this study should be interpreted in the light of two major limitations. First, the data are only limited to the performance of the lecturers in the University of Illorin located in Kwara State of Nigeria without taking into consideration other universities in Nigeria or other countries. In this view, it could be possible that there could be a different pattern of relationship merging from other universities in Nigeria as well as other universities in other countries.

Another limitation of this study is that of the research design approach. This study is limited to quantitative survey approach with a mixed-method embedded. The argument on which research method produces best result is still ongoing (Zikmund, Babin, Carr & Griffin, 2013). Therefore, the use of quantitative research approach in this study could limit the findings obtained in this study. Thus, the generalizability of the research findings obtained in this study is limited because the study is more of quantitative than qualitative survey inquiry.

### **1.11 Definition of Terms**

**Lecturer/Teacher:** Within the context of this study, both terms are used interchangeably to mean the same thing. According to the Teachers Registration Council of Nigeria Act 31 of 1993, the term teacher is used to connote anybody who is doing the work of teaching irrespective of whether the person concerned is teaching in nursery, primary, secondary or any higher institution such as the university, polytechnics, college of education etc.(Teachers Registration Council of Nigeria, 2010).

**Teaching qualification and without teaching qualification:** It implies those with qualification in education while without teaching qualification means those without qualification in education (Teachers Registration Council of Nigeria, 2010).

**Teaching Qualifications:** Those academic and professional degrees that enable a person to become a qualified teacher such as: Masters in Education, Postgraduate Certificate in Education (PGCE), the Professional Graduate Diploma in Education (PGDE) and the Bachelor of Education.

**Lecturer Characteristics:** Based on the works of Fah & Osman (2011) and Zhang & Fang (2000), the study operationalized characteristics as attitude, good image and respect exhibited by the lecturer in doing his job.

**Lecturer Competence:** Within the context of lecturer education and lecturers' job performance, competence is defined as the skills, knowledge and values a professional teacher is expected to demonstrate for effective job performance. Therefore, this study operationalized competence as the lecturer's ability and skill needed for proper and effective job performance (Hamdan, Ghafar & Li, 2010; Teodorescu, 2006).

**Lecturers' Performance:** Halim, (2009) operationalized lecturer performance as: teaching planning, teaching activities, material mastery, classroom management, communication skill with student, discipline and teaching evaluation or student's grading while Darling-Hammond (2010) and Zhang & Fang (1997) defined lecturers' performance as: strength of academic background, academic publication, professional in the field taught, level of experience, number of student supervised and overall performance. It is also described by Fan et al. (1997) as worker's effectiveness in

executing their job or task. Based on the above, this study operationalized lecturer performance as: effectiveness and overall performance.

### **1.12 Summary**

The chapter discusses the introduction and background of the study. It provides detailed discussions of the research problem statement and the setting upon which the study is to be conducted. The chapter also discusses the research framework and the hypothesis formulation. It also discusses about the importance of the study to all the stakeholders that are supposed to benefit from the findings of this study. It further gives a clear insight about the proposed research questions as well as research objectives that needed to be achieved by this proposed study. Finally, some of the significant concepts are being operationalized so as to provide a clear direction for both the researcher and the readers.



*Table 1.1 Summary of the Research Objective, Research Question and Analysis Techniques for the Study*

| S/N | Research Objectives                                                                                                                                    | Research Questions                                                                                     | Analysis Techniques                  |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------|
| 1.  | To investigate the relationship between teaching qualifications to lecturers' performance                                                              | Is there a significant relationship between teaching qualifications and lecturers' performance?        | Correlation and Regression analyses. |
| 2.  | To investigate the relationship between lecturer characteristics and lecturer's performance.                                                           | Is lecturer characteristics related to lecturers' performance?                                         | Correlation and Regression analyses. |
| 3.  | To examine the link between lecturers' competence and performance.                                                                                     | Is there any relationship between lecturers' competence and performance?                               | Correlation and Regression analyses. |
| 4.  | To examine the joint relationship between lecturers' qualifications, lecturer characteristics and lecturer competency with their lecturer performance. | Will lecturers' qualifications, characteristics and competency jointly predict lecturers' performance? | Correlation and Regression analyses. |
| 5.  | To examine the differences between teaching qualification and without teaching qualification on their own performance.                                 | What is the difference between teaching qualification and without teaching on their performance?       | t-test                               |

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focuses on the systematic and detail review of several relevant literature in order to provide better and detail understanding on the topic under study and some of the concepts that would assist the researcher in revealing information to address the current issues under investigation. The chapter covers the important view and understanding on the four major topics relevant to teaching: teaching qualifications, lecturer characteristics, lecturer competence and lecturer performance. Other areas of interest are: underpinning theories, the key roles of a good lecturer and factors influencing on lecturers' performance etc.

#### **2.2 Underpinning Theories (Theoretical Framework)**

##### **2.2.1 Competency-Based Education Theory (CBET)**

The Competency-Based Education Theory came into existence through the U.S.A teacher education curricula in 1970s (Schilling & Koetting, 2010). The theory derives its root from the medieval age where apprentices acquired skills by observing the master when doing the work. Thus, it is concerned with the master and apprentice system of training and learning. Today, this theory is popular in the education domain and it widely applied in studies in this area (Schilling & Koetting, 2010). Competency-Based Education approach through the Commonwealth Teacher-Training Study established by Charters and Waples in 1925 in the USA also emphasized on the importance of traits (Schilling & Koetting, 2010). They argued that activities of teachers as well as their

attributes may be more helpful in training teacher than individual opinions based information. For instance, observing the teachers' actions assist in analyzing those attributes that made them excellent. It is based on this foundation that assisted Charters and Waples to compile a list duties performed by teachers particularly those who are hired in multiple education settings (Schilling & Koetting, 2010). The Competency-Based Education approach through the Commonwealth Teacher-Training Study has provided an approach for categorizing teacher's traits into groups into groups and content areas formed by comparable competencies (Schilling & Koetting, 2010). Adopting the competency based-theory, Sahan (2009) reported that competence is a prerequisite to competency-based-teacher education theory. He argued that teachers' competencies are linked to all areas of performance which performance can be assessed (Sahan, 2009). He further noted that due to the fact that competencies are observable constructs, therefore, they can be measured and assessed from the performance of a teacher.

### **2.2.2 Personality or Trait Theory**

This theory is one of the oldest theories in the field of social science dealing with the attributes and qualities of an individual (McClelland, 1961; Schumpeters, 1934). It has been widely applied in many fields of human endeavours such as business, management, entrepreneurship, leadership and as well as education. Proponents of this theory include; McClelland (1961) and Schumpeters (1934). The theory is used to underpin the research framework. It is required to guide in the explanation on the need

for teachers to possess the required teaching qualifications and characteristics needed to effectively perform their jobs. The theory has been viewed in three major perspectives which include; psychology view, sociological view and demographic view. The psychological view deals with individual characteristics and attributes that contribute to his/her performance or success (Kheng, 2011). The sociological view is concerned with those social factors that assist individuals to achieve better performance while the demographic view stresses on those factors that have to deal with individual demographic element such as age, education, experience etc. (Kheng, 2011). In this study, two of these views comprising of psychological and demographic was utilised to underpin this study. According to Kheng (2011), individual quality, trait, or attributes contribute to the performance. For instance, McClelland (1961) emphasizes on the characteristics possessed by individuals for better performance. These characteristics as argued would aid and assist individuals to achieve great success. Empirical studies conducted by Kheng (2011) affirmed that both psychological and demographic factors affect individual performance. Similarly, Lucky (2011) adopted this theory in his study and noted that individual attributes play a major role in his/her performance. Adopting this theory into the leadership domain, Robbins & Judge (2007) argued that trait theory differentiates leaders from non-leaders by focusing on their personal characteristics, qualities or attributes. Therefore, the theory tends to differentiate between teachers and non-teachers by looking at their personal or individual characteristics.

In the field of education, several theories on how personality developed exist (Cherry, 2012). This indicates that there are different schools of thought with regards to personality theory which influence these theories (Cherry, 2012). Some of these major

perspectives on personality theory include; types theories, trait theory etc. Personality is simply defined as those individual characteristics patterns of thoughts, feelings and behaviors that make a person unique which cause him/her to perform (Cherry, 2012). These individual personalities or characteristics are inborn in individuals and tend to stay with them throughout life. The personality theory posits that individual performs due to their internal traits which are viewed as hereditary. Therefore, lecturer performance is as a result of their personal characteristics or traits they possess.

The Psychology Theory assumes that there are some distinguished psychology and demographic characteristics that teachers or lecturer should possess for effective performance (Cherry, 2012). Towing on this line, Hurley, (1999) noted that these characteristics have been correlated with performance in predicting those who become successful teachers. Among the characteristics being associated with teachers within the context of this study are: integrity, creativity, maturity and self-confidence (Cherry, 2012). Based on this theory, it is assumed that lecturer qualifications and characteristics will predict lecturers' performance. Hence, a lecturer with the required qualifications and right characteristics is assumed to achieve a better performance.

### **2.3 Teaching Qualifications**

A **teaching qualification** or **teacher qualification** can simply be defined as those academic and professional degrees that enable a person to become a registered, professional and qualified teacher in primary or secondary school or in higher institutions particularly in the faculty of education. Such qualifications include, but are not limited to, the Masters in Education, Postgraduate Certificate in Education (PGCE),

the Professional Graduate Diploma in Education (PGDE) and the Bachelor of Education (Teachers Registration Council of Nigeria, 2010).

The importance of teaching/teacher qualification is quite obvious in the academic performance of both the students and the lecturer/teacher (Teachers Registration Council of Nigeria, 2010). For instance, it would help lecturers to become more professional rather than just a lecturer. Also, it assists the teacher to know how to handle and treat his/her students. It will also ensure that the quality of education provided is always high and fulfills the goals. Similarly, it would produce and deliver inspection reports of educational institutions to fulfill students' satisfaction in the allocated duration and also ensure high competencies of the teacher.

Furthermore, empirical documentation has shown that teaching qualifications play a critical function in teaching as well as imparting knowledge on the students (Khurshid, 2008). Indeed, both teaching and academic qualifications are crucial for effective teaching performance. Also, a common reason would indicate that the trained teacher would effectively teach better than an un-trained teacher. For example, a trained teacher knows all the suitable methods to teach and deliver his/her lectures or lessons successfully. Ruhela & Singh (1990) in the examination of the significant role of qualifications affirmed that no institute of educational learning can succeed without trained teachers. Hence, there is a need for teacher' education as well as teaching qualification. If a trained teacher with the essential qualification imparts knowledge on the student, there is likelihood that the students' performance pretty well due to the fact that teachers are viewed as the most important factor in the education process

(Khurshid, 2008). He noted that the methodology of effective teaching is subject to the number of factors that are capable of affecting it. For example, teaching standards, what teacher likes to teach, what he want the students to know, availability of time, and what method of teaching. Funny enough, all these variables are obtained during the process of acquiring the essential teaching qualifications. The rudiments and nitty-gritty of teaching is part of them.

Although, few studies exist on the relationship between teaching qualifications and the teacher's performance, however, several empirical studies have well documented the relevance of teacher qualifications on the student performance (Seastrom, Gruber, Henke, McGrath & Cohen, 2000; Idris, Cheong, Nor, Razak & Saad, 2006; Kingdon, 2006). For instance, Seastrom et al. (2000) reported that more than 15 years, policy makers in education including the teachers have shown overwhelming interest on performance as well as teacher qualification. He argued that past study has empirically associated student's achievement with the performance particularly in country like Pakistan.

Idris et al., (2006) investigated how Malaysian teachers prepare professionally. The study focused on the teaching implementation and learning mathematics and science learning in English with the major aim of surveying the perception of Malaysian teacher in the areas of science and mathematics in their effort to prepare professionally. They developed an instrument which the study tagged "Teachers Perception Towards the Professional Preparation to Teach Mathematics/Science in English", and with a sample

of 72 teachers in Malaysia drawn from both teachers in mathematics and science from form 1, the study found that the pre-service training and in-service training are crucial for teacher professional. The study further noted although, teachers are professionally prepared to teach, however, they still need more preparation, and this preparation perhaps would be achieved by ensuring that teachers possess the essential teaching qualifications.

Kingdon (2006) investigated how teacher attributes affect the performance of the students in India. The major objective of the study is to determine if the attributes of different subject teachers affect student's marks in all subjects through variation approach. Using a non-random sampling technique and a credible research approach, the study found among others that teachers possessing educational qualification in Master's Degree and also having pre-service training probably in education will affect student achievement. Hence, educational qualifications play major role in student's academic performance and achievement.

One important study to this research is the study conducted by Khurshid (2008) on the effect of teachers' professional qualifications on the academic performance of the students within the secondary school level. Therefore, its major objective was to investigate how the teachers' professional qualifications influence on the students' academic performance in the secondary school. Using a quantitative questionnaire approach and a total sample of 167 participants comprising of eighty (80) students and eighty-seven (87) teachers drawn from five schools, the study revealed uncertified



teachers with B. A./B. Such qualifications influence the students more than the certified teachers with professional qualifications like B.Ed and M.Ed.

The most recent study by Lai, Sadoulet and Janvry (2009) provided a clear evidence on the effect of teaching qualifications and students' performance. The study examined the influence of school quality and teacher qualifications on student performance from Beijing middle schools via a natural experimental approach with an administrative data from lottery-based open enrollment system in Beijing middle schools, the finding indicates that teaching qualifications predict student performance as shown in the student test scores. Thus, the teacher's qualifications have a strong predictive power in the student's performance.

Koledoye (2000) examined how teachers' academic qualification would affect the performance of the students in the secondary level. The study found that the students instructed by the English Language Tests Teacher in the final examinations perform better than the students who were not instructed by the English Language Tests Teacher in the final examinations. Based on the findings, the author suggested that teachers should be properly trained. This suggests that teacher should possess the essential teaching qualification in order to positively affect the student performance. However, the study focused on the student performance. Accordingly, the study by Ogbonnaya & Osiki (2007) investigated the relationship between the students' achievements in mathematics and teacher qualifications, making use of a self-reporting instrument and 40 respondents with a stratified sampling technique to collect data from form C (Grade

10) mathematics teachers in the Maseru District in Lesotho, South Africa, the study found that there is a significant relationship between students' achievement in mathematics and teachers' qualifications.

Furthermore, the theory of traits in particular demographic view has stressed on the importance of individual demography such as educational qualifications, age, gender, race etc. to play important role in individual achievement (Kheng, 2011; McClelland, 1961; Schumpeter, 1934; Hurley, 1999). Thus, the demographic view of personality theory posits that demographic factors bring changes that will affect achievement result or outcomes. Therefore, lecturer performance can be associated with these factors. The Psychology Theory that assumes that there are some distinguished psychology and demographic characteristics that teachers or lecturer should possess for effective performance (McClelland, 1961; Schumpeter, 1934; Hurley, 1999).

However, the studies highlighted above are limited only to the qualifications and its effects on the student's academic performance without referring to the teacher's performance. Based on the above theory, it is observed that teaching qualifications also affect teachers' performance. For example, a teacher who does not possess the essential teaching qualification might perform below expectation due to the absence of some teaching rudiments, rules and practices that would assist him/her in preparing the lecture notes and handling the students in the class.

## **2.4 Lecturers Characteristics**

Generally, authors have categorized individual characteristics into three major groups (McClelland, 1961, Schumpeter, 1934). They include; personal/psychological, sociological and demographic characteristics (McClelland, 1961, Schumpeter, 1934). This study opts for psychological perspective of the lecturers. Lecturer characteristic is defined as those personal attributes, qualities, and traits that would assist the lecturer to achieve a better teaching performance.

The empirical study conducted by Amin & Khan (2009) on the best method of evaluating teachers' performance, adopted a questionnaire method and revealed that teachers' characteristics affect performance. The study noted that personal characteristics play a major role in determining teacher performance. The study further provided a list of personal characteristics such as maturity, creativity, integrity, self-confidence, intellectual ability, intelligence etc. Another recent study conducted by Fah & Osman (2011) utilised self-administered questionnaire approach to elucidate data from 88 undergraduate students also found that lecturer characteristics is highly correlated with lecturer overall performance. They argued that performance will be high when the lecturer possesses relevant traits that could metamorphose them into effective teachers while on the other hand, lecturer low traits could reflect poor performance which is traceable to both students and lecturer achievements.

Furthermore, the theory of traits in particular psychological view has stressed on the importance of individual characteristics or attributes for an effective teachers' performance (Cherry, 2012). These individual personalities or characteristics arises

from within the individual and remains fairly consistent throughout life. Thus, personality theory posits that individual performs as a result of the internal characteristics that are genetically based which are sometimes viewed as hereditary. Therefore, lecturer performance is as a result of their personal characteristics or traits they possess. The Psychology Theory that assumes that there are some distinguished psychology and demographic characteristics that teachers or lecturer should possess for effective performance (McClelland, 1961; Schumpeter, 1934; Hurley, 1999).

From the above description, it is crystal clear that as a lecturer, certain qualities or characteristics are expected from you. However, some of these qualities may be or are hard to pin down while some are clearly identified in the lecturers. Based on the work of Amin & Khan (2009) and Halim (2009), a few of these common qualities are briefly discussed below;

#### **2.4.1 Patience**

Teaching requires a great deal of patience. This patience will enable you to handle different types of students that you may come across in your teaching career. For instance, a teacher needs a lot of patience to deal with an indisciplined and stubborn student. Therefore, patience should be part and parcel of the teaching profession to enable the student learn properly and effectively. For example, impatience with sincere students may be deemed as that teacher's own shortcomings.

#### **2.4.2 Mentorship**

This is of the major roles of a teacher. More often than not, a good teacher serves as a mentor, guidance, counselor and adviser to his/her students. For instance, many are motivated to enter into the teaching profession due to the fact that teachers have the desire to positively influence students.

#### **2.4.3 Intellectual curiosity**

By nature, teachers should be intellectually curious. This is always seen in a good teacher. For instance, in order to keep of changes taken place in the field or domain, teachers become intellectually curious.

#### **2.4.4 Role Model**

A teacher should and must be a mirror and a window through which students should shape and mold their lives. The young people should be able to emulate you since they see you as a window to their future. Indeed, a teacher should show an example to the students.

#### **2.4.5 Creative**

A teacher should be innovative and resourceful. He can achieve this via creative and inspirational methods of teaching which then serve a motivation to the students. A teacher should apply different methods in presenting his ideas and teaching to the students, by so doing, he or she will stand out and students will continue to seek you out for new ideas. All these are possible through creativity and innovation of the teacher.

#### **2.4.6 Confidence**

One adage says, self-confidence makes up a man. A teacher should have a self-assurance about himself as well as about his subject area. In fact, good teachers are always confident about themselves. This confidence gives them ability to know whether the students are actually learning or following his teaching.

#### **2.4.7 Compassion**

Because teachers are compassionate, they demonstrate that they have the ability and capacity to handle students at the different levels of levels of maturity and knowledge. Teachers are considerate and as such they try to show sympathy to every student no matter what. They try to be kind and the same time care for the students in many of their academic needs and sometimes go beyond this level by taking care of their other needs other than their academic needs.

#### **2.4.8 Maturity**

With maturity come wisdom, experience and responsibilities. Experience has shown that among all the professions in human endeavours teaching profession is noted to require more maturity, maybe because it deals with human beings and human beings are known for their unpredictability and dynamic nature. For example, a good teacher needs maturity to be able to deal with students' emotional ups and down. He must respond to their emotional challenges and changes in a proper manner. This tends to make teachers pillars, who constantly encourage students to grow and develop academically.

#### **2.4.9 Enthusiasm**

Excellent lecturers always display enthusiasm for their profession. Although, lecturers encounter some short term burdened which is as a result of administrative hassles or isolated problems, however, they still maintain an unwavering engagement with their work. Lecturers' enthusiasm is often noticed by the students. Therefore, any teacher who always displays this, is much more successful than those who do not.

#### **2.4.10 Empathy**

A teacher should be able to show full understanding and resonate towards his/her students' feelings and emotions. To this end, a good lecturer should communicate at the level of the students, always showing compassion to them, most especially during their hard period and on the other hand, joy with them when the need arises.

#### **2.4.11 Positive Mental Attitude**

Positive attitude goes a long way to resolve so many issues. Therefore, a good lecturer should be able to show positive mental attitude towards the students. He should think less and less on the negative side especially on the matters concerning the students. For example, it will be pretty good if a teacher can keep a smile on his face when things get tough. This will assist in seeing the bright side of things. Again, being philosophical would also help in this situation because it would help in finding the positives in every negative circumstance.

## 2.5 Lecturers Competence

According to the American Heritage Dictionary (2006), the word competence implies being well qualified or being adequately or well qualified. It is noted to be synonymous to *ability*. It is in this case, it means the specific range of ability, knowledge including skill. These characteristics would include; pattern of thought, knowledge, mindset, skills and the likes that result to effective performance when used whether singularly or in various combinations (Dubois, 1998).

In operationalizing competence, José Passos (2009) and Westera (2001) defined competence as intentional decision making, skills, metacognition, knowledge, attitudes, strategic thinking, and presupposes conscious. Previous authors have described competence in relation to behaviours, actions, or outcomes which could be displayed, observed and assessed. Owing to this definition above, Tomlinson (1995) noted that there is no doubt that competence or skill will reflect more or less consistent ability to achieve certain objectives or desired outcomes. Therefore, a competent person has the capability of executing certain acts or actions required to achieve an intended outcome. The concept of competence, as explained by Westera (2001), is strongly associated with the ability to master complex situations, and goes beyond the levels of knowledge and skills to include an explanation of how knowledge and skills are applied in an effective way. Most often, competence is regularly correlated with highly professional performance, even in the education domain, the correlation between teacher's professional competence and pupil performance has been well documented.



Competence is deemed to encompass a wide scope of higher-order skills and behaviours which indicate the ability to handle difficult and uncertain situations.

Whitty (1996) describes professional competence to involve to knowledge required to understand children as well as their learning, curriculum, subject knowledge, the educational system and the role of the teacher. Professional competence equally requires skills such as undertaking a wider role, application of subject, method of classroom, classroom management, assessment and recording. These appropriate strategies are for developing teacher competencies for improving teacher performance and contribution to achievement. According to Robbins & Judge (2007), competence is best defined as an individual's technical and interpersonal knowledge and skills. In this case, the person must know what he or she is talking about. Also his/her must have the ability to carry on without depending someone else's ability to do what he/she wants to do.

The term competency has been widely used in various contexts by several authors (Teodorescu, 2006; José Passos, 2009). Hence, the term has several definitions. For instance, it has been used in the context of teacher education and job performance. By simple description, competence is a prerequisite for the competency-based-teacher education that comprises of skills, value and knowledge which professional teachers should exhibit for effective and successful completion of the teacher education programme (Teodorescu, 2006). A few characteristics of a competency are as follows:

1. Competency comprises of one or more skills that when mastered would influence the achievement of the competency.
2. Competency is linked to domains such as knowledge, skill and attitude assist in assessing performance.
3. Competency should be observable and demonstrable when link with performance dimensions.

The importance of competence in teaching profession cannot be underestimated. According to Teodorescu (2006), it offers guidelines for success and assists in assessing measurable gaps that will be directly aligned with the work results required of the job as well as with the goals of the organization. Specifically, competence models can be used to achieve the following below;

- Set clear, measurable, and specific expectations about how to produce the results the organization needs.
- Simplify management and improvement of performance by laying out a successful and repeatable work process, decreasing variability in performance, increasing consistent top performance, and controlling costs and risk.
- Measure, track, coach, and enhance performance.
- Ensure training meets the performance requirements of individual roles and the goals and metrics of the business.
- Define and set measurable performance standards for lecturers.

According to the professional standards of teaching profession in Thailand (2005) as reported by José Passos (2009), competence assists in setting and determining the professional guideline in about nine major dimensions of competence that comprises of language and technology for teachers, curriculum development, and psychology for teachers, educational measurement and evaluation, classroom management, educational research, educational innovation and information technology, and teachership.

The theoretical literature by Sahan (2009) argued that competence is a prerequisite to competence based teacher education which may include; knowledge, skills and values. He argued that professional teachers must demonstrate these competencies for effective teacher education completion program and effective performance. The study provided the following competence characteristics; a competency consists of one or more skills whose mastery would influence its attainment; a competency has its linkage with all the three domains under which performance can be assessed; covering the domains of knowledge, skill and attitude; competencies are observable and demonstrable, and because the competencies are observable, they are also measurable and assessable from the teachers' performance.

Many empirical studies (e.g José Passos, 2009; Achwarin, 2007) have been conducted with respect to teacher competence and performance. For instance, the empirical study by José Passos (2009) which utilised a quantitative approach with a secondary data and a sample of 168 drawn from a population of 3177 from the SACMEQ database archive collected in 2000 found that teachers' effectiveness is significantly related to teacher

classroom and this in turn is subject to teachers' competence. The finding further showed a significant association between teachers' competence and performance in Mozambique as well as in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) countries. The competence model provided by Westera (2001) demonstrated that a teacher's performance depends on the teachers' knowledge, (comprised of subject matter and general pedagogy), which is directly linked to the teachers' competencies, characteristics and attitudes. Also the study by Achwarin (2007) on the competency of the teacher in the three major provinces in southern Thailand showed a significant correlation between teacher competence and teacher performance while a negative correlation was found with teacher competence area in language and technology for teachers, educational innovation, and information technology. Due to the fact that competence is often related to high professional performance, therefore, there is a direct association teacher' professional competence and pupil performance in the academic domain. One of the recent studies conducted by Hamdan, Ghafar & Li (2010) which adopted a quantitative method with a sample of 309 teachers from different secondary/primary schools in Johor Baru found that teacher competence is significantly associated with academic achievement which is performance. The study suggested that teachers should have competence in their domains for effective performance. They further listed some areas of teacher competencies such as subject knowledge, teaching prowess, classroom management, instrumental planning, collegiality etc.

The Competency-Based Education Theory which is very popular in the education domain argued on the need for teachers to possess the right attributes and characteristics for better performance (Schilling & Koetting, 2010). Thus, the theory argued on the importance of individual characteristics that will aid teacher performance. Utilising this theory, Schilling & Koetting (2010) argued that activities of teachers as well as their attributes will be more helpful in training teachers than individual opinion information. Therefore, they contended that teachers' characteristics play indispensable role in the teachers' effectiveness and performance. Sahan (2009) noted that teachers' competencies are based on competency based teacher education theory which are connected to all areas of performance which performance can be assessed

Furthermore, it is also noted that there is a close association between teaching effectiveness or teaching ineffectiveness and teachers' competence (José Passos, 2009). It was further argued that teachers who are competent would provide conducive environments and climate as well as the enabling classroom conditions for effective students' learning. Teodorescu (2006) argued that performance is a function of competence and therefore, teachers must possess the competence for better performance. In summary, competent teachers are those who have the ability to provide valuable outcomes without excessively costly behavior (Gilbert, 1996). It is the teaching skill and ability possess by the lecturers.

Because the competencies are observable, they are also measurable. It is possible to assess a competency from the performance of a teacher. In the actual sense, all teachers' competencies may not have the same extent of knowledge, skill and attitude. There may

be some competencies of a teacher which have the same extent of knowledge, skill and attitude. On the other hand, some competencies may possess higher degrees of knowledge than skill and attitude while the same competence may be well loaded with skill/performance.

### **2.5.1 Skill and Ability**

According to Green (2011), authors are yet to agree on a universal definition of skill. However, he noted that skill can be synonymous with any of the following words; “ability”, “competence”, “knack”, “aptitude” and “talent” and its interpretation varies according to languages. Despite this, Ogundele (2007) defined skill as the capacity or ability to do something. It is the focus for analytical research (Green, 2011). In this case, it is the focus for effective teaching. It is defined as the ability one possesses or acquires mostly from training which enables him to perform his task. Therefore, skill is ability and ability is a skill. Skill is the expertise in doing something or expertise needed to perform a task. Also, business dictionary.com describes skill as the ability and capacity obtained via deliberate, systematic, and sustained effort to smoothly and adaptively executes compound and difficult tasks which required technicalities. There are many areas of skills one can possess. For example, reading skill, communication skill, academic skill, writing skill etc. All these skill one way or the other assist individual to function effectively in their domain. In the teaching profession for instance, one needs teaching skill to be able to teach and function effectively. The study conducted by Westera (2001) found that teaching skill is significantly associated to performance which makes the teacher to master complex situations. Therefore, teaching skill via competence is required for effective teachers' performance. More recently,

Green (2011) also found that skill an essential factor in all disciplines most especially for economic progress.

### **2.5.2 Knowledge**

On like the skill, knowledge is defined as skills acquired via experience or education. Therefore, knowledge also involves some levels of skills, experience and know-how. The study conducted by Heritage and Vendlinski (2006) on the measuring teachers' mathematical knowledge found that Teachers' knowledge of mathematics result to their ability to offer an effective mathematics instruction which assist them to evaluate student learning. More recently, the study by Metzler & Woessmann (2010) reported a significant association between teacher subject knowledge and performance as well as student achievement. In another dimension, Schweizer and Hardy (1987) found that teachers' knowledge of subject matter indirectly predicts teachers' performance rating. Therefore, teacher knowledge on the subject matter affects teachers' performance. Hence, teachers' knowledge is an important factor that predicts teachers' performance.

From the ongoing, one could see that there is no clear demarcation between competence, skill, ability and knowledge. They are all interwoven. As earlier indicated, some competencies may possess higher degrees of knowledge than skill and attitude while the same competence may be well loaded with skill/performance. Based on this, this study views competence as follows: skill, ability and knowledge the teacher to master the subject matter or area.

## **2.6 Lecturers Performance**

Generally, performance is a measurement or indicator for evaluation and assessment of individuals, group, firm and organizations. It reveals the strength and weakness of what we want to measure. In business, it helps to ascertain the current situation of a business, whether the business is still alive or on the verge of dying or closing down as well as individual is properly doing his/her work. At a point, it reveals the efficiency and effectiveness of an individual business or firm or organization and therefore supplies information whether an individual or a firm or a company is successful or has failed at a particular point in time (Lucky, 2011).

A successful performance measurement system should be seen as a set of performance measure (i.e. a metric used to quantify the efficiency and effectiveness of action) which can supply company or companies with a very vital information that could be useful in the management, controlling, planning of the company and can also help in performing the activities which the company have undertaken (Tangen, 2005). Tangen also reasoned that the performance measures should be designed in such a way that it will show all the essential factors that are capable of influencing the productivity of both individuals and companies.

In the academic domain, it has been noted that a good and well systematic performance measurement system should be designed in such a way that it will give room for collecting, analyzing and reporting data and information which are related to the performance of the academic departments (Al-Turki & Duffuaa, 2003). This has led to some major development and significant continuities with performance measures in educational organizations. Ruben (1999) compared performance measure in both



business and higher education, Ruben reasoned that in higher education, performance measure possesses some common qualities with performance measure in business. For instance, he argued that there are common practices of measuring excellence in both. However, higher education emphasized more on academic measures. Accordingly, Pritchard Holling, Lammers & Clark (2002) in Hüfner (1991) reported that there are about four groups of performance indicators which are as follows; internal performance indicator, indicators of operational performance, external performance indicator and last but not the least, research indicator performance. For instance, the *Internal performance indicators* deals with things like; pass rate, the graduation rate, the number of products accepted by the customers, the average duration of the life cycle of the product and the customer's perception of the organization by the public. *Operational performance Indicator is concerned with the* unit costs of products, size of the offices, ratio of employees in each department, and employee/computer ratio which have been noted earlier. *External performance Indicators measure things like* organization's image, reputation and others while *Research Performance Indicators* the numbers of products an organization has or number services it offers to the public over a certain period of time. Similarly, both student and teacher academic performance can also be evaluated. Furthermore, Zhang & Fang (1997) in their study of the teacher's performance in Singapore measure performance using the three key components of performance comprising of self-evaluate, overall performance and items from teacher's annual performance appraisal. Darling-Hammond (2010) in an attempt to measure effectiveness of teachers' performance in U.S.A included components such as: "teachers' initial preparation for teaching, professional in the field taught, strength of

academic background, level of experience, and demonstration of skills through National Board Certification”.

In another dimension, Jermias & Setiawan (2008) noted that performance measure provides information relating to following; planning, investigating, coordinating, evaluating, supervising, staffing, negotiating, representing and your or firm or organization overall performance. These indicators are well related to both individual and organizational performance, and deeply related to the human resources domain. Chew & Sharma (2005) provided performance indicators such as efficiency, internal liquidity, strategic human resources effectiveness, profitability and leverage.

With respect to lecturer performance, it can be defined as the ability in planning, implementing, and evaluating the teaching-learning process (Mundarti (2007). It involves lecturer’s efficacy in doing or completing a job.

On like other aspects of performance, lecturer performance has been measured using different dimensions. For instance, Fah & Osman (2011) in investigating the lecture performance adopted a performance measure that assessed the overall performance rating of the lecturer by using two dimensions of; effective and best educator. Similarly, Halim (2009) in measuring the performance of the lecturers in the university adopted an objective approach. He noted that often lecturer’s performance in the universities is based on the three key objectivity of their professional responsibility which are: education and teaching duties, research duty, and community service duty. He affirmed that education and teaching duties performance dimension includes achievement in teaching duties, from preparation to conducting the evaluation. He further noted that to

effectively examine lecturers' performance in education and teaching, students should be utilized as the respondents as they are the only people who can effectively evaluate their lecturers. Miller's study (as cited in Halim, 2009) noted that there are proofs that university students can fairly assess lecturers' teaching performance. By doing so, the results will be more objective than if the dean or rector or Vice Chancellor does. Finally, the author conceptualized lecturer's performance as: teaching plan, teaching activity, material mastering, class management, communication skill with students, discipline and students grading.

There seems to be no end to what performance measure should be among authors and researchers, however, whatever the performance measurement, a researcher should be able to justify which performance measure he or she adopts in the course of his/her research (Lucky, 2011). Based on the insight derived above, this study operationalized lecturer performance as: effectiveness, professionalism and overall performance.

## **2.7 The Key Roles of a Good Lecturer**

Lecturers play key roles in the education process. This could be because they provide professional touch in the profession. People see them as persons having the adequate knowledge to impart knowledge to people. In examining what teacher's role should be, Harden & Crosby (2000) noted that there has been little sustained analysis of the role of the teacher. In the essence, they claimed that past studies only concentrate on curriculum planning details, with the content of the teaching programme and with the range of educational strategies adopted without taking a broader look on what the role of a teacher should be. They further argued that in the recent times, the role of teacher

has seen many changes. However, they provided twelve (12) roles of an effective teacher. These roles include: information provider, role model, facilitator, assessor, planner, resource developer, examiner, course organizer, curriculum planner, developing learning course material, mentor and learning facilitator. Accordingly, the World Education Forum (2000) also provided ten (10) roles expected of a good teacher. The roles include;

1. Organizing student learning opportunities.
2. Managing student learning progression.
3. Dealing with student heterogeneity.
4. Developing student commitment to working and learning.
5. Working in teams.
6. Participating in school curriculum and organization development.
7. Promoting parent and community commitment to school.
8. Using new technologies in their daily practice.
9. Tackling professional duties and ethical dilemmas.
10. Managing their own professional development

From the above, one could see that there are several roles of a lecturer; however, Halim (2009) provided only three key roles, these roles are being briefly discussed in this section.

### **2.7.1 To teach**

This has to deal with the imparting the knowledge to the students being it pupils or adults. This role involves the passing on of information, knowledge and understanding on the subject matter to the students (Harden & Crosby, 2000). It also involves the conveying of the knowledge to students usually by word of mouth. It equally consists of transmitting and interpreting the knowledge to the students through varieties of educational strategies in order to get the students' understanding of the subject matter. This is the more reason why many still believe that the mode of effective teaching is a function of a large number of variables e.g. standards of teaching, what you like to teach, what do you want your students to learn, how much time is available and want is the form of teaching.

### **2.7.2 To educate**

This is another teacher's key role. It is concerned with training and informing students. Thus, an educator trains and informs the students about a subject a matter. The teacher coaches the students on the subject because he is knowledgeable enough in the area. To educate, the teacher lets the students know all they are supposed to know about the subject matter. By implication and practice, the function educates goes beyond the role of teaching. Therefore, apart from teaching the students, an educator plays additional roles such as mentoring and counseling to the students (Winter Conference Standards Clinic, 2008). Educating role also involves training the teachers, designing, implementing, and evaluating professional study for teachers.

### **2.7.3 To Impart**

Lecturers like the teachers are good influencers. They influence others particularly their students through their knowledge. They become a source of inspiration to the students through the knowledge they possess in the discipline. Every teacher should be able to play this role because whatever teachers impart on the lives of their students. Through this vital role, they shape, mold and motivate the lives of the students. There are life and career changers, influencing the students toward becoming what they want to become as a result of their high knowledge they possess in the subject area.

### **2.8 Other Factors Influencing On Lecturers' Performance**

Apart from the two key variables investigated by this study, other factors such as: demographic factors (student interest and class rank), socio-demographic factors of the teachers ranging from age, civil status, sex, number of children, highest educational attainment, employment status, number of years in teaching, monthly salary, present position, and workload etc. all affect performance (Senarat & Senarat, 2004; Gerodias, 2003; DeMarco, 1997). For instance, Schweizer and Hardy (1987) analyzed student evaluations. The study focused on the factors affecting teacher performance ratings. The finding showed that demographic factors such as: student interest and class rank significantly affect teacher performance or the instructor ratings. The result also showed that teachers overall rating is directly predicted by stimulating interest and present course matter clearly while the organization and knowledge of subject matter indirectly predict teachers' performance rating.

Gerodias (2003) examined the factors affecting performance of teachers in selected secondary schools of Pikit Municipality. The major objective of the study was to identify the different factors that affect the performance of teachers in selected secondary schools of Pikit Municipality. Using descriptive statistics like weighted mean and percentage distribution and multiple regression analysis techniques with a sample of thirty-seven teachers were 17 are from the private schools and the remaining 20 from the public schools in the municipality of Pikit, the study found that socio-demographic factors of the teachers ranging from sex, age, civil status, number of children, highest educational attainment, number of years in teaching, employment status, monthly salary, present position, and workload, if taken singly and in combination are insignificant in predicting teachers' performance. However, the study found that school factors such as the type of school, size of class handled and library resources and other laboratory facilities significantly influenced teaching performance at 5% level.

Furthermore, it was also found that school factors such as the type of school, size of class handled and library resources and other laboratory facilities significantly influenced teaching performance ( $F_{\text{value}}=3.155, p<0.05$ ) at 5% level.

DeMarco (1997) examined the factors are affecting elementary school teachers' integration of school gardening into the curriculum in Virginia, U.S.A. The major objective of the study was to "identify the logistical, conceptual, educational, and attitudinal factors that affect elementary school teachers' implementation of school

gardening in the curriculum”, adopting a qualitative approach, the study defined the current application of school gardening by the study population in the elementary school curriculum, and also identify the avenues in which the horticultural community could promote teachers implementation of the use of school gardening teaching strategy. The study found that the school gardening is a very effective, interdisciplinary teaching method. Based on the finding of the study, it was suggested that teaching strategy should be adopted and used to improve student learning and also use it to expose students to the expanse of learning available through the process of growing plants.

Senarat & Senarat (2004) investigated the relationship between some factors affecting discouragement in the work performance of the teacher. The aim was to investigate the relationship between predictor variables and the discouragement in duty performance of teachers; and to construct predictive equations of discouragement in duty performance of teachers. Using a quantitative survey approach with a sample of 421 teachers from seventeen schools in South Thonburi school district of the Bangkok metropolis, the study found that factors such as work experience, teaching capability awareness, work satisfaction, role conflict, and world perspective strength negatively and significantly affect discouragement in duty performance of teachers and these factors were also found have a significant predicting powers on the discouragement in duty performance of teachers. Also, Zhang & Fang (2002) investigated the factors leading to teaching performance. The study utilised hundred and sixty school teachers in Singapore as the



respondents with a factor analysis technique and the findings show that there is a correlation between teachers' attitudinal states and teaching performance.

With respect to lecturer's performance, separate studies conducted by Fah & Osman (2010) and Halim (2009) found that factors such as: course characteristics, lecturer characteristics, tutorial rating and lecture's roles significantly affect the performance of the university lecturers. Based on this, the authors asserted that these factors affect the lecturer's performance in the higher institutions. Although, all these factors mentioned above have been found to influence on the lecturer performance, however, this study focus only on teaching qualifications, lecturer characteristics and lecturer competence as they all form the issues in this study.

## **2.9 Types of Teaching Qualifications**

### **2.9.1 Academic qualifications**

Academic qualification is also known as educational qualification. It deals with university and college degrees in education discipline. Such qualifications include, but are not limited to, the Masters in Education, Postgraduate Certificate in Education (PGCE), the Professional Graduate Diploma in Education (PGDE) and the Bachelor of Education.

### **2.9.2 Professional Qualification**

These are qualifications awarded by professional bodies in the area of education or any other field. The qualifications are awarded in line with their charters. Having a professional certificate implies that you are a professional, and a professional is an expert and a specialist in a particular field. Therefore, professional qualification has to deal with those degrees and trainings that qualify a person as a teacher and authority in the subject area. Thus, a professional teacher is referred to as any of the following; “certified Teacher”, “Trained Teacher”, “Skilled Teacher” or “Practiced Teacher” (South Carolina Department of Education, 2012; Parkes, 2007).

Although academic qualifications of lecturer play a major function in teaching, however, professional education or training is observed to be more important in teaching, because a trained teacher can teach better than a un-trained teacher (Khurshid, 2008). Example include, Teacher’s Institute, Association of Teacher Educators.

### **2.10 Lecturer Teaching Requirement in Nigeria**

Generally, there are always certain criteria and requirement needed before someone could be able to teach in one of the government and public schools across the globe. That is, an intended teacher must possess these criteria before he/she can be accepted or admitted as a teacher in any school in the world. Teaching requirement is simply defined as any criteria or requirement needed before one can be admitted or accepted as a teacher in any educational institution across the global world. In most cases, a teacher education is needed in order to ensure that the person who intended to be a teacher

possesses the necessary knowledge, skills, and characteristics needed to become a successful teacher (Teachers Registration Council of Nigeria, 2010).

These teaching requirements vary from country to country, and also vary across institutions. For instance, the teaching requirements at primary level will vary from that of the secondary level while that of the secondary school will also vary from the tertiary institutions. For example, in country like Nigeria, the teaching requirement needed to become a primary school teacher is National Certificate Education, Teachers' Training College and Bachelor Degree (BSc.), Masters for Secondary school while the minimum requirement for Universities and Polytechnics is Ph.D. and any other Degree in education. In Nigeria, a lecturer is expected to possess a minimum requirement as stipulated by the NUC and Nigerian Teacher Council ACT of 1993(Teachers Registration Council of Nigeria, 2010).

*Table 2.1: Degrees Required for Teaching*

| S/N | School/Institution levels | Requirements                                                                                             |
|-----|---------------------------|----------------------------------------------------------------------------------------------------------|
| 1   | Kindergarten              | TTC, NCE and professional qualification.                                                                 |
| 2   | Primary                   | BSc. in education and professional qualifications                                                        |
| 3   | Secondary                 | MSc. Edu., PGD Edu, BSc. Edu. and professional qualification.                                            |
| 4   | Tertiary                  |                                                                                                          |
|     | i. Universities           | Educational qualifications (such as: Ph.D, MSc. Edu., PGD Edu, BSc. Edu. and professional qualification. |
|     | ii. Polytechnics          | Educational qualifications (such as: Ph.D, MSc. Edu., PGD Edu, BSc. Edu. and professional qualification. |
|     | iii. Colleges             | Educational qualifications (such as: MSc. Edu., PGD Edu, BSc. Edu, and professional qualification.       |

*Sources: National University Commission (NUC).*

### **2.11 Strategies For Lecturer's Performance Evaluation**

Evaluating lecturer's performance has not been too easy. It is one of the greatest challenges in the teaching profession. The major issue is how to find a standard approach in measuring and evaluating teacher's performance and effectiveness. For instance in U.S.A, Darling-Hammond (2010) has argued that until this time, American still lacks a "practical set of standards and assessments that could guarantee that teachers, particularly new teachers, are well prepared and ready to teach". He further noted that there is no set of widely available methods and approaches to support the teacher's evaluation and ongoing development of teacher effectiveness in the teaching profession. Adding that the education system should be able to attract, prepare, support, and develop expert teachers who can teach in more powerful ways. This means that in America there is no standard approach and strategy to evaluate teachers' performance. An accurate teacher's performance evaluation is imperative and important because it will assist teachers in areas like "improvement in preparation (quality of teacher preparation), mentoring, and professional development"; and also improves the quality of teaching (Darling-Hammond, 2010).

According to Darling-Hammond, 2010), an effective teacher performance evaluation strategy should include variables such as: "teachers' initial preparation for teaching, licensing in the field taught, strength of academic background, level of experience, and demonstration of skills through National Board Certification". Many have called for a shift in paradigm in the traditional approach of measuring teacher performance and effectiveness in the recent time. The old approach (which measure teacher qualifications, such as completion of a preparation program, number of degrees, or

years of experience) lack the capacity to link the teachers with their capacity and ability to teach (Darling-Hammond, 2010). Some of the teacher's evaluation approaches or strategies include the following;

**Class observation:** It is an act of observing and noting the fact about a teacher when teaching in the class. It is one of the evaluation strategies utilized to assess teacher's performance. This strategy is being faulted based on the fact that the observer (principals, HOD, Dean etc.) has problems of differentiating among teachers and offer little useful feedback (Darling-Hammond, 2010).

**Teachers' course-taking records:** Here a teacher is being evaluated through the course he/she teaches.

**On paper-and-pencil tests of basic academic skills:** Teachers are given some basic academic test as a means of evaluating their performance.

**Subject matter knowledge:** The degree or level or amount of the knowledge possess by the teacher is used to evaluate his/her performance. One major problem with this strategy is that it poorly predicts of teacher's performance and effectiveness in the classroom

**Teacher's self-evaluation or report:** Here, teachers are asked to write or report on their performance. Thus, it is a form of evaluation where teachers are asked to do the performance evaluation.

**Principle/HOD/Dean/Student evaluation:** This form of performance evaluation is done by the teacher's superior in the workplace. The superior could be any of the

following; the principle of the school, head of the department, the dean of the school or faculty or the students being taught by the teacher himself.

**Strength of academic background:** Sometimes, a teacher could be evaluated based on his/her academic degrees. This means that the more academic degrees a teacher possesses, the more likely he would be highly evaluated.

**Level of experience:** Here, experience counts. A teacher is evaluated high if he possesses let say more than 10 years of teaching experience in a particular subject or domain while a teacher with just 1 or 2 years of experience be considered low in term of performance evaluation.

**Demonstration of skills:** The more a teacher displays his teaching skills, the higher his performance evaluation, and on the contrary, the lesser a teacher demonstrates his teaching skills; the lower his performance will be evaluated.

## **2.12 Summary**

The chapter specifically dwelled on the literature review of this study. It covers the four major variables that are being investigated by this study which include; teaching qualifications, lecturer characteristics, lecturer competence and lecturer performance. Others include; the underpinning theories, the key role of lecturer and types of teaching qualifications.

Furthermore, this section has also provided the research gaps which warrant further inquiry. That is, this extensive literature review has revealed some interesting research gaps that provided the platform for further enquiry into the teaching qualifications,

lecturer characteristics, lecturers' competence and lecturers' performance. These research gaps are summarized below:

First and foremost, the unresolved issue of teaching qualifications, lecturer characteristics, lecturer's competence and lecturers' performance in Nigeria education system (Yusuf, 2007). As revealed in the literature that the issue of teachers which also include lecturer's performance in relation to the teaching qualifications has remained a contested issue in Nigeria.

Another interesting gap found in the literature is that of the poor performance of the teachers including the lecturers in the recent times in Nigeria (Egbo, 2011; Danfo & Jonin, 2009; Bojuwoye, 1999), as government and other stakeholders in the education sector has decried the poor teachers' performance at all levels of the education (nursery, primary, secondary and tertiary) in the country (Danfo & Jonin, 2009).

Furthermore, the literature review also show a gap on the scope and coverage of the previous studies regarding the teaching qualifications, lecturer characteristics, lecturer's competence and lecturers' performance (Koledoye, 2000; Gerodias, 2003; Khurshid, 2008; and Lai, Sadoulet & Janvry, 2009). As found in the literature that previous studies on teaching qualifications, lecturer characteristics, lecturer's competence and lecturers' performance in Nigeria education system seem to only cover primary and secondary school levels in checking both student and teacher's performance while the higher institution such as the university is being neglected.

Adding to the above is the inconsistent findings by the previous studies on the issue of teaching qualifications, lecturer characteristics, lecturer's competence and lecturers'

performance. While some studies indicate a significant relationship between teaching qualifications and teachers performance (Lai, Sadoulet & Janvry, 2009) others showed non-significant relationship between teaching qualifications and teachers performance (Khurshid, 2008; Akinsolu, 2010).

Finally, the literature also revealed a gap on the shortage of qualified teachers across the globe not only in Nigeria (Daniel, 2011). As noted in the literature, this gap has been widely acknowledged. For instance, In the UK, United States, Nigeria etc. it has been observed that there is a wide gap between the demand and supply of trained teachers (Daniel, 2011; Amoo, 1992).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The major objective of this section is to show the research methods and approaches suitable to achieve the various research objectives stated in this study. Therefore, this chapter deals with research approaches utilized to examine the various relationships theorized in this study. It covers research design, measurement of variable, population, sampling technique, data collection and method of data analysis.

#### **3.2 Research Design**

Research design has been simply defined as the methods and structures of an investigation which is decided by the researcher himself in meeting the standard needed to conduct data collection as well as the analysis (Neil, 2009). Bryman & Bell (2008) defined research design as a framework that offers a procedure for data collection and data analysis while Zikmund (1991) refers to research design as a more or less an outline that gives the detail of the method and procedure for data collection of a research work. According to Springer (2010), a research design could be experimental or non-experimental design depending on what choice of research design an author wants to adopt. Experimental design as the name suggests is concerned with experiment and manipulates one (1) or more independent variable and the effect of the manipulation of one (1) or more dependent variable are then measured (Creswell, 2012). On the other hand, non-experimental design is an alternative research design to the experimental design, thus, it does not dwell on experiment but it manipulates

independent variables so that their influence on dependent variable can be measured (Springer, 2010). The two common uses of non-experimental research design is cross-sectional and longitudinal research approaches. The non-experimental research design seems to be widely used in the field of education research of this nature (Creswell, 2012). In view of this, this study will adopt non-experimental research design in particular quantitative survey approach to achieve its research objectives.

Generally speaking, two major types of research approaches are often mentioned by many researchers. They are the qualitative and quantitative approaches (Neil, 2009). In brief, the qualitative approach often deals with face-to-face interviews and direct involvement of the researcher in the research context. This kind of research uses data that is in the form of words originating from documents, observations and transcripts. According to Sekaran, Robert & Brain (2001), the method used no statistical analysis and therefore, qualitative research method involves analysis of data or information which is descriptive in nature and not in a quantitative form.

On the other hand, the quantitative approach is a common research approach in the field of social sciences and business field (Sekaran, Robert & Brain, 2001). In brief, this research approach design deals with quantitative data applies statistical analysis in analyzing the collected data. It is also a research design approach that uses questionnaires in collecting data or information and then analyzes this data through statistical analysis tools (Saidu, 2006). Authors such as Amin& Khan (2009) and Khurshid (2008) in their studies of teachers' performance adopted a quantitative questionnaire approach and concurred that this approach is suitable in conducting a

research of this kind. Similarly, Ogbonnaya & Osiki (2007) affirmed that questionnaire is the best and suitable means of data collection for a large population like that of the teachers. On this note, the present study adopts the quantitative survey research design approach.

Furthermore, the study opts for a cross-sectional study of the questionnaire survey approach with a systematic sampling where the University of Ilorin lecturers is selected as the target population of the study. The cross-sectional design is referred to as a social design and probably the suitable approach because it is more often used by the social scientists or social science and art disciplines in conducting their research work (Amin& Khan, 2009; Khurshid, 2008 and Saidu, 2006). It concentrates on collecting data on a single point at a particular time. Also Fah & Osman (2010) and Halim (2009) in examining the lecturer' s performance in the universities adopted non-experimental research design in particular cross-sectional survey questionnaire approach and argued that it is the suitable design for checking lecturer's performance, unlike the longitudinal design which proposes a data collection in various periods of time and in different point (Sekaran, Robert & Brain, 2001). The research design of this study is argued as the most established one as it helps in establishing the relationship between the independent variables and the dependent variable of this study (Fah & Osman, 2010 and Halim, 2009).

### **3.3 Measurement of Construct**

First and foremost, it is important to state here that all variables in this study were measured using a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree)

based on the previous of works of Zhang & Fang (2000) and Amin & Khan (2009). For teaching qualifications, which has two dimensions (academic and professional qualifications), questionnaire items were adapted from the works Ogbonnaya & Osiki (2007) and Amin & Khan (2009); and consist of 10 items. With respect to lecturer characteristics, items were adapted from the works of Fah & Osman (2011) and Amin & Khan (2009), and they were measured using 5 items. For lecturer competence, the instruments were adapted from the works of Hamdan et al., 2010 and O' Sullivan et al. (1993) and they were measured using 5 items. While the variable which is the Lecturer's performance was equally measured using two dimensions of; effectiveness and overall performance adapted from the works of Fah & Osman (2010), Halim (2009) and, Zhang & Fang (2000). It was also measured using a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

*Table 3.1 Measurement of Variables*

| S/N | Variables                                                                                | Items No | Sources                                                                                                     |
|-----|------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------|
| 1   | <b>Teaching Qualifications</b><br>Academic qualifications<br>Professional qualifications | 9        | Amin & Khan(2009);<br>Ogbonnaya& Osiki (2007)                                                               |
| 2   | Lecturer Characteristics                                                                 | 8        | Fah& Osman (2011)                                                                                           |
| 3   | Lecturer Competence                                                                      | 8        | Hamdan, Ghafar & Li(2010);<br>O' Sullivan & Johnson (1993)                                                  |
| 4   | Lecturers' Performance                                                                   | 8        | Fah & Osman (2011), Halim (2009), from the works of Fah&Osman (2010), Halim (2009) and, Zhang &Fang (2000). |

### 3.3.1 Questionnaire Description

It is imperative to note that all constructs and variables in this study were measured using the previous items or instruments found in the literature which have been indicated

earlier. Thus, all items were adapted from previous studies. However, the items were re-worded, re-phrased and modified in order to suit the present study. The field survey questionnaire is divided into two major parts.

The Part 1 consists of the demographic data or the profile of the respondents. It was used to obtain demographic information of the respondents who participated in the survey. The Part 2 covers sections A to D, and was used to obtain information about the variables (teaching qualification, characteristics, competence, and lecturers' performance) utilized in this study. For instance, section A was used to obtain information about the teaching qualifications, Section B obtained information about the characteristics, and then section C obtained data about the respondents' competence while section D equally obtained data about the respondents' performance.

### **3.4 Population**

According to Saidu (2006), population of study means any set of all possible measurements of a phenomenon. For this study therefore, the population covered all the lecturers at the University of Ilorin, Nigeria. It included all lecturers from the various faculties and departments in the above mentioned university. The population was identified through the university academic planning unit as well as from the university website ([www.unilorin.edu.ng](http://www.unilorin.edu.ng)) which also contains the academic staff list of university. Therefore, the population of the study included all the teaching staff of the university whom their names appeared on the university teaching staff list. Meanwhile, the current list indicates that the university has 955 academic staff comprising of 774 males and

181 females (The University of Illorin Academic Planning Unit). Therefore, this number represents the population of this study.

### **3.5 Sampling Technique**

Quite a number of sampling techniques exist in the field of academic research. Notable among are: simple random sampling, systematic sampling, stratified sampling and cluster sampling. In brief, random sampling is always based on the principle of randomization thereby giving every element in the population an equal chance of being selected for the study (Oladele, 2007). Systematic sampling is often used when a large population exists and thus randomly choose a number (1) between i and k. Stratified sampling is concerned with dividing the total population into sub-groups called “strata” as relevant to the researcher’s study (Oladele, 2007) while cluster sampling deals with the selection of the group instead of individuals and mostly adopted when there is large and widely spread population.

This study first applied a stratified random technique to divide the population into two strata of those with teaching qualifications and those without teaching qualifications groups. After this, a simple random sampling technique was used to select the final sample of the population. The essence of simple random sampling is to ensure that all elements in the population were given equal chance or opportunity of being included in the study (Oladele, 2007).

Furthermore, to determine the actual sample size of this study, Sekaran, Robert & Brain (2001) and, Krejcie & Morgan (1970) suggested a sample of 275 when the population is above 1000. Based on this, the sample size of the study is 275. However, to avoid the

problem of non-response bias, the study increased the sample size to 300. Therefore, the total number of questionnaires sent out was 300. The study also ensured that those respondents used in pre-testing the study instrument were not further included in the main study.

### **3.6 Unit of Analysis-Participants**

The unit of analysis of this study is individual level. It included all the individual lecturers in the University of Ilorin, Nigeria. It is better to utilize them as they are the ones involved in teaching job. Thus, utilizing them gave a better understanding of the issue under investigation. Indeed, there were the most suitable persons to provide information on the variables under investigation. Besides, past studies (Amin & Khan, 2009; Khurshid, 2008) on teachers 'performance affirmed the use of individuals such as the teachers and lecturers to elucidate information in a study of this nature.

### **3.7 Pre-Test (Pilot Study)**

Lucky (2011) noted that it is very essential to conduct a pilot study before the sending out questionnaire to the respondents of the study as this would enable the researcher to detect problems with the instrument if there are any, and therefore, proceed to address these problems. He also observed that an initial study would help in the clarity of the questionnaire, its reliability and validity are all determined through the help of the pilot study. For instance, one would be able to detect those questions that may not fit for the study or those that may not be within the linguistic capability of the respondents and when to make corrections. This is a clear direction with regard to what one wants to achieve by asking such question or the purpose of such questions.

Within the context of this study, an initial study was conducted in order to identify the weaknesses in the questionnaire design. This provides proxy data for the selection of probability sample. The initial study was conducted on thirty (30) Nigerian teachers in UUM who are currently studying there. The selection of the 30 respondents for the initial study was based on a simple random sampling, making it possible for every participant to be equally represented. The result of the initial study gave the researcher an opportunity to improve the questionnaire by re-wording and re-phrasing some of the questions that deemed unfit as indicated from the respondents' responses and feedbacks for the research purpose. However, the detailed results of the initial study are in appendix H.

### **3.8 Data Collection Procedure**

Before the data collection proper, the study conducted an initial survey questionnaire since it adapted research instruments from previous studies. Researchers often use pre-test to determine the effectiveness of their research instrument or survey questionnaire. One major reason for pre-test in this study is to assist the researcher to determine the strengths and weaknesses of the research survey in many areas such as question format, wording and order. In this study a number of past questionnaires were reviewed and the items relevant to research context were used. An initial survey was conducted on the selected relevant items on thirty (30) respondents who have the same characteristics with the actual respondents of this study in order to determine the strengths and weaknesses of the research survey. After the initial survey, the necessary modifications on the questionnaire were made based on the respondents' comments and this assisted



the researcher to come out with the final version of the questionnaire that was used for the study.

With respect to the actual data collection, the research adopted a well-structured questionnaire approach to elucidate data from the respondents (Fah & Osman, 2010; Halim, 2009). It fully utilised self-administered and email questionnaire approaches to distribute the questionnaire to the potential respondents of this study (Lucky, 2011, Fah & Osman, 2011). Shehab (2008) noted that in a study of this nature, survey method seems better due to the fact that it involves people and the analysis of the data collected from people while Ogbonnaya & Osiki (2007, p.5) also noted that self-administered questionnaire ensures a high response rate. Hence, it does not need visual or direct observation of the respondents. Moreover, Fah & Osman (2010) and Halim (2009) adopted this approach in their study of lecturer performance and affirmed that it is suitable for a study of this kind. Accordingly, Ogbonnaya & Osiki (2007) has noted that the questionnaire is the best approach to elucidating data from a large population of teachers and lecturers.

Apart from the above, the study also utilised an open-ended form of a questionnaire to elucidate data from the respondents. This was to get more insight from the respondents about the variables being investigated in this study. By so doing, the respondents were permitted to give a free response regarding the issue being investigated. Therefore, an open-ended questionnaire is that which allows free responses and opinions in the respondents' own words (Oladele, 2007; Saidu, 2006).

For the procedure, the study adopted both self-administered and email procedures in distributing the questionnaires to the respondents. With regards to the self-administered called drop-off and pick procedure, two research assistants were employed. They were properly trained and instructed on how to distribute the questionnaires. Part of the instruction was to ensure that respondent properly filled the questionnaire by helping them to interpret the questions if they perceive any difficulty while the email procedure was personally done by the research himself. The questionnaires were emailed to the respondents via their email addresses. After this, many emails were subsequently sent to them as a reminder.

### **3.8.1 The Response Rate**

The sample size is 300, and out of this, a total of two hundred and seventy (270) questionnaire was distributed using self-administered procedure representing 90 percent while only thirty (30) questionnaire was distributed using the email procedure representing 10 per cent. The reason for this number is that only a few of these respondents email could be accessed. Also, at the category level, the questionnaire was distributed to two (2) groups of respondents categorized into teaching qualifications and without teaching qualifications. In all, a total of hundred (100) questionnaire was distributed to the teaching qualification category representing 33.3 percent while two-hundred of the questionnaire was also distributed to the without teaching qualifications group also representing 66.7 per cent.

Furthermore, out of the 300 questionnaire that was distributed, only 175 (58.3%) was returned filled. Out of this 175, 25 (8.3%) are unusable while only 131 (43.6%) are

usable. Therefore, the total response rate for this study is 43.6%. The standard response rate recommended by the American Association for Opinion Research (AAPOR) in social science studies as reported by Johnson & Owens (2003) is 32.6%. Therefore, the response rate of 43.6% achieved in this study is considered good. The details are presented in table 3.2.

*Table3.2 Respondent Rate*

|                                       | SAMPLE SIZE | QUESTIONNAIRE   | RESPONSE RATE |
|---------------------------------------|-------------|-----------------|---------------|
| Procedures:                           |             |                 |               |
| • <b>Self-Administered</b>            | 270         | Distributed 300 | 300           |
| • <b>Email</b>                        | 30          | Returned 175    | 58.3%         |
|                                       |             | Unusable 25     | 8.3%          |
|                                       |             | Usable 131      | 43.3%         |
|                                       |             | Outliers 19     | 6.3%          |
| Total                                 | <b>300</b>  | <b>175</b>      | <b>58.3%</b>  |
| Categories:                           |             |                 |               |
| • <b>Education Background</b>         | 100         |                 |               |
| • <b>Self-Administered</b>            | 83          |                 |               |
| • <b>Email</b>                        | 17          | Usable 63       | 21%           |
| Total:                                | <b>100</b>  |                 |               |
| • <b>Without Education Background</b> | 200         |                 |               |
| • <b>Self-Administered</b>            | 187         | Usable 68       | 22.6%         |
| • <b>Email</b>                        | 13          |                 |               |
| Total:                                | <b>200</b>  |                 |               |
| Total                                 | <b>300</b>  |                 | <b>43.6%</b>  |

### 3.9 Analysis Techniques

In this study, several analysis techniques were applied in analyzing the data that were collected from the potential respondents in this study. Some of these analyses include the following:

**Factor analysis:** This is one of the relevant analyses utilized by the researchers to determine the number of factors that determine the structure of a variable. In this study,

it is also very useful in checking the construct validity of the instrument. In view of this, a factor analysis was conducted with a view to determine the number of items that would be employed to measure each of the variables. With respect to this, a component factor analysis with a varimax rotation is being adopted. Therefore, all items meeting acceptable limit were accepted while those not meeting the acceptable limit were dropped. Hence, the researcher did not use them for further analysis in this study (Lucky & Minai, 2011; Halim, 2009; Kolawole & Torimiro, 2005). Besides, the researcher also ensured that the result of the analysis produces an eigenvalue greater than 1.

***Descriptive analysis:*** The study used this analysis to check for the demography and profile of the respondents (Pallant, 2007). In this case, the descriptive analysis method like frequency counts, percentage, means and standard deviation were used or employed to summaries the demographic data of the respondents that participated in the study. Overall, the analysis was used to summarize the particulars of the potential respondents that participated in the study.

***Correlation analysis:*** The analysis was used to determine the strength of the relationship among variables. It also assisted in identifying the direction of the relationship between the independent and dependent variables (Ogbonnaya & Osiki, 2007). For instance, the nature of the relationship between the independent and dependent variables were determined via the correlation analysis.

***t-Test:*** This is being used to compare the mean scores or variance (variability in scores) between two different groups (Pallant, 2007, Sekaran et al., 2001). Therefore, it is being

used in this study to compare the mean score between two groups: those with teaching qualifications and those without teaching qualifications. That is, the study wants to know whether the mean of these two groups are significantly different from each other in predicting lecturer performance.

***Regression analysis:*** This statistical analysis tool or techniques was used to understand the relationship between the independent and depend variables in this study. It is used to find out the relationship between two variables, one independent (x) and the other dependent (y) (Saidu, 2006). In this regard, the analysis technique assisted the researcher to find out the nature and direction of the relationship between the independent and dependent variables in this study.

### **3.10 Summary**

This chapter specifically dwelled on the methodological part of this study. The aspects discussed include research design and procedure for data collection of the study. Within this chapter, the researcher has identified the sampling technique to be used and most importantly the method of collecting data from the respondents. Additionally, it also indicated issues relating to the sample size, data collection technique and data analysis of this present study.

## **CHAPTER FOUR**

### **FINDINGS**

#### **4.1 Introduction**

This chapter presents the data analysis collected from the field survey consisting of the responses from 170 lecturers from university of Ilorin located in Kwara State of Nigeria.

This chapter covers the analysis and presentation of findings obtained in this study. It covers various sub-topics such as data cleansing and cleaning, normality assumptions and factor analysis, descriptive analysis, correlation analysis, t-Test and regression analysis. In addition to the above, it covers the testing of the hypotheses and their results presentations.

#### **4.2 Data Screening and Cleaning**

This involves checking for error in the data collected (Pallant, 2007). These errors take the form of missing data or out of range data (values that fall outside the range of possible values for a vehicle). Therefore, using the SPSS, the study conducted an error check on data by plotting the minimum and maximum number of all the variables. By this, the missing and out of range data can be detected. However, an inspection of the output result of the analysis indicates that the data is free from errors such as missing data or out of range data. This therefore, gives clearance for the next assumption to be performed.

#### **4.2.1 Basic Assumptions for Statistical Analysis**

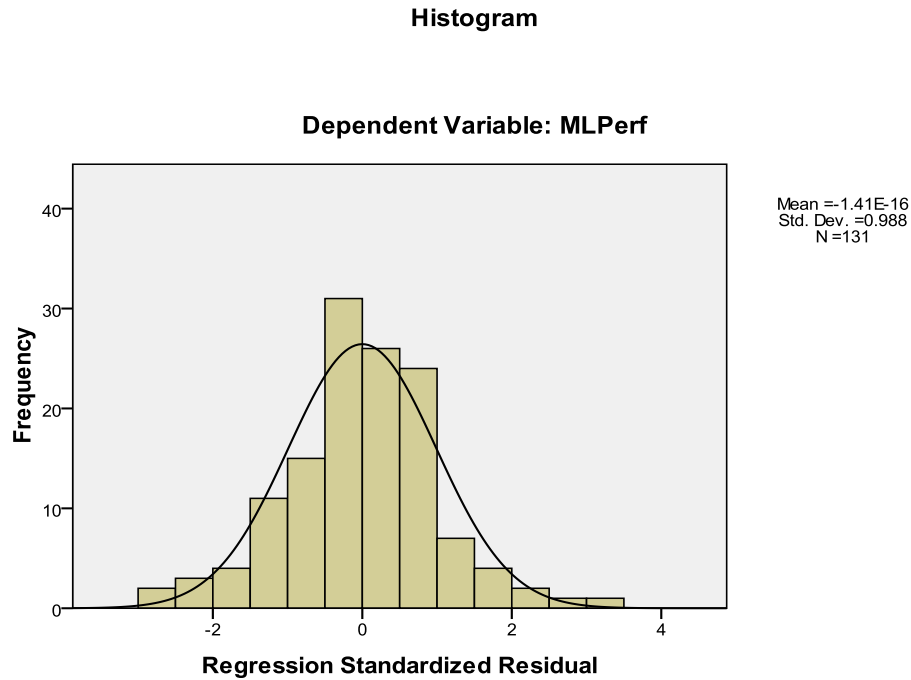
Based theory and practice, some analyses such as regression and correlation make a number of assumptions such as outliers, normality, linearity and homoscedasticity. They are more or less a pre-requisite for the application of regression analysis in any study (Pallant, 2007). In this view, a number of assumptions such as such as outliers, normality, linearity and homoscedasticity were performed in this study.

##### **4.2.1.1 Treatment of Outliers**

This was performed using the histogram and boxplot as recommended by Pallant (2007). The initial checking and inspection of the data using these methods indicate that there were outliers. Therefore, the data with outlier were identified and deleted from the data set as this is one of the methods used in treating the case of outliers (Pallant, 2007). A total of 19 cases were deleted from 150 cases. After this, both the histogram and boxplot were plotted again to check if there is still any case of outliers. However, the inspection of the histogram and boxplot indicate that the data is free from outliers case. Hence, this basic assumption is met. Figure 4.1 below indicates outliers free data.

##### **4.2.1.2 Test of Normality**

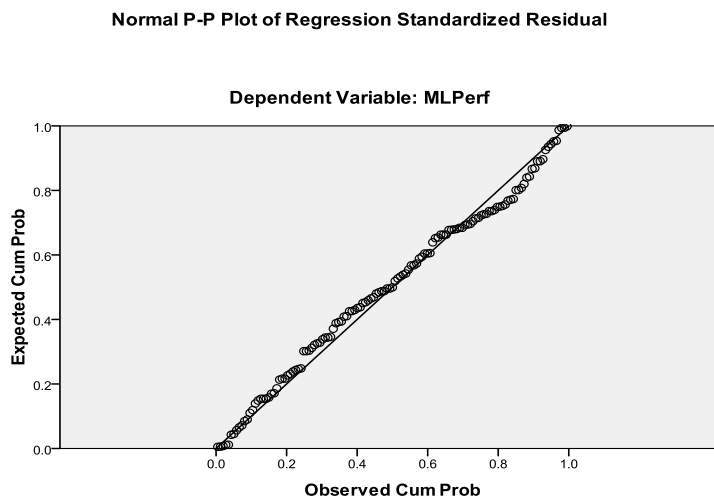
This assumption was also performed. The output result shows that the data scores are reasonably normally distributed, with most scores occurring in the center of the histogram as indicated in figure 4.1 below.



*Figure 4.1: Histogram for Outliers and Normality checking*

#### 4.2.1.3 Testing of Linearity

This assumption was achieved by plotting the normal P-P plot. The inspection of the normal P-P plot in figure 4.2 below indicates that the residuals should a straight-line relationship with predicted dependent variable- lecturer performance.



*Figure 4.2: Normal P-P Plot for checking linearity*



#### 4.2.1.4 Treatment of Homoscedasticity (Levene Test)

One of the ways to avoid the non-response bias error is through the appropriate selection of the respondents or the unit of the analysis as well as discarding unusable questionnaires that are not properly filled by the respondents (Bryman & Bell, 2007; Fowler, Gallagher, Stringfellow, Zaslavsky, Thompson & Cleary, 2002). Therefore, in this study, a total of twenty-nine (29) unusable questionnaires were discarded as they were not properly filled.

To further verify the non-response bias error, the non-response bias test which is also called the Levene or homoscedasticity test was performed. Pallant (2007) argues that when the significant value of the Levene test is above 0.05 then the case of homoscedasticity does not exist and she also notes that the variance of the residuals about predicting dependent variable score should be the same for all predicted scores. Here, the significant values are all above 0.05 ranging from .315, .175, .277, and .473 for all the variables used in this study. Table 4.1 below shows the result whereas appendix G gives more detail about the test result.

*Table 4.1: Result of the Test of Non-Respondent Bias*

| <b>Variables</b>           | <b>Sig.</b> |
|----------------------------|-------------|
| Teaching Qualifications    | .315        |
| Lecturer's characteristics | .175        |
| Lecturers Competence       | .277        |
| Lecturer Performance       | .473        |
| <i>P&gt;0.05</i>           |             |

Table 4.2 Independent Samples Test Result

|               |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |         |                 |                 |
|---------------|-----------------------------|-----------------------------------------|------|------------------------------|---------|-----------------|-----------------|
|               |                             | F                                       | Sig. | t                            | Df      | Sig. (2-tailed) | Mean Difference |
| <b>MAPQs</b>  | Equal variances assumed     | 1.019                                   | .315 | -1.685                       | 129     | .094            | -.21266         |
|               | Equal variances not assumed |                                         |      | -1.997                       | 117.214 | .048            | -.21266         |
| <b>MLCh</b>   | Equal variances assumed     | 1.860                                   | .175 | .085                         | 129     | .932            | .01074          |
|               | Equal variances not assumed |                                         |      | .102                         | 119.900 | .919            | .01074          |
| <b>MLCOMP</b> | Equal variances assumed     | 1.191                                   | .277 | -.555                        | 129     | .580            | -.06707         |
|               | Equal variances not assumed |                                         |      | -.666                        | 120.295 | .507            | -.06707         |
| <b>MLPerf</b> | Equal variances assumed     | .517                                    | .473 | -.300                        | 129     | .764            | -.03875         |
|               | Equal variances not assumed |                                         |      | -.346                        | 110.057 | .730            | -.03875         |

### 4.3 Factor Analysis

To check for the construct validity of the items as well as to see whether each item was able to measure what they intend to measure, a factor analysis was conducted. Therefore, responses from the respondents were submitted to SPSS for factor analysis with principal component analysis and a varimax rotation.

The factor analysis data regarding teaching qualifications identified two components with seven factors. Nine items were originally submitted for factor analysis; however, only seven items were selected for further analysis. Two items specifically, items TQ3 and TQ6 were not selected as a result of cross loadings. A minimum loading factor of 0.4 was required for each item to be included in any factor in this study (Atyeo,

Adamson & Cant, 2001). The seven items included in the factor accounted for 66.1% of the variance with each item associated with Eigenvalue of 5.08 and a KMO of .906. The summary statistics for this analysis are presented in table 4.3 below.

*Table: 4.3 Factor analysis result for Teaching Qualifications*

| <b>Variables</b>                                 | <b>Factor 1</b>                              | <b>Factor 2</b>                  |
|--------------------------------------------------|----------------------------------------------|----------------------------------|
| Academic qualifications                          | TQ7 .883<br>TQ8 .836<br>TQ4 .700<br>TQ9 .600 |                                  |
| Professional qualification                       |                                              | TQ1 .845<br>TQ5 .731<br>TQ2 .659 |
| Eigenvalue                                       |                                              | 5.08                             |
| Percentage of variance explained (%)             |                                              | 66.1                             |
| Kasier-Meyer-Olkin                               |                                              | .906                             |
| Bartlett's test of sphericity approx. chi square |                                              | 595.067                          |
| df.                                              |                                              | 36                               |
| Sig.                                             |                                              | .000                             |

Regarding the lecturers' characteristics, eight items were submitted for factor analysis using the principal factor and a varimax rotation and the eight items were equally identified by the factor analysis. Therefore, the eight items were included in the factor as they all met the minimum loading factors of 0.4 which was required for any item to be included in the factor and for further analysis in this study (Atyeo, Adamson & Cant, 2001). The eight items included in the factor accounted for about 59.3% of the variance with each item associated with Eigenvalue of 4.74 and a KMO of .89 which is greater than 1. The summary statistics for this analysis are presented in table 4.4 below.

Table: 4.4 Factor Analysis Result for Lecturer Characteristics

| <b>Lecturer Characteristics Items</b>                                                   | <b>Factor Loading 1</b> |
|-----------------------------------------------------------------------------------------|-------------------------|
| Being approachable helps me to solve students' problems.                                | LC8 .803                |
| Showing appropriate manner earns me respect among my students.                          | LC2 .796                |
| Having competence in assessment and student evaluation, improve my students' confidence | LC6 .786                |
| Doing things in a new way or new idea helps my students to improve their knowledge.     | LC5 .772                |
| Having the ability to solve students' problems enables me to get through to students.   | LC7 .772                |
| Being patience with my students helps my teaching.                                      | LC3 .758                |
| Showing self-confident in my subject area helps my students' understanding.             | LC4 .751                |
| My unique characteristics make me different from other teachers.                        | LC1 .719                |
| Eigenvalue                                                                              | 4.74                    |
| Percentage of variance explained (%)                                                    | 59.3                    |
| Kasier-Meyer-Olkin                                                                      | .89                     |
| Bartlett's test of sphericity approx. chi square                                        | 540.985                 |

Furthermore, regarding the lecturers' competence, five items were submitted for factor analysis and five items were equally identified by the factor analysis. Therefore, the five items were included in the factor as they all met the minimum loading factors of 0.4 which was required for any item to be included in the factor and for further analysis in this study (Atyeo, Adamson & Cant, 2001). The eight items included in the factor accounted for about 60.77% of the variance with each item associated with Eigenvalue of 4.9 and a KMO of .906. The summary statistics for this analysis are presented in table 4.5 below.

*Table: 4.5 Factor Analysis Result for Lecturer Competence*

| <b>Lecturer Competence items</b>                                                                                      | <b>Factor Loading 1</b> |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------|
| Having adequate skill in my subject area helps me to teach effectively.                                               | LCOM2                   |
| Having competence in assessment and student evaluation, improve my students' confidence.                              | LCOM6                   |
| Updating my knowledge in my subject area helps me to improve my teaching techniques and methods.                      | LCOM3                   |
| I am confident in my teaching methods and contents.                                                                   | LCOM7                   |
| My communication is audible, effective and interesting to students.                                                   | LCOM8                   |
| My classroom management is effective.                                                                                 | LCOM4                   |
| Having adequate knowledge in my subject area helps me to deliver quality lectures.                                    | LCOM1                   |
| Having exceptional ability in teaching and instructional planning helps my students to understand the subject matter. | LCOM5                   |
| Eigenvalue                                                                                                            | 4.9                     |
| Percentage of variance explained (%)                                                                                  | 60.77                   |
| Kasier-Meyer-Olkin                                                                                                    | .906                    |
| Bartlett's test of sphericity approx. chi square                                                                      | 561.821                 |
| df.                                                                                                                   | 28                      |
| Sig.                                                                                                                  | .000                    |

Furthermore, regarding the lecturers' performance, eight items were submitted for factor analysis using the principal factor and varimax rotation and the eight items were equally identified by the factor analysis. Therefore, the eight items were included in the factor as they all met the minimum loading factors of 0.4 which was required for any item to be included in the factor (Atyeo, Adamson & Cant, 2001) and for further analysis in this study. The eight items included in the factor accounted for about 65.4% of the variance with each item associated with Eigenvalue of 5.2 and a KMO of .913. The summary statistics for this analysis is also presented in table 4.6 below.

*Table: 4.6 Factor analysis Result for Lecturer Performance*

| <b>Lecturer performance items</b>                                             | <b>Factor Loading 1</b> |
|-------------------------------------------------------------------------------|-------------------------|
| I am satisfied with being a teacher in the subject matter.                    | LP6 .858                |
| Overall, my teaching delivery is easy and well understood by my students.     | LP3 .838                |
| My overall performance is commendable by the school authority.                | LP4 .833                |
| My overall performance is rated positive by the school authority              | LP5 .832                |
| I have made a significant difference in the educational lives of my students. | LP8 .808                |
| I am always professional in delivering my lectures.                           | LP1 .779                |
| My teaching is effective in terms of students' understanding and performance. | LP2 .762                |
| I am satisfied with my teaching methods.                                      | LP7 .750                |
| Eigenvalue                                                                    | 5.2                     |
| Percentage of variance explained (%)                                          | 65.4                    |
| Kasier-Meyer-Olkin                                                            | .913                    |
| Bartlett's test of sphericity approx. chi square                              | 676.664                 |
| df.                                                                           | 28                      |
| Sig.                                                                          | .000                    |

#### **4.4 Reliability and Validity Test analysis Result**

Table 4.7 below represents both the construct validity and the reliability (Cronbachs' Alpha) values. The construct validity is used to measure the validity of the instruments. Thus, the construct validity is determined through the factor analysis with the Kaiser-Meyer (KMO) index of sampling adequacy and Bartlett's test of sphericity. Therefore, construct validity test was conducted in this respect using the factor analysis. According to Chakraborty (2010); Trent, Justen & Anastasios (2009), a KMO above of .60 is considered acceptable. The result of the KMO indicates .906 for the teaching qualifications, .89 for lecturers' characteristics, .906 for lecturers' competence while .913 for lecturers' performance. The result of the KMO shows that the construct validity values are all above 0.6 as indicated in table 4.7 below.

Furthermore, regarding the reliability test, the Cronbachs' alpha was used to measure the reliability of the instrument. The result indicates .873 for the teaching qualifications, .901 for lecturers' characteristics, .907 for lecturers' competence while .924 for lecturers' performance. According to Michael, Jackson & Wroblewski (2000) and Pallant (2007), a Cronbach's alpha coefficient of more than 0.50 is acceptable and considered good while a Cronbach's alpha coefficient of .8 and .9 is considered excellent. Table 4.7 indicates that the Cronbach's alpha coefficient is all above acceptable limits.

*Table 4.7: Validity and Reliability Test Result*

| <b>Variables</b>         | <b>No of Items</b> | <b>KMO</b> | <b>Cronbach's Alpha</b> |
|--------------------------|--------------------|------------|-------------------------|
| Teaching Qualifications  | 7                  | .906       | .873                    |
| Lecturer Characteristics | 8                  | .89        | .901                    |
| Lecturer Competence      | 8                  | .906       | .907                    |
| Lecturer Performance     | 8                  | .913       | .924                    |

## **4.5 Descriptive Analysis**

A descriptive analysis was also conducted on the demographic data from the respondents in order to find the mean scores, frequency, percentage and standard deviation of the respondents.

### **4.5.1 Respondents' Profile**

The output from the descriptive analysis indicates that there are 92 males (70.2 %) and 39 females (29.9 %). It indicates that 4 professors (4.1 %), 5 associate professors (3.8 %), 23 senior lecturers (17.6 %) and 99 lecturers (75.6 %) that participated in the study. It further shows that 6 respondents (4.6 %) possess Post doctorate academic qualification, 43 (32.8 %) possess Ph.D academic qualification, 4 (3.1 %) have masters

of philosophy, 72 (55 %) possess masters while 6 (4.6 percent) have a bachelor degree. Accordingly, 19 (14.5 %) respondents have Ed.D in education, 20 (15.3 %) possess Master in education, 31 (9.9 %) have PGD in education, 4 (3.1 %) possess NCE/TTC qualification in education, 50 (38.2 %) have other training in education while 18 (13.7 %) have no educational qualifications at all. Furthermore, the result indicates that 32 (24.4 %) of the respondents have less 3 years' experience, 36 (27.5 %) have 4 to 6 years' experience, 61 (46.6 %) have 7 years and above experience while 6 (1.5 %) are unknown. Similarly, 30 (22.9 %) of the respondents indicates that they are from the management, 26 (19.8 %) indicate science while 75 (57.3 %) reveal that are from the social sciences.



Table: 4.8 Descriptive Analysis for the Demographic

|                                    | Frequency | Percentage | Mean | Standard deviation |
|------------------------------------|-----------|------------|------|--------------------|
| <b>Gender:</b>                     |           |            | 1.30 | .459               |
| Male                               | 92        | 70.2       |      |                    |
| Female                             | 39        | 29.8       |      |                    |
| Total                              | 131       | 100.0      |      |                    |
| <b>Designation:</b>                |           |            | 3.66 | .699               |
| Professor                          | 4         | 3.1        |      |                    |
| Associate professor                | 5         | 3.8        |      |                    |
| Senior Lecturer                    | 23        | 17.6       |      |                    |
| Lecturer                           | 99        | 75.6       |      |                    |
| Total                              | 131       | 100.0      |      |                    |
| <b>Academic Qualification:</b>     |           |            | 3.22 | 1.097              |
| Post Doctorate                     | 6         | 4.6        |      |                    |
| Ph.D                               | 43        | 32.8       |      |                    |
| Master of Philosophy               | 4         | 3.1        |      |                    |
| Masters                            | 72        | 55         |      |                    |
| BSc. (Degree)                      | 6         | 4.6        |      |                    |
| Total                              | 131       | 100.0      |      |                    |
| <b>Qualification in Education:</b> |           |            | 4.37 | 2.170              |
| Ed.D                               | 19        | 14.5       |      |                    |
| MSc. Ed.                           | 20        | 15.3       |      |                    |
| PGD. Edu                           | 31        | 9.9        |      |                    |
| BSc. Edu.                          | 7         | 5.3        |      |                    |
| NCE/TTC                            | 4         | 3.1        |      |                    |
| Other educational Training         | 50        | 38.2       |      |                    |
| No educational Training            | 18        | 13.7       |      |                    |
| Total                              | 131       | 100.0      |      |                    |
| <b>Experience:</b>                 |           |            | 2.28 | .939               |
| Less than 3 years                  | 32        | 24.4       |      |                    |
| 4-6                                | 36        | 27.5       |      |                    |
| 7 years and above                  | 61        | 46.6       |      |                    |
| Others                             | 6         | 1.5        |      |                    |
| Total                              | 131       | 100.0      |      |                    |
| <b>Area of specialization:</b>     |           |            | 2.34 | .830               |
| Management                         | 30        | 22.9       |      |                    |
| Science                            | 26        | 19.8       |      |                    |
| Social Science                     | 75        | 57.3       |      |                    |
| Total                              | 131       | 100.0      |      |                    |

#### 4.6 Correlation Analysis Test

With respect to hypothesis four, a Pearson correlation analysis was conducted to investigate the correlation between teaching qualifications; lecturers' characteristics; lecturers' competence and lecturers' performance. First, a preliminary analysis were conducted such as outliers, normality, linearity and homoscedasticity were performed to ensure that the study did not violate the assumptions. The result from table 4.9 below indicates that there is a strong correlation between the independent (teaching qualifications; lecturers' characteristics; lecturers' competence) and the dependent (lecturers' performance) variables;  $r = .727$ ,  $p < .01$ ;  $r = .760$ ,  $p < .01$  and  $r = .869$ ,  $p < .01$  respectively. The result shows that lecturers' competence has the highest and strongest correlation with performance.

*Table 4.9 Correlations of the variables (N=131)*

| S/N | Variables               | TQs    | LCh    | LCOMP  | LPerf |
|-----|-------------------------|--------|--------|--------|-------|
| 1.  | Teaching Qualifications | 1      |        |        |       |
| 2.  | Lecture Characteristics | .752** | 1      |        |       |
| 3.  | Lecturer Competence     | .828** | .816** | 1      |       |
| 4.  | Lecturer Performance    | .727** | .760*  | .869** | 1     |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

#### 4.7 Hypotheses Testing

To start with, the data were subjected to the basic assumptions for statistical analysis of regression as indicated in the previous sections above. Therefore, a preliminary analysis were conducted such as outliers, normality, linearity and homoscedasticity were performed to ensure that the study did not violate the assumptions. After this, the regression analysis was used to assess the ability of teaching qualifications, lecturers' characteristics and lecturers' competence predict the dependent variable-lecturers'

performance. Each independent variable was separately subjected to SPSS in order to assess their influence on the lecturer's performance. Tables 4.10, 4.11 and 4.12 below present the result.

*Table 4.10: Summary of Regression result for Teaching qualifications variable*

| <b>Variables</b>        | <b>R<sup>2</sup></b> | <b>Adjusted R<sup>2</sup></b> | <b>F</b> | <b>Beta</b> | <b>t</b> | <b>Sig.</b> |
|-------------------------|----------------------|-------------------------------|----------|-------------|----------|-------------|
| Teaching Qualifications | .529                 | .526                          | 145.014  | .73         | 12.1     | .000***     |

*\*\*p<0.05, \*\*\*p<0.001, Sig =Significant, NS = Not Significant*

### **Interpretation**

The result in table 4.10 above shows that the relationship between teaching qualifications and lecturers' performance is statistically significant with .73 beta (73% contribution) at 0.001 significance level. It also explains 53% variance in lecturer performance.

Next is the test of the hypotheses on the relationship between lecturer's characteristics and lecturers' performance.

*Table 4.11: Summary of Regression result for Lecturer Characteristics Variable*

| <b>Variables</b>         | <b>R<sup>2</sup></b> | <b>Adjusted R<sup>2</sup></b> | <b>F</b> | <b>Beta</b> | <b>t</b> | <b>Sig.</b> |
|--------------------------|----------------------|-------------------------------|----------|-------------|----------|-------------|
| Lecturer Characteristics | .578                 | .575                          | 176591   | .760        | 13.29    | .000***     |

*\*\*p<0.05, \*\*\*p<0.001, Sig =Significant, NS = Not Significant*

### **Interpretation**

The result in table 4.11 above shows that the relationship between lecturer's characteristics and lecturers' performance is statistically significant with .760 beta value (76% contribution) at 0.001 significance level. It equally shows that lecturers' competence explains 59% variance in lecturer performance.

Next is the test of the hypotheses on the relationship lecturer's competence and lecturers' performance.

*Table 4.12: Summary of Regression result for Lecturer' Competence Variable*

| <b>Variables</b>    | <b>R<sup>2</sup></b> | <b>Adjusted R<sup>2</sup></b> | <b>F</b> | <b>Beta</b> | <b>t</b> | <b>Sig.</b> |
|---------------------|----------------------|-------------------------------|----------|-------------|----------|-------------|
| Lecturer Competence | .755                 | .753                          | 398.109  | .867        | 19.95    | .000***     |

*\*\*p<0.05, \*\*\*p<0.001, Sig =Significant, NS = Not Significant*

### **Interpretation**

The result in table 4.12 above shows that the relationship between lecturer's competence and lecturers' performance is statistically significant with .867 beta (87% contribution) at 0.001 significance level. It also explains 76% variance in lecturer performance.

### **Multiple Regression Analysis Result**

Furthermore, the variables were also simultaneously subjected to SPSS using the multiple regression analysis. This was to see the predicting powers of the variables as a group on the dependent variable-lecturer performance. The table 4.10 below presents the result.

*Table 4.13: Test Result of Multiple Regression Analysis Summary for the independent variables*

| <b>Variables</b>         | <b>R<sup>2</sup></b> | <b>Adjusted R<sup>2</sup></b> | <b>F</b> | <b>Beta</b> | <b>t</b> | <b>Sig.</b>        |
|--------------------------|----------------------|-------------------------------|----------|-------------|----------|--------------------|
|                          | .763                 | .757                          | 136.294  |             |          |                    |
| Teaching Qualifications  |                      |                               |          | -.011       | -.140    | .889 <sup>NS</sup> |
| Lecturer Characteristics |                      |                               |          | .154        | 2.0      | .047***            |
| Lecturer Competence      |                      |                               |          | .752        | 8.3      | .000***            |

*\*\*p<0.05, \*\*\*p<0.001, Sig =Significant, NS = Not Significant*

## **Interpretation**

- i. The result in table 4.13 shows that the relationship between teaching qualifications and lecturers' performance is not statistically significant with .011 beta (1.1% contribution) at not significance level of 0.05.
- ii. The result in table 4.13 shows that the relationship between lecturer's characteristics and lecturers' performance is statistically significant with .154 beta (15.4% contribution) at a significance level of 0.05.
- iii. The result in table 4.13 indicates that the relationship between lecturer's competence and lecturers' performance is statistically significant with .752 beta value (75.2% contribution on the variance explained on the lecturers' performance) beta significance level of 0.01.

## **4.8 T-Test Analysis Result**

The descriptive statistics for the t-test for each of the two groups indicate that 63 respondents have teaching qualifications with a mean of 4.09 and standard deviation of .85183 while there are 68 respondents that are without teaching qualifications. The result shows that they have a mean of 4.22 with a standard deviation of .4718.

In this test, a sig. value greater than .05 indicates significant. Therefore, this t-test result failed to reveal a statistically reliable difference between the mean number of those with an education qualification and those without education qualification. Since the result indicates sig. value of .039, that is less than .05, it shows that the study failed to observe a difference between teaching qualification and those without teaching qualification.

*Table 4.14: Group Statistics for teaching qualification and without teaching qualification*

|             | Education                         | N  | Mean   | Std. Deviation |
|-------------|-----------------------------------|----|--------|----------------|
| <b>Perf</b> | 1 With Teaching qualifications    | 63 | 4.0873 | .85183         |
|             | 2 Without teaching qualifications | 68 | 4.2261 | .47181         |

*Table 4.15: Independent Samples Test for teaching qualification*

|             |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |
|-------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|
|             |                             | F                                       | Sig. | T                            | df     | Sig. (2-tailed) | Mean Difference |
| <b>Perf</b> | Equal variances assumed     | 4.349                                   | .039 | -1.165                       | 129    | .246            | -.13880         |
|             | Equal variances not assumed |                                         |      | -1.141                       | 95.139 | .257            | -.13880         |

#### 4.9 Open-Ended Analysis (Qualitative Analysis)

The open-ended question in this study was designed with the intention of articulating clearly the research question and variables under investigation. Therefore, three questions reflecting the three key variables (teaching qualification, lecturers characteristics and lecturers competence) in this study were provided to the respondents alongside the survey questionnaire to air their views by writing on the three key variables under investigation contribute to their performance and which among these three key variables best affect their performance . These three questions are:

**Question 1:** Given the years of your experience as a teacher, which one of these variables (teaching qualifications, lecturer characteristics and lecturer competence) is more important to your performance?

**Question 2:** Based on your answer in question 1 above, why have you chosen the variable?

**Question 3:** How have the three variables (teaching qualifications, lecturer characteristics and lecturer competence) influence your teaching performance?

The responses from the respondents were analyzed using a simple content analysis of descriptive approach. This approach was adopted from the study conducted by Greening, Barringer and Macy (1996). According to Holsti in Greening, Barringer and Macy (1996, p. 239), "content analysis is a technique designed to make inferences by systematically and objectively identifying the special characteristics of messages". In this study the three identified variables under investigation are: teaching qualification, lecturer's characteristics and lecturers competence.

*Table 4.16 Content Analysis*

| <b>Variables</b>                    | <b>Frequency of Response</b> | <b>Duplication of Response</b> |
|-------------------------------------|------------------------------|--------------------------------|
| <b>1.</b> Teaching Qualification    | 31                           | 2                              |
| <b>2.</b> Lecturers characteristics | 54                           | 2                              |
| <b>3.</b> Lecturers competence      | 33                           | 3                              |

Table 4.16above shows the result of the content analysis of the open-ended question from the respondents. It shows the general thematic categories of the variables and the expression by writing of each of the respondents regarding how the three key variables under investigation contribute to their performance. The table also contains the frequency of each response of the 119 respondents (out of 131 questionnaires that was returned and deemed usable) as expressed in their questionnaire. The essence of this

qualitative is to provide more insight on the variables under investigation (Greening, Barringer and Macy, 1996).

***Question 1: Given the years of your experience as a teacher, which one of these variables (teaching qualifications, lecturer characteristics and lecturer competence) is more important to your performance?***

Based on the open-ended question above, the result of the content analysis in table 4.16 indicates that most of the respondents, specifically 54 respondents mentioned "lecturer characteristics" as the most important variable that influence on their performance. While only 33 and 31 respondents mentioned lecturers' competence and teaching qualifications as the second and third variables that influence their teaching performance. This implies that lecturers' characteristic is the most important variable that influence on the lecturers' performance as indicated by the frequency table 4.16 in page 92. From the frequency of response, the lecturer characteristics variable recorded the highest frequency score with 54 responses. This therefore indicates that it is the most important variable. The next most important variable is the lecturers' competence which recorded 33 responses and then followed by the teaching qualifications which frequency score of 31.

***Question 2: Based on your answer in question 1 above, why have you chosen the variable?***

Based on the response to question 1 above in which most of the respondents mentioned that "lecturer characteristics "as the most important factor that influence their



performance, question 2 provided an opportunity for them to comment on why the choice of the variable in question 1. Therefore, regarding this,

One of the respondents commented;

*"The reason is that qualifications and competency are also part of teacher's variable or what you refer to as teacher characteristics in this your study. It also encompasses other characteristics such as teachers attitude to work, interest, self-efficacy, knowledgeability, emotional intelligence, etc. all these go a long way to influence or affect teachers' performance".*

This implies that lecturer characteristics are more important than qualifications and competence which significantly affect lecturers' performance.

Another one noted:

*"My students' performance in school and after graduation is attestation to this"*

This shows that most students have transformed through the lecturers' characteristics. It has also helped the students to achieve a better performance in their academic and career endeavours.

The next respondent said:

*"The variable actually or largely determines the lecturers' qualification"*

It is strongly felt that lecturers' characteristics is a better predictor of lecturers' performance and also decide teaching qualification.

Another one said:

*"The variable is applicable to me and my personality"*

Based on this comment, it is felt that lecturer's characteristic is part of the lecturers and as a result help them to teach effectively and achieve better teaching performance.

The majority of the respondents commented:

*"It is unique and covers other two variables"*

It is irreplaceable and only one of its kind in achieving teaching performance. It cannot be compared with both teaching qualifications and lecturers' competence.

Furthermore, regarding the lecturer competence, some of the respondents commented that it is also important to their performance.

One of the respondents said:

*"No matter what qualification, if a teacher is not competent, he cannot achieve the purpose teaching".*

Based on this response, it is felt that the purpose and objective of teaching could only be achieved if the teachers or lecturers possess the require competence.

Another one responded:

*"Because sometimes qualification is not enough and characteristics matters only a little"*

Both teaching qualification and lecturer characteristics are not too important compare to competence in the teaching profession.

One of the respondents stated:

*"It (competence) outweighs the other two (teaching qualification and characteristics). Having a qualification does not equate to possessing the skill and ability to impart knowledge. Also, competence is derived from updating your knowledge".*

In the teaching profession, competence prevails over teaching qualification and characteristics. Teacher's skill and ability to teach would help him to impart better knowledge on the students and achieve an effective performance.

Another one said:

*"Competence means you have the capacity to deliver. A lecturer who is competent in his work will have a positive influence on the student".*

Competence helps the teachers effectively deliver their lectures and by so doing, they will positively impart the knowledge on the students and achieve a better performance.

***The third question included in the open-ended is: How have the three variables (teaching qualifications, lecturer characteristics and lecturer competence) influenced your teaching performance?***

Several of the respondents mentioned that the three variables (teaching qualification, lecturer characteristics and lecturer competence) have a very significant and positive influence in their teaching careers. So regarding this,

Most of the respondents commented:

*"Very well and very well indeed"*

It is strongly felt that these three variables have immensely contributed to the teaching performance of the respondents.

Other group stated:

*"Have influence positively in my teaching performance" and "The impact is positive"*

It shows that the teachers are completely certain and sure that teaching qualification, lecturer characteristics and lecturer competence are linked to their positive performance in their teaching profession.

The next group said:

*"The three variables are helpful to my career as a teacher"*

It is felt that teaching qualification, lecturer characteristics and lecturer competence strongly assisted the teachers in sustaining their teaching professions.

Others commented:

*"Competence and characteristics have a significant influence on my teaching performance while teaching qualification has somewhat influenced my performance too. The teaching qualification is supposed to be fundamental to other variables but there just isn't enough time to really put into practice the knowledge gained from such qualifications"*

It is well understood that lecturers need both competence and characteristics most, as they both influence the lecturer performance more than the teaching qualifications.

One of the respondents stated:

*"They have assisted me to understand an effective teaching practice, freely interact with the students and deliver quality lecturer with the necessary skills"*

It shows that effective teaching practices, interacting skill and quality lecturer's delivering are product of teaching qualification, lecturer characteristics and lecturer competence necessary for effective teachers' performance.

In summary, the responses from the three questions showed a positive significant relationship between the three variables (teaching qualifications, characteristics and competence) and the dependent variable-lecturer performance. It further shows that lecturer's characteristic is the most essential variable that impacts on the lecturers' performance. While for question 2, the responses from the respondents show that lecturer's characteristics greatly assist them to achieve a better and an effective performance. Finally, the responses from question 3 indicate that the three key variables (teaching qualifications, characteristics and competence) have greatly influenced their performance.

*Table 4.17: Summary of the Hypothesis Testing*

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|                                                                                                                                               |                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>H1:</b> There is a significant relationship between teaching qualifications and lecturers' performance.                                    | <b><i>Supported</i></b> |
| <b>H2:</b> There is a significant relationship between lecturers' characteristics and lecturers' performance.                                 | <b><i>Supported</i></b> |
| <b>H3:</b> There is a significant relationship between lecturers' competence and performance.                                                 | <b><i>Supported</i></b> |
| <b>H4:</b> There is a correlation between lecturers' qualifications, characteristics and competency with their own performance.               | <b><i>Supported</i></b> |
| <b>H5:</b> There is a significant difference between teaching qualification and without teaching qualification on the lecturers' performance. | <b><i>Supported</i></b> |

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As indicated in table 4.17, the summary of the result from the analysis conducted indicate that all the four (4) hypotheses generated in this study are supported. Hence, there is evidence that there is a significant relationship between teaching qualifications, lecturers characteristics, lecturers competence and lecturers performance.

## **CHAPTER FIVE**

### **DISCUSSIONS AND CONCLUSIONS**

#### **5.1 Introduction**

The main objective of this study is to examine the relationship between teaching qualification, lecturer characteristics and lecturer competence and lecturer performance among the lecturers in university of Illorin located in Kwara State of Nigeria. This chapter discusses in detail the findings obtained from the hypothesis testings which is also in line with the various research objectives of this study. Thus, to answer the research questions and as well as to achieve the research objectives, various analyses such as correlation, t-test and regression analyses were conducted using the data collected from the 131 respondents from university of Illorin located in Kwara State of Nigeria. It further discusses on the implications and limitations of the study with the suggestions for future study been recommended. Finally, based on the research findings and discussions, the conclusions were highlighted. The discussion preceding section is organized in line with the various research objectives of this study as well as the analysis conducted.

#### **5.2 Discussion from the Hypotheses Results and Findings**

##### **5.2.1 Teaching Qualification**

The result obtained from the data analyzed in Table 4.10, page 87 under hypothesis one, indicates that there is a significant relationship between teaching qualifications and lecturer performance.

This result is consistent with the findings by Lai, Sadoulet and Janvry (2009); Ogbonnaya & Osiki (2007) & Koledoye (2000). Lai, Sadoulet & Janvry (2009) found that teaching qualifications predict student performance as shown in the student test scores. Equally, Ogbonnaya & Osiki (2007) study found that there is a significant relationship between students' achievement in mathematics and teachers' qualifications. Also, Koledoye (2000) found that the students instructed by the English Language Tests Teacher in the final examinations perform better than the students who were not instructed by the English Language Tests Teacher in the final examinations.

This suggests that the teaching qualifications have a strong predictive power on the lecturer's performance. It shows that teaching qualification is an important factor that determines an effective lecturer's performance. It indicates that lecturers without the required teaching qualifications may not be able to adequately impart knowledge on the students as well as achieve better teaching performance.

However, the result obtained from the data analyzed (multiple regression) in Table 1 shows that there is no significant relationship between teaching qualifications and lecturer performance.

This result is consistent with the findings by Akinsolu (2010) and Khurshid (2008). Khurshid (2008) found that untrained teachers with B.A./B.Sc qualifications affect the students more than the trained teachers with professional qualifications like B.Ed and M.Ed. Also, Akinsolu (2010) reported in an analysis study conducted in Nigeria that the



unqualified teachers were better qualified than the teachers in terms of quality of learning delivery.

The result therefore suggests that teaching qualifications may not be enough to predict lecturer performance. Other factors would play a significant role. It further indicates lecturers who depend only on their teaching qualifications may not be able to produce effective and quality teaching that would influence the students' performance. Therefore, lecturer performance does not only depend on teaching qualifications but with other factors.

### **5.2.2 Lecturer Characteristics**

The result obtained from the data analyzed in Table 1, under hypothesis two, indicates that there is a significant relationship between lecturer characteristics and lecturer performance

This result supports the findings by Fah & Osman (2011) and The Development of Education National Report of Nigeria (2008). Fah & Osman (2011) found that lecturer's characteristics significantly predict lecturer performance. Thus, they affirmed that lecturer characteristic is significant in predicting lecturer performance. The Development of Education National Report of Nigeria (2008) reported that effective lecturer performance depends on lecturers' characteristics.

The result suggests that significant lecturer performance can be achieved through the right characteristics. It further suggests that lecturers need to possess the right characteristics to be able to achieve a better teaching performance in their careers. It also indicates that lecturer characteristic is an important factor or variable that can lead to an effective lecturers' performance.

### **5.2.3 Lecturer Competence**

The result obtained from the data analyzed in Table 1, under hypothesis three, indicates that there is a significant relationship between lecturer competence and lecturer performance.

This result supports the findings by Hamdan, Ghafar & Li (2010); José Passos (2009); Achwarin (2007). José Passos (2009) found that teachers' effectiveness is significantly related to teacher classroom and this in turn is subject to teachers' competence. Thus, he affirmed that there is a significant association between teachers' competence and performance in Mozambique as well as in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) countries. Also, Achwarin (2007) found that there is a significant correlation between teacher competence and teacher performance. Hamdan, Ghafar & Li (2010) equally found that teacher competence is significantly associated with academic achievement which is performance.

Therefore, this result suggests that lecturer's performance depends on the teachers' knowledge, (comprised of subject matter and general pedagogy), which is directly

linked to the lecturers' competence. It further suggests that lecturers' competence is an important factor in predicting lecturers' performance. It demonstrates that lecturers' should have competence in their domains for effective performance.

#### **5.2.4 Discussion on the Correlation Result**

The result obtained from the data analyzed in Table 1, under hypothesis four, indicates that there is a significant correlation between teaching qualifications; lecturer characteristics; lecturer competence, and lecturer performance. The result indicates that teaching qualifications; lecturer characteristics and lecturer competence have strong correlation with lecturers' performance at 0.01 significance level.

This result reveals that teaching qualifications; lecturer characteristics and lecturer competence are important predictors of lecturer's performance. It further shows that they are important indicators of lecturer's performance. The values ( $r = .727; .760; .869$ ) from the correlation analysis result shows that teaching qualifications; lecturer characteristics and lecturer competence have a strong influence on lecturers' performance.

#### **5.2.5 Discussion from the T-Test Result**

The result obtained from the data analyzed in Table 1, under hypothesis five, indicates that there is no significant difference between those with teaching qualifications and those without teaching qualifications in predicting lecturer performance. Therefore, the study failed to observe a difference in education between those with teaching qualifications and those without teaching qualifications.

The result is inconsistent with the findings by Akinsolu (2010) and Khurshid (2008) who found that a particular group such as those with teaching qualifications and those without teaching qualifications affect lecturer performance. Therefore, this result suggests that qualifications in education may not be an important factor in predicting lecturers' performance. It further suggests that regardless of one's qualifications, he or she can still achieve a better teaching performance.

#### **5.2.6 Discussion from the Open-Ended Result**

The open-ended data is used to support findings from the regression analysis. The content analysis result which supports the hypotheses of this study further indicate that in all three variables; teaching qualification, lecturer characteristics and lecturer competence are very significant in predicting lecturer performance.

The result indicates that characteristics are the most important variable that affects the lecturer performance. Therefore, this suggests that the characteristics should be given more attention or consideration in an attempt to achieve a better lecturer performance in the teaching profession.

The result also shows that lecturers 'competence is the second most important factor to be considered in thinking about lecturers' performance. It indicates that lecturer competence also plays a significant role in predicting the lecturer performance. However, it is not as important as the lecturer competence.

With regard to the teaching qualifications, the result obtained from the content analysis shows that teaching qualification is relevant to lecturer performance. It is next to

lecturer characteristics after the lecturer competence according to the respondent's responses obtained from the open-ended question. The result suggests that teaching qualification is somewhat significant to lecturer performance in the teaching profession. It further shows that less emphasis should be placed on paper qualifications otherwise known as teaching qualifications. There are much more to teaching qualifications and that are characteristics and competence. All the variables are important for effective lecturer performance. However, certain variable such as the lecturer characteristic seems to be more significant and important among lecturers' competence and teaching qualifications and therefore should be given greater consideration in determining an effective lecturer performance.

In summary, the study found overall support for the influence of teaching qualifications, lecturer's characteristics, and lecturer's competence on the lecturer's performance. Therefore, all the findings obtained in this study provide empirical evidence that teaching qualifications, lecturer's characteristics, and lecturer's competence significantly affect lecturer's performance as posited by the Competency-Based Education Theory (Schilling & Koetting, 2010; MacClelland, 1961) that teachers traits, competence including their qualifications are very to their performance as well as that of their students. It posits that teachers would definitely perform better if they possess the right characteristics and competence.

### **5.3 Conclusion**

Based on the findings obtained from this study, the following conclusions are deemed fit:

1. That teaching qualifications are not just enough for achieving an effective lecturers' performance. Hence, less emphasis should be placed on paper qualifications.
2. That better and effective lecturer's performance can be achieved through competence and good characteristics.
3. That apart from teaching qualifications, lecturers' should possess enough competence and good characteristics in their domains for effective performance.
4. That qualitative reform of Nigeria education cannot be attained without highly qualified, competent and quality teachers with good characteristics.
5. That self or individual evaluation of the lecturers performance should be encouraged rather than student' lecturer evaluation.

#### **5.4 Implications of the Study**

The study offers several implications. However, the implication is only limited to two key implications which are: theoretical and practical implications.

##### **5.4.1 Theoretical Implication**

As noted earlier, previous studies on teachers' performance were conducted at both the primary and secondary levels without limited attention to the tertiary level such as the university, therefore, conducting this study at the tertiary level in particular the university has contributed to knowledge and consequently contributed to existing literature in this domain.

Furthermore, the development of a conceptual model for looking into the lecturers' performance in Nigeria higher institutions should be considered a contribution to a new knowledge in this domain. This model is hoped to guide future study and inspire new inquiry that would lead to further research in this area.

#### **5.4.2 Practical Implications**

The practical implications of this study can be directed to the three key actors in this area of study. They include; the lecturers, the university authority and the policy makers.

To the lecturers, the study would be a huge benefit to them since the findings from the study would provide them the information about the most important factor or variable that best contribute to their performance, and by so doing, they would try to capitalize on that factor. Apart from that, it would also provide them with the information on how to improve their performance and achieve a better effective performance that would improve or contribute to their students' performance and academic achievement which would also reflect in the overall performance of the university.

To the school authority, the findings from the study would provide them with the relevant information that would enable them to design a more suitable policy that would improve lecturers performance by taking into consideration the three key factors highlighted in this study.

Finally, and for the policy makers, owing to the significant role of teachers in educating the people, the findings obtained including the research model proposed in this study would assist the policy makers in government to address the problem of poor teachers' performance in Nigeria higher institutions. Thus, the research model would help policy makers to develop and formulate performance-Based policy that would enhance or improve the teachers' performance in all aspects of the Nigerian education system.

### **5.5 Recommendation for Future Study**

Based on the objectives of this study, the analysis was limited only to the regression analysis in order to understand the relationship between teaching qualification, lecturer characteristics and lecturer competence and lecturer performance among the lecturers in university of Illorin located in Kwara State of Nigeria. Therefore, this study recommends hierarchical regression with the introduction of a mediating or moderating variable in order to better explain the variation in the relationship between teaching qualification, lecturer characteristics and lecturer competence and lecturer performance.

Secondly, this study was conducted in the education sector at the university level in university of Illorin unlike the previous studies that were conducted at the primary and secondary levels, therefore, this study recommends that future study should examine the relationship between teaching qualification, lecturer characteristics and lecturer competence and lecturer performance using other universities in Nigeria or different countries and by so doing the findings would be widely generalised.



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## **APPENDICES**

## APPENDIX A: Questionnaire

### Universiti Utara Malaysia

#### To Whom It May Concern

#### Dear Respondent,

I am conducting a research on: *The Teaching Qualifications, Characteristics, Competence and Lecturers' Performance in Institutions of Higher Education in Nigeria*. I am glad to inform you that you have been chosen to participate in this study.

Your responses and views are highly important in achieving the objectives of this study. The information provided will be treated as private and confidential and will be used only for the purpose of this study.

Thank you for your valuable time, attention and cooperation.

Yours Faithfully,

Esuh Ossai-Igwe Lucky  
Masters' Candidate

Assoc. Prof. Dr. Nurahimah Mohd Yusoff  
Supervisor

|                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>PART 1: DEMOGRAPHIC DATA: Respondent's profile. Please cross (X) ONE ONLY in the box. Please provide answer to the following;</b> |
|--------------------------------------------------------------------------------------------------------------------------------------|

**1: Gender**

☐ Male

☐ Female

**2: Designation**

☐ Professor

☐ Associate Professor

☐ Senior Lecturer

☐ Lecturer

**3: Academic qualification**

☐ Post Doctorate

☐ Doctoral

☐ Master Philosophy

☐ Masters

☐ Bachelors

**4. Qualification in education**

☐ Ed. D

☐ PGD. Ed.

☐ NCE/TTC

☐ MSc. Ed.

☐ BSc. Ed.

☐ Other educational training:\_\_\_\_\_

**5: Years of experience**

☐ Less than 3 years

☐ 7 -9 years

☐ 4 – 6 years

☐ More than 10 years

**6: Area of specialization .....**

**Part 2: General Instruction(for section A, B, C and D):** For these parts below, please respond to the following statements using the likert-scale of

**1-Strongly Disagree, 2-Disagree, 3- Neutral, 4-Agree, 5-Strongly agree.**

| <b>Section A:</b> These statements relate to Teaching Qualifications. |                                                                                                                      |   |   |   |     |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---|---|---|-----|
| 1.                                                                    | Understanding student individual differences helps me to meet students' needs.                                       | 1 | 2 | 3 | 4 5 |
| 2.                                                                    | Having learned the content of my subject matter enables me to teach with authority and confidence.                   | 1 | 2 | 3 | 4 5 |
| 3.                                                                    | Having learned the methodology of teaching enables me to deliver my lectures effectively.                            | 1 | 2 | 3 | 4 5 |
| 4.                                                                    | Having learned instructional material development enables me to prepare my teaching material.                        | 1 | 2 | 3 | 4 5 |
| 5.                                                                    | Having exposed to the teaching rudiments enables me to properly guide students.                                      | 1 | 2 | 3 | 4 5 |
| 6.                                                                    | Understanding the teaching practices helps me prepare instructional materials and classroom management.              | 1 | 2 | 3 | 4 5 |
| 7.                                                                    | Understanding the teaching practices helps me to know how students learn.                                            | 1 | 2 | 3 | 4 5 |
| 8.                                                                    | Understanding the teaching practices helps me to make progress with even the most difficult and unmotivated student. | 1 | 2 | 3 | 4 5 |
| 9.                                                                    | I do my work as a teacher.                                                                                           | 1 | 2 | 3 | 4 5 |

| <b>Section B:</b> These statements relate to lecturer Characteristics |                                                                                       |   |   |   |     |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------|---|---|---|-----|
| 1.                                                                    | My unique characteristics make me different from other teachers.                      | 1 | 2 | 3 | 4 5 |
| 2.                                                                    | Showing appropriate manner earns me respect among my students.                        | 1 | 2 | 3 | 4 5 |
| 3.                                                                    | Being patience with my students helps my teaching.                                    | 1 | 2 | 3 | 4 5 |
| 4.                                                                    | Showing self-confident in my subject area helps my students' understanding.           | 1 | 2 | 3 | 4 5 |
| 5.                                                                    | Doing things in a new way or new idea helps my students to improve their knowledge.   | 1 | 2 | 3 | 4 5 |
| 6.                                                                    | Showing a positive mental attitude makes my students believe in me.                   | 1 | 2 | 3 | 4 5 |
| 7.                                                                    | Having the ability to solve students' problems enables me to get through to students. | 1 | 2 | 3 | 4 5 |
| 8.                                                                    | Being approachable helps me to solve students' problems.                              | 1 | 2 | 3 | 4 5 |

| <b>Section C:</b> These statements relate to lecturer Competence |                                                                                                                       |   |   |   |     |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---|---|---|-----|
| 1.                                                               | Having adequate knowledge in my subject area helps me to deliver quality lectures.                                    | 1 | 2 | 3 | 4 5 |
| 2.                                                               | Having adequate skill in my subject area helps me to teach effectively.                                               | 1 | 2 | 3 | 4 5 |
| 3.                                                               | Updating my knowledge in my subject area helps me to improve my teaching techniques and methods.                      | 1 | 2 | 3 | 4 5 |
| 4.                                                               | My classroom management is effective                                                                                  | 1 | 2 | 3 | 4 5 |
| 5.                                                               | Having exceptional ability in teaching and instructional planning helps my students to understand the subject matter. | 1 | 2 | 3 | 4 5 |
| 6.                                                               | Having competence in assessment and student evaluation, improve my students' confidence.                              | 1 | 2 | 3 | 4 5 |
| 7.                                                               | I am confident in my teaching methods and contents.                                                                   | 1 | 2 | 3 | 4 5 |
| 8.                                                               | My communication is audible, effective and interesting to students.                                                   | 1 | 2 | 3 | 4 5 |

| <b>Section D:</b> These statements relate to Lecturer Performance |                                                                              |   |   |   |     |
|-------------------------------------------------------------------|------------------------------------------------------------------------------|---|---|---|-----|
| 1.                                                                | I am always professional in delivering my lectures                           | 1 | 2 | 3 | 4 5 |
| 2.                                                                | My teaching is effective in terms of students' understanding and performance | 1 | 2 | 3 | 4 5 |
| 3.                                                                | Overall, my teaching delivery is easy and well understood by my students     | 1 | 2 | 3 | 4 5 |
| 4.                                                                | My overall performance is commendable by the                                 | 1 | 2 | 3 | 4 5 |

|    |                                                                               |   |   |   |   |   |
|----|-------------------------------------------------------------------------------|---|---|---|---|---|
|    | school authority                                                              |   |   |   |   |   |
| 5. | My overall performance is rated positive by the school authority              | 1 | 2 | 3 | 4 | 5 |
| 6. | I am satisfied with being a teacher in the subject matter.                    | 1 | 2 | 3 | 4 | 5 |
| 7. | I am satisfied with my teaching methods.                                      | 1 | 2 | 3 | 4 | 5 |
| 8. | I have made a significant difference in the educational lives of my students. | 1 | 2 | 3 | 4 | 5 |

### **PART C:**

**INSTRUCTION(S):** Given teaching qualifications, lecturer characteristics and lecturer competence that affect your performance where;

Teaching qualification = academic, education and professional qualifications

Lecturer characteristics = unique characteristics

Lecturer competence = skill and ability,

Answer the following questions.

**Question 1:** Given the years of your experience as a teacher, which one of these variables (teaching qualifications, lecturer characteristics and lecturer competence) is more important to your performance?

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**Question 2:** Based on your answer in question 1 above, why have you chosen the variable?

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**Question 3:** How have the three variables (teaching qualifications, lecturer characteristics and lecturer competence) influence your teaching performance?

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**THANK YOU.**

## APPENDIX B: Factor Analysis Results

### Teaching Qualifications

**Rotated Component Matrix<sup>a</sup>**

|     | Component |      |
|-----|-----------|------|
|     | 1         | 2    |
| TQ7 | .883      |      |
| TQ8 | .836      |      |
| TQ4 | .700      | .461 |
| TQ3 | .615      | .512 |
| TQ9 | .600      |      |
| TQ1 |           | .845 |
| TQ5 | .426      | .731 |
| TQ2 |           | .659 |
| TQ6 | .489      | .537 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

### KMO and Bartlett's Test

|                                                  |                    |         |
|--------------------------------------------------|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .906    |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 595.067 |
|                                                  | Df                 | 36      |
|                                                  | Sig.               | .000    |

### Total Variance Explained

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              | Rotation Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % | Total                             | % of Variance | Cumulative % |
| 1         | 5.081               | 56.459        | 56.459       | 5.081                               | 56.459        | 56.459       | 3.255                             | 36.169        | 36.169       |
| 2         | .864                | 9.604         | 66.063       | .864                                | 9.604         | 66.063       | 2.690                             | 29.894        | 66.063       |
| 3         | .646                | 7.174         | 73.237       |                                     |               |              |                                   |               |              |
| 4         | .604                | 6.707         | 79.944       |                                     |               |              |                                   |               |              |
| 5         | .496                | 5.516         | 85.460       |                                     |               |              |                                   |               |              |
| 6         | .410                | 4.556         | 90.016       |                                     |               |              |                                   |               |              |
| 7         | .351                | 3.901         | 93.917       |                                     |               |              |                                   |               |              |
| 8         | .316                | 3.514         | 97.430       |                                     |               |              |                                   |               |              |
| 9         | .231                | 2.570         | 100.000      |                                     |               |              |                                   |               |              |

Extraction Method: Principal Component Analysis.



## Lecturers' Characteristics

**Component Matrix<sup>a</sup>**

|     | Component |
|-----|-----------|
|     | 1         |
| LC8 | .803      |
| LC2 | .796      |
| LC6 | .786      |
| LC5 | .772      |
| LC7 | .772      |
| LC3 | .758      |
| LC4 | .751      |
| LC1 | .719      |

Extraction Method:  
Principal Component  
Analysis.

a. 1 components  
extracted.

**KMO and Bartlett's Test**

|                                                  |                    |         |
|--------------------------------------------------|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .888    |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 540.985 |
|                                                  | Df                 | 28      |
|                                                  | Sig.               | .000    |

**Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 4.743               | 59.291        | 59.291       | 4.743                               | 59.291        | 59.291       |
| 2         | .741                | 9.266         | 68.557       |                                     |               |              |
| 3         | .641                | 8.017         | 76.574       |                                     |               |              |
| 4         | .554                | 6.924         | 83.498       |                                     |               |              |
| 5         | .400                | 4.997         | 88.494       |                                     |               |              |
| 6         | .376                | 4.697         | 93.192       |                                     |               |              |
| 7         | .284                | 3.549         | 96.740       |                                     |               |              |
| 8         | .261                | 3.260         | 100.000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

## Lecturers' Competence

**Component Matrix<sup>a</sup>**

|       | Component |
|-------|-----------|
|       | 1         |
| LCOM2 | .834      |
| LCOM6 | .795      |
| LCOM3 | .789      |
| LCOM7 | .788      |
| LCOM8 | .784      |
| LCOM4 | .763      |
| LCOM1 | .740      |
| LCOM5 | .739      |

Extraction Method:  
Principal Component  
Analysis.

a. 1 components  
extracted.

**KMO and Bartlett's Test**

|                                                  |                    |
|--------------------------------------------------|--------------------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .906               |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square |
|                                                  | 561.821            |
|                                                  | Df                 |
|                                                  | 28                 |
|                                                  | Sig.               |
|                                                  | .000               |

**Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 4.861               | 60.766        | 60.766       | 4.861                               | 60.766        | 60.766       |
| 2         | .746                | 9.321         | 70.087       |                                     |               |              |
| 3         | .552                | 6.904         | 76.991       |                                     |               |              |
| 4         | .490                | 6.128         | 83.119       |                                     |               |              |
| 5         | .439                | 5.490         | 88.609       |                                     |               |              |
| 6         | .349                | 4.364         | 92.973       |                                     |               |              |
| 7         | .308                | 3.852         | 96.824       |                                     |               |              |
| 8         | .254                | 3.176         | 100.000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

## Lecturers' Performance

**Component Matrix<sup>a</sup>**

|     | Component |
|-----|-----------|
|     | 1         |
| LP6 | .858      |
| LP3 | .838      |
| LP4 | .833      |
| LP5 | .832      |
| LP8 | .808      |
| LP1 | .779      |
| LP2 | .762      |
| LP7 | .750      |

Extraction Method:  
Principal Component  
Analysis.

a. 1 components  
extracted.

**KMO and Bartlett's Test**

|                                                  |                    |
|--------------------------------------------------|--------------------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .913               |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square |
|                                                  | 676.664            |
|                                                  | Df                 |
|                                                  | 28                 |
|                                                  | Sig.               |
|                                                  | .000               |

**Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 5.229               | 65.368        | 65.368       | 5.229                               | 65.368        | 65.368       |
| 2         | .677                | 8.465         | 73.833       |                                     |               |              |
| 3         | .512                | 6.401         | 80.233       |                                     |               |              |
| 4         | .452                | 5.653         | 85.886       |                                     |               |              |
| 5         | .352                | 4.402         | 90.288       |                                     |               |              |
| 6         | .320                | 4.003         | 94.291       |                                     |               |              |
| 7         | .256                | 3.200         | 97.491       |                                     |               |              |
| 8         | .201                | 2.509         | 100.000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

## APPENDIX C: Reliability Results

### Teaching Qualifications

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .873             | .876                                         | 7          |

### Lecturers' Characteristics

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .901             | .902                                         | 8          |

### Lecturer's Competence

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .907             | .907                                         | 8          |

### Lecturer's Performance

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .924             | .924                                         | 8          |

## APPENDIX D: Non Response Bias

**Group Statistics**

| NonResponsBias |                  | N  | Mean   | Std. Deviation | Std. Error Mean |
|----------------|------------------|----|--------|----------------|-----------------|
| MAPQs          | 1 early response | 90 | 4.0905 | .74476         | .07850          |
|                | 2 Late Response  | 41 | 4.3031 | .46092         | .07198          |
| MLCh           | 1 early response | 90 | 4.2181 | .74779         | .07882          |
|                | 2 Late Response  | 41 | 4.2073 | .44512         | .06952          |
| MLCOMP         | 1 early response | 90 | 4.2500 | .71819         | .07570          |
|                | 2 Late Response  | 41 | 4.3171 | .42491         | .06636          |
| MLPerf         | 1 early response | 90 | 4.1472 | .75060         | .07912          |
|                | 2 Late Response  | 41 | 4.1860 | .50861         | .07943          |

**Independent Samples Test**

|        |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |         |                 |                 |                       |                                           |         |
|--------|-----------------------------|-----------------------------------------|------|------------------------------|---------|-----------------|-----------------|-----------------------|-------------------------------------------|---------|
|        |                             | F                                       | Sig. | t                            | Df      | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|        |                             |                                         |      |                              |         |                 |                 |                       | Lower                                     | Upper   |
| MAPQs  | Equal variances assumed     | 1.019                                   | .315 | -1.685                       | 129     | .094            | -.21266         | .12619                | -.46233                                   | .03701  |
|        | Equal variances not assumed |                                         |      | -1.997                       | 117.214 | .048            | -.21266         | .10651                | -.42359                                   | -.00172 |
| MLCh   | Equal variances assumed     | 1.860                                   | .175 | .085                         | 129     | .932            | .01074          | .12601                | -.23857                                   | .26004  |
|        | Equal variances not assumed |                                         |      | .102                         | 119.900 | .919            | .01074          | .10510                | -.19735                                   | .21883  |
| MLCOMP | Equal variances assumed     | 1.191                                   | .277 | -.555                        | 129     | .580            | -.06707         | .12092                | -.30631                                   | .17217  |
|        | Equal variances not assumed |                                         |      | -.666                        | 120.295 | .507            | -.06707         | .10067                | -.26639                                   | .13224  |
| MLPerf | Equal variances assumed     | .517                                    | .473 | -.300                        | 129     | .764            | -.03875         | .12902                | -.29403                                   | .21652  |
|        | Equal variances not assumed |                                         |      | -.346                        | 110.057 | .730            | -.03875         | .11211                | -.26094                                   | .18343  |

## APPENDIX E: Correlation Result

**Correlations**

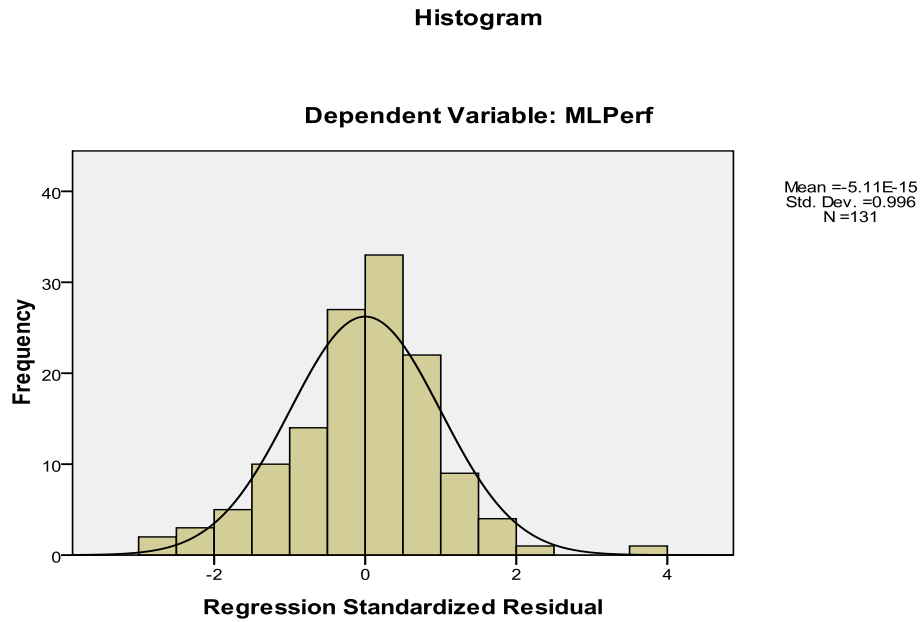
|        |                     | MTQs   | MLCh   | MLCOMP | MLPerf |
|--------|---------------------|--------|--------|--------|--------|
| MTQs   | Pearson Correlation | 1      | .752** | .828** | .727** |
|        | Sig. (2-tailed)     |        | .000   | .000   | .000   |
|        | N                   | 131    | 131    | 131    | 131    |
| MLCh   | Pearson Correlation | .752** | 1      | .816** | .760** |
|        | Sig. (2-tailed)     | .000   |        | .000   | .000   |
|        | N                   | 131    | 131    | 131    | 131    |
| MLCOMP | Pearson Correlation | .828** | .816** | 1      | .869** |
|        | Sig. (2-tailed)     | .000   | .000   |        | .000   |
|        | N                   | 131    | 131    | 131    | 131    |
| MLPerf | Pearson Correlation | .727** | .760** | .869** | 1      |
|        | Sig. (2-tailed)     | .000   | .000   | .000   |        |
|        | N                   | 131    | 131    | 131    | 131    |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

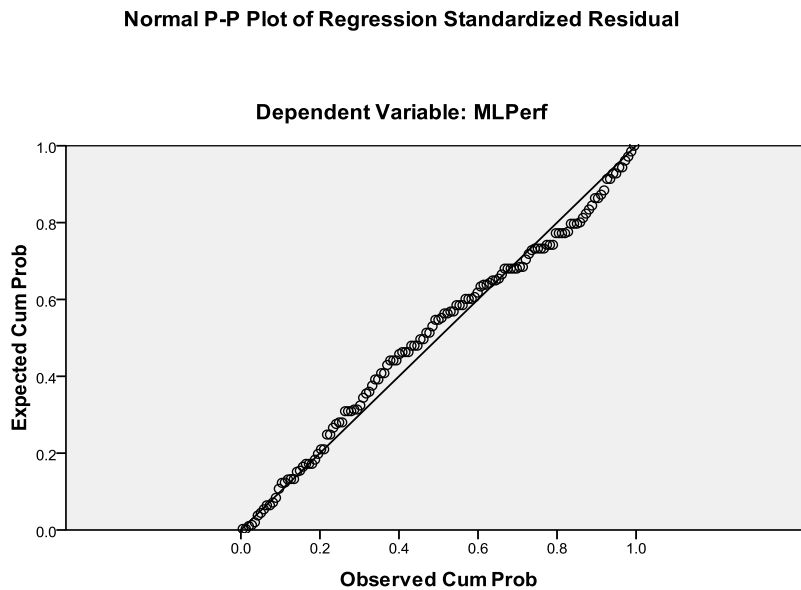
## APPENDIX F: Regression Results

### Teaching Qualifications

#### Histogram

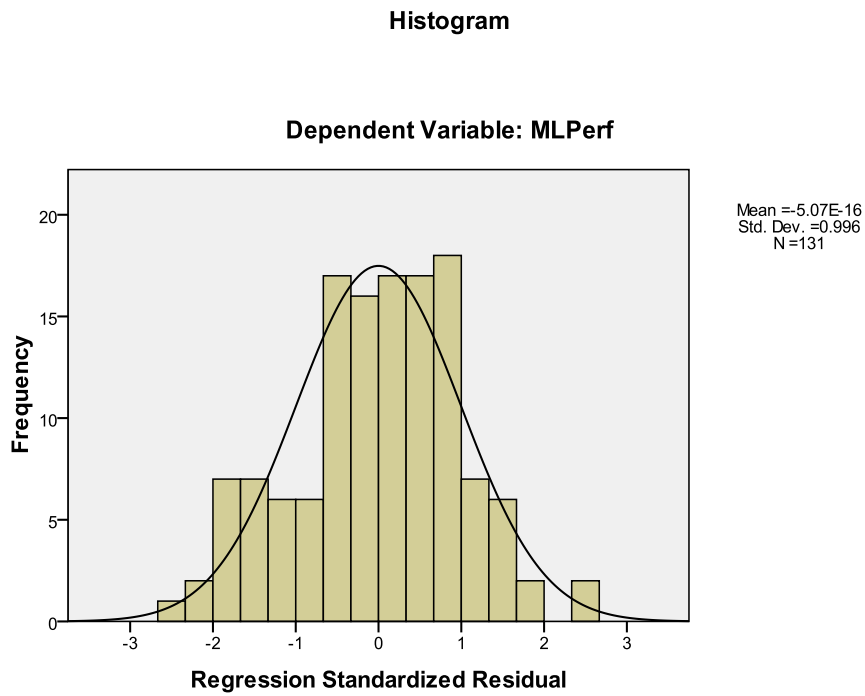


#### Normal P-P Plot

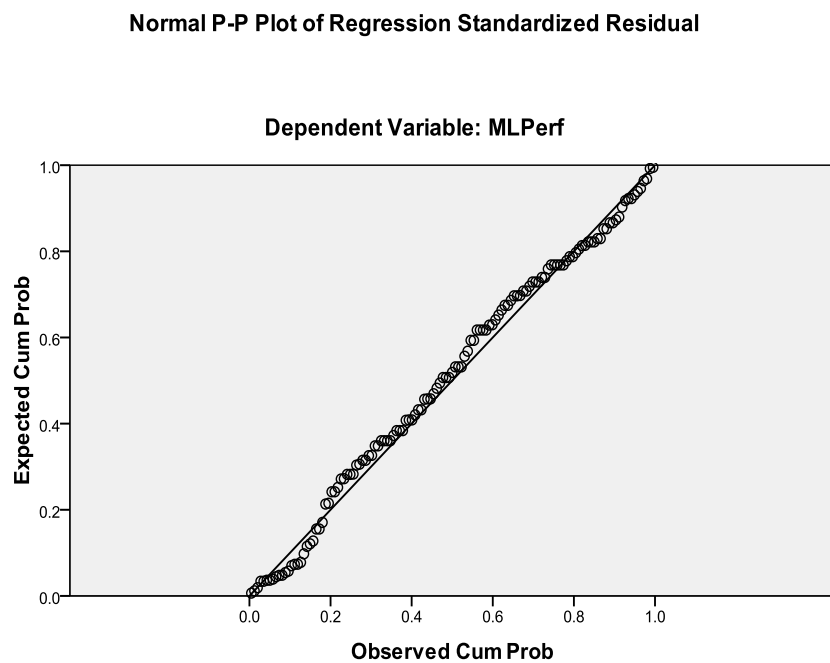


## Lecturers' Characteristics

### Histogram Plot



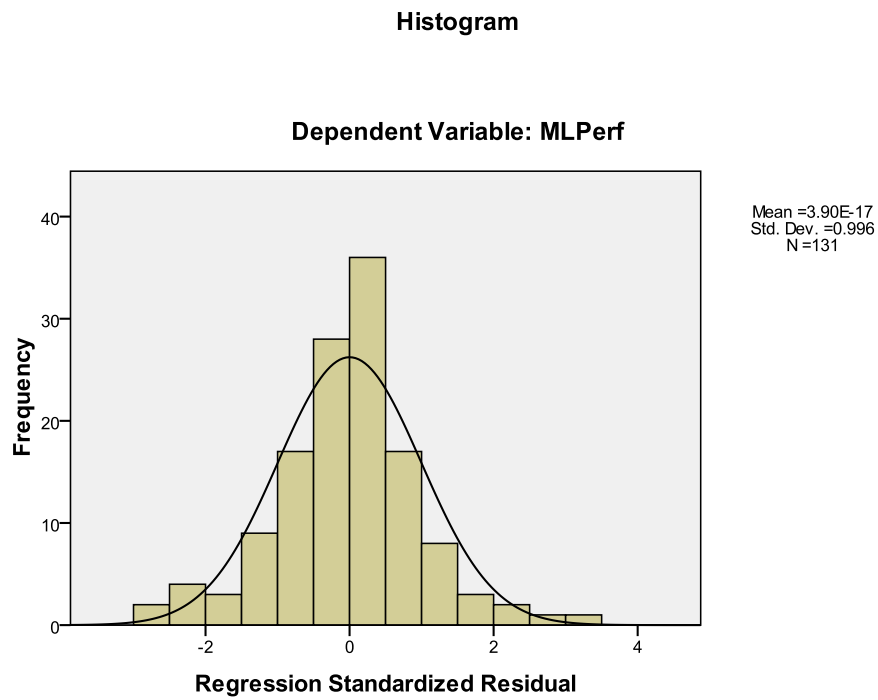
### Normal P-P Plot



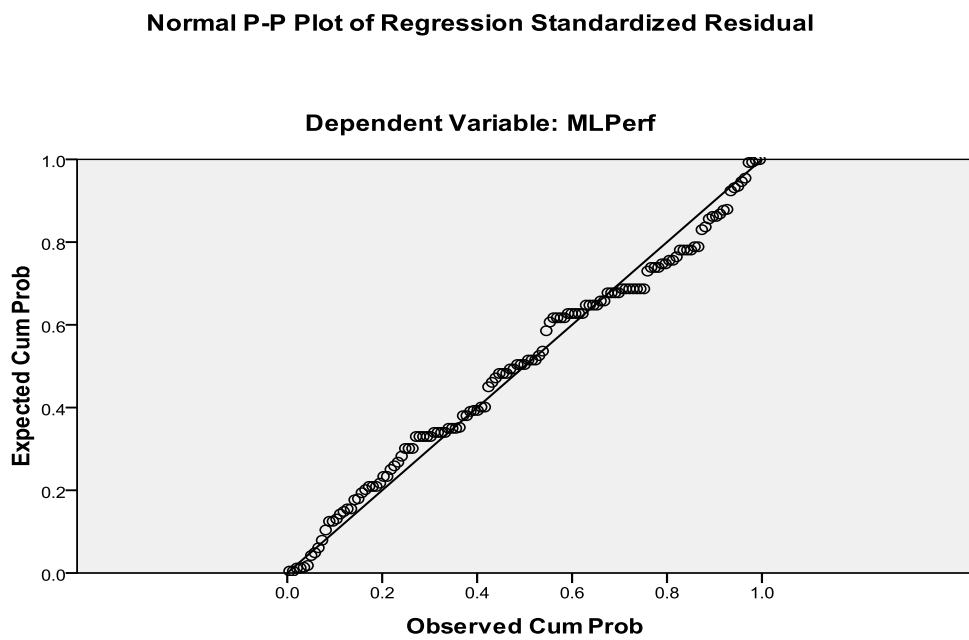


## Lecturers' Competence

### Histogram Plot

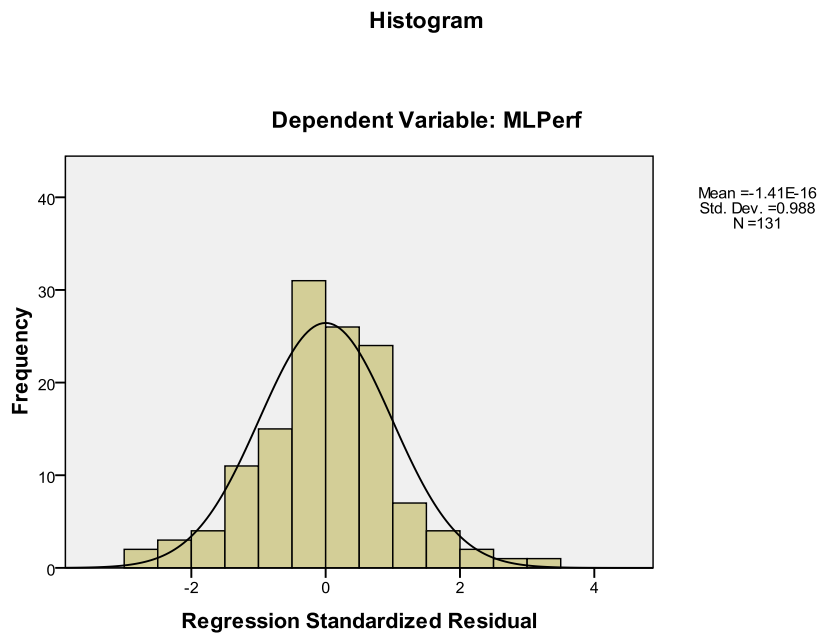


### Normal P-P Plot

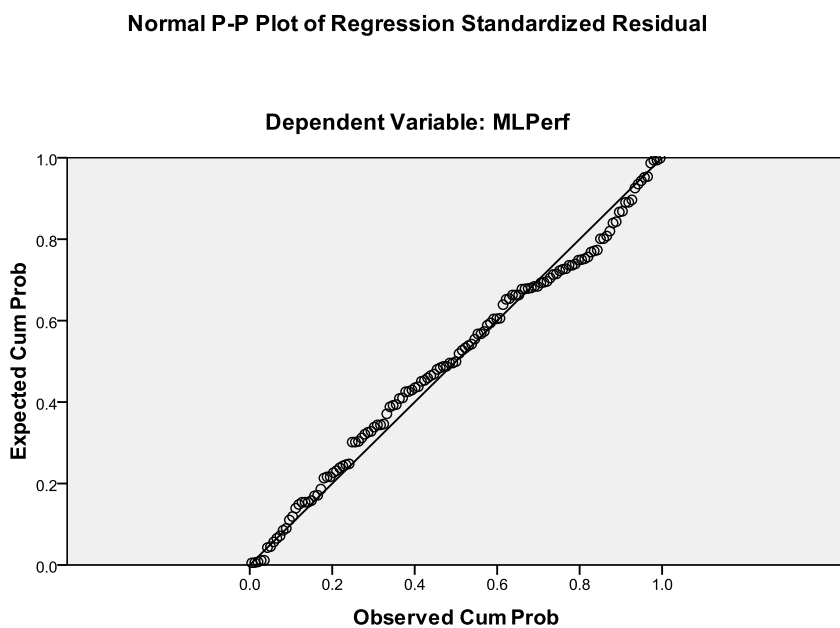


## Lecturer's Performance

### Histogram Plot



### Normal P-P Plot



## APPENDIX G: Test Result of Homoscedasticity

**Group Statistics**

|        | Education                      | N  | Mean   | Std. Deviation | Std. Error Mean |
|--------|--------------------------------|----|--------|----------------|-----------------|
| MLPerf | 1 With Education Background    | 63 | 4.0873 | .85183         | .10732          |
|        | 2 Without Education Background | 68 | 4.2261 | .47181         | .05721          |

**Independent Samples Test**

|        |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |        |
|--------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
|        |                             | F                                       | Sig. | t                            | Df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|        |                             |                                         |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| MLPerf | Equal variances assumed     | 4.349                                   | .039 | -1.165                       | 129    | .246            | -.13880         | .11916                | -.37457                                   | .09696 |
|        | Equal variances not assumed |                                         |      | -1.141                       | 95.139 | .257            | -.13880         | .12162                | -.38024                                   | .10264 |

## APPENDIX H: Pre-Test Results

### Result of the Factor Analysis: Teaching Qualifications

#### KMO and Bartlett's Test

|                                                  |                    |
|--------------------------------------------------|--------------------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .474               |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square |
|                                                  | 69.769             |
|                                                  | Df                 |
|                                                  | 21                 |
|                                                  | Sig.               |
|                                                  | .000               |

#### Total Variance Explained

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              | Rotation Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % | Total                             | % of Variance | Cumulative % |
| 1         | 2.839               | 40.555        | 40.555       | 2.839                               | 40.555        | 40.555       | 2.134                             | 30.486        | 30.486       |
| 2         | 1.253               | 17.904        | 58.459       | 1.253                               | 17.904        | 58.459       | 1.958                             | 27.973        | 58.459       |
| 3         | 1.032               | 14.741        | 73.200       |                                     |               |              |                                   |               |              |
| 4         | .795                | 11.364        | 84.564       |                                     |               |              |                                   |               |              |
| 5         | .581                | 8.303         | 92.866       |                                     |               |              |                                   |               |              |
| 6         | .401                | 5.723         | 98.589       |                                     |               |              |                                   |               |              |
| 7         | .099                | 1.411         | 100.000      |                                     |               |              |                                   |               |              |

Extraction Method: Principal Component Analysis.

#### Rotated Component Matrix<sup>a</sup>

|     | Component |      |
|-----|-----------|------|
|     | 1         | 2    |
| TQ1 | .823      |      |
| TQ4 | .679      |      |
| TQ3 | .651      | .413 |
| TQ2 | .520      |      |
| TQ5 |           | .861 |
| TQ7 | .434      | .732 |
| TQ6 | .308      | .614 |

Extraction Method: Principal Component Analysis.

## Lecturers' Competence

### KMO and Bartlett's Test

|                                                     |        |
|-----------------------------------------------------|--------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy.    | .544   |
| Bartlett's Test of Sphericity    Approx. Chi-Square | 40.679 |
| Df                                                  | 21     |
| Sig.                                                | .006   |

### Total Variance Explained

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 2.498               | 35.682        | 35.682       | 2.498                               | 35.682        | 35.682       |
| 2         | 1.302               | 18.604        | 54.286       |                                     |               |              |
| 3         | 1.031               | 14.722        | 69.009       |                                     |               |              |
| 4         | .762                | 10.891        | 79.900       |                                     |               |              |
| 5         | .660                | 9.424         | 89.324       |                                     |               |              |
| 6         | .503                | 7.190         | 96.514       |                                     |               |              |
| 7         | .244                | 3.486         | 100.000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

### Component Matrix<sup>a</sup>

|     | Component |
|-----|-----------|
|     | 1         |
| LC3 | .781      |
| LC6 | .730      |
| LC4 | .653      |
| LC5 | .652      |
| LC7 | .569      |
| LC2 | .408      |
| LC1 |           |

Extraction Method:  
Principal Component  
Analysis.

## Lecturers' Characteristics

### KMO and Bartlett's Test

|                                                     |        |
|-----------------------------------------------------|--------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy.    | .699   |
| Bartlett's Test of Sphericity    Approx. Chi-Square | 82.354 |
| Df                                                  | 15     |
| Sig.                                                | .000   |

### Total Variance Explained

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 3.491               | 58.185        | 58.185       | 3.491                               | 58.185        | 58.185       |
| 2         | .897                | 14.951        | 73.136       |                                     |               |              |
| 3         | .699                | 11.647        | 84.783       |                                     |               |              |
| 4         | .496                | 8.271         | 93.055       |                                     |               |              |
| 5         | .270                | 4.507         | 97.562       |                                     |               |              |
| 6         | .146                | 2.438         | 100.000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

### Component Matrix<sup>a</sup>

|        | Component |
|--------|-----------|
|        | 1         |
| LCOPM6 | .814      |
| LCOMP2 | .810      |
| LCOMP4 | .778      |
| LCOMP1 | .775      |
| LCOMP5 | .734      |
| LCOMP3 | .654      |

Extraction Method: Principal Component Analysis.

## Lecturers Performance

### KMO and Bartlett's Test

|                                                  |                    |
|--------------------------------------------------|--------------------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .827               |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square |
|                                                  | 84.491             |
|                                                  | Df                 |
|                                                  | 10                 |
|                                                  | Sig.               |
|                                                  | .000               |

### Total Variance Explained

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 3.435               | 68.700        | 68.700       | 3.435                               | 68.700        | 68.700       |
| 2         | .794                | 15.871        | 84.572       |                                     |               |              |
| 3         | .345                | 6.908         | 91.479       |                                     |               |              |
| 4         | .253                | 5.053         | 96.533       |                                     |               |              |
| 5         | .173                | 3.467         | 100.000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

### Component Matrix<sup>a</sup>

|     | Component |
|-----|-----------|
|     | 1         |
| LP2 | .903      |
| LP4 | .897      |
| LP5 | .868      |
| LP3 | .859      |
| LP1 | .568      |

Extraction Method:  
Principal Component  
Analysis.

### Teaching Qualifications

#### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .746             | .745                                         | 7          |

### Lecturers' Characteristics

#### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .695             | .704                                         | 6          |

### Lecturers' Competence

#### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .851             | .855                                         | 6          |

### Lecturers Performance

#### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .879             | .879                                         | 5          |