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STUDENT EVALUATION AS AN IMPETUS FOR QUALITY TEACHING AND LEARNING IN HIGHER EDUCATION INSTITUTIONS: THE EXPERIENCE OF BISHOP STUART UNIVERSITY

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Abstract

In the context of sustained growth and diversification of Higher Education Systems, civil society is increasingly concerned about the quality of programmers offered to students. As a result, there is an increase in public assessments and international comparisons of Higher Education Institutions, not only within the higher education sector but in the general media (OECD, 2008). However, evaluation methods tend to overemphasize research and the use of research performance as a yardstick of an institution's value. Although this is very paramount in academia, it has got insignificant contribution to the quality of graduates who precede from such breeding grounds. There is need to appreciate the fact that the quality of graduates is largely determined by the way they are taught thus calling for a rationalized intended approach to the evaluation of the quality of teaching and learning in higher education institutions (Kaneko, 2008). The current study investigated the quality of teaching in Bishop Stuart University in Uganda with the aim of encouraging practices that could enhance the quality of teaching and thereby checking the quality of graduates. The study adopted a cross sectional comparative study design using both quantitative and qualitative research approaches. This study was conducted at Bishop Stuart University (BSU), Mbarara in the Faculty of Education where a comparison of the teaching and learning process of students in two programme sessions of study (recess or distance learning and regular sessions) was carried out. Randomized samples of 362 out of a population of 1501 and 78 out of a population of 201 students were obtained from both the regular and recess sessions respectively for the quantitative data. An evaluation was done of the teaching and learning process in the two programme sessions in the classes taught by the same lecturers using the same instrument which had 9 items related to lecturers' punctuality, attendance, mastery of subject content, teaching methods, enthusiasm and commitment, lecturers' being dependable and approachable, respect and meaningful feedback. The findings thereof were mutually exclusive; it was found that the lecturers from students of the regular programme had very good scores whereas from students of recess or distance learning programme, the same lecturers had low scores. This finding compelled the researchers to find out why this was so. They thus conducted a Focus Group Discussion (FGD) and three Key Informants' Interviews (KIIs) which revealed that the programme session conditions and terms of work affected the teaching and learning processes. It was concluded that under a given outlay of conditions, the same lecturers performed differently. It was thus recommended that using both qualitative and quantitative data approaches, there should be continuous student evaluations in ensuring effective teaching and learning, particularly for students in higher institutions of learning.

Keywords: *Higher education institutions, student evaluation, teaching and learning.*

Background

Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, teaching and learning contexts as well as well-adapted learning environments and student support services (The Quality Assurance Agency for Higher Education, 2006). In the context of sustained growth and diversification of Higher Education Systems, civil society is increasingly concerned about the quality of teaching offered to students and as a result, there is an increase in public assessments and international comparisons of Higher Education Institutions, not only within the higher education sector but also in the general media (OECD, 2008). However, evaluation methods tend to overemphasize research and the use of research performance as a yardstick of an institution's value.

Although this is vital in the academia, it has insignificant contribution to the quality of graduates who precede from such breeding grounds. There is need to appreciate that the quality of graduates is largely determined by the way they are taught thus calling for a rationalized intended approach to the evaluation of the quality of teaching and learning in higher education institutions (Kaneko, 2008). Institutions may implement schemes or

evaluation mechanisms to identify and promote good teaching practices. Higher education is becoming a major driver of economic competitiveness in an increasingly knowledge-driven global economy (OECD, 2008). Quality teaching must be thought of dynamically, in light of contextual shifts in the higher education environment. Studies are becoming internationalized, and higher education is being asked to contribute to new areas such as innovation, civic and regional development in order to produce an appropriately skilled workforce to meet the challenges of the 21st century (Kuh, 2009). Senior management must be committed to capturing all the dimensions that affect quality teaching. Students must be committed to providing feedback on curricula and teaching through programme evaluation (European Association for Quality Assurance in Higher Education, 2008).

The development of formal quality assurance systems is one of the most significant trends in tertiary education systems today. The demand for value for money and increased market pressures lead to calls for greater accountability in institutions of higher education (OECD, 2008). There is no doubt therefore that quality assurance systems foster institutional involvement in supporting quality teaching. The prevailing assumption is that teaching processes are likely to improve teachers' instructional skills but without any guarantee that this can directly affect learning outcomes (Kaneko, 2008). The transformational learning process that students undergo depends on theoretical and behavioural knowledge and practices gained from the teaching. However, this assumption is challenged by other arguments. First, prior basic academic and subject abilities can be considered as input factors that regulate learning outcomes. Second, teaching is one among other process factors that improve the way that students learn. Researchers strive to provide a theoretical or empirical logic that would help figure out which of the process factors has the greatest impact on the learning outcomes.

Kaneko (2008) regrets the lack of process monitoring that could somehow enlighten the comprehension of teaching and other process factors in terms of learning outcomes. As a result, in countries where students have a ''recognised status'', they play an active role in ensuring quality teaching through continuous student evaluation, an international trend which is likely to increase awareness of quality teaching in higher education institutions (Harvey & Stensaker, 2007). Student and alumni associations can easily benchmark learning conditions, teacher attitudes, pedagogy and support and hence promote or undermine the reputation of the institutions. It is against such a background that the Quality Assurance Directorate at Bishop Stuart University continuously conducts student evaluations. The main objective of such evaluations is to encourage practices that enhance high quality teaching and learning thereby producing quality graduates.

Methods

The study which was conducted at Bishop Stuart University (BSU), Mbarara, Uganda adopted a cross sectional comparative study design using both quantitative and qualitative research approaches. A comparison of the teaching and learning process of students in two programme sessions of study (recess or distance learning and regular sessions) was carried out. Randomized samples of 362 out of a population of 1501 and 78 out of a population of 201 students were obtained from both the regular and recess sessions respectively for the quantitative data. An evaluation was done of the teaching and learning process in the two programme sessions in the classes taught by the same lecturers using the same instrument which had 9 items related to lecturers' punctuality, attendance, mastery of subject content, teaching methods, enthusiasm and commitment, lecturers' being dependable and approachable, respect and meaningful feedback. The findings thereof were mutually exclusive; it was found that the lecturers from students of the regular programme had very good scores whereas from students of recess or distance learning programme, the same lecturers had low scores. This finding compelled the researchers to find out why this was so. They thus conducted a Focus Group Discussion (FGD) and three Key Informants' Interviews (KIIs) which revealed that the programme session conditions and terms of work affected the teaching and learning processes.

Results

In the collection of data on the teaching and learning process among students of the faculty of education at BSU, we used a tool which had a section on respondents' demographic information and another section with 9 items that form the BSU quality assurance teaching learning model as presented hereunder.

Demographic Characteristics

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In the first instance, we sought to collect data concerning the demographic characteristics of respondents. This information is presented in table 9.1.

Table 9.1 showing Respondents' Demographic Information

Demographic Characteristics	Response	Regular n=362		Recess n=78	
		F	**%**	**f**	**%**
Sex	Male	155	43	42	54
	Female	207	57	36	46
Age group	19 years or less	29	00	00	00
	20-23 years old	302	83.4	07	8.9
	24-27 years old	31	8.5	23	29.4
	28-31 years old	00	00	29	37.1
	32-35 years or more	00	00	19	24.3
Programme of study	Diploma students	00	00	54	68
	Bachelor's students	378	100	24	32
Year of study	Year 1	82	22.6	41	53
	Year 2	117	32.3	37	47
	Year 3	163	45	00	00
Marital status	Single	378	100	31	40
	Married	00	00	47	60

From table 9.1, the study involved 42 percent male respondents and 57 percent female respondents from the regular session. In the recess session, the male respondents made up 54 percent whereas the female respondents were 46 percent of the population. Most of the respondents in the regular session were in the age group of 20-23 years with a score of 83.4 percent, whereas in the recess group, most respondents were in the age group of 28-31 years with a score of 37.1 percent. The age group of 23-27 years had 29.4 percent recess respondents while the age group of 32-35 years or more had 24.3 percent of the respondents.
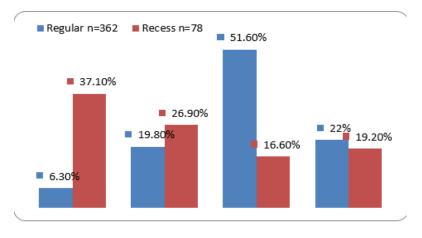
The study also examined the programme of study and found that all respondents from the regular session were degree students. This was expected since the session does not take any diploma students. However, in the recess programme, 68 percent of the respondents were diploma students (DIPE, Diploma in Primary Education) and 32 percent were degree students. On the year of study for the regular session respondents, 22.6 percent were in year 1, 32.6 percent were in year 2, and 45 percent were in year 3. In the recess programme, 53 percent respondents were in year 1 and 47 percent were in year 2. There were no respondents in year 3 from this category since their programmes are basically 2 years of study.

On marital status, all respondents from the regular session were single. This was expected since these are majorly students straight from secondary schools who are largely single. On the contrary, 60 percent of the recess respondents were married and the rest (40%) were single.

BSU Quality Assurance Model for Effective Teaching and Learning

Respondents were asked to respond to nine salient features of effective teaching and learning on a 4-point likert scale score of poor, fair, good and very good for each of the items presented about their lecturers. The information thereof is presented hereunder.

In the first place, respondents were asked to score their lectures on their (lecturers) regular attendance to lecture room activities. This information is presented in figure 9.1.

Fig. 9.1: Lecturers' Regular Attendance to Lecture Room Activities

Results from figure 9.1 show that 22 percent of regular students said their lecturers were very good in regularly attending to them; 51.6 percent also said their lecturers were good in attending to them while 19.8 percent of the regular students said their lecturers were only fair in attending to them. Only 6.3 percent reported that their lecturers were poor. On the whole, most of the regular students considered their lecturers being regular attendants. When the same question about attendance was posed to the recess students, most of them (37.1%) on the contrary, reported that their lecturers were poor at attending to them. 26.9 percent of them said their lecturers were fair in attending to them, 16.6 percent said that their lecturers were good, and 19.2 percent said that their lecturers were very good in attending to them.

Respondents were again asked to report about their lecturers' time management habits. The information is presented in figure 9.2.
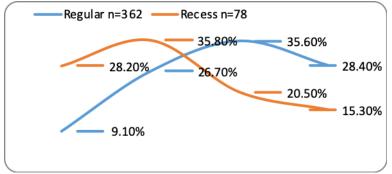

Fig. 9.2: Lecturers' Time Management Habits

Results from figure 9.2 reveal that 28.4 percent of the regular session respondents considered their lecturers to be very good in time management, whereas 35.6 percent considered them to be good. Still on the same, 26.7 percent reported that their lecturers' time management habits were fair and 9.1 percent said the lecturers were poor in time management. The very question was asked to the recess session respondents. They reported that only 15.3 percent were very good in time management, 20.5 percent were good, 35.8 percent were fair in time management though a significant number of students (28.2%) reported that their lecturers were poor in time management.

The respondents were further asked to score their lecturers' knowledge of the subject content. The information is presented in figure 9.3.
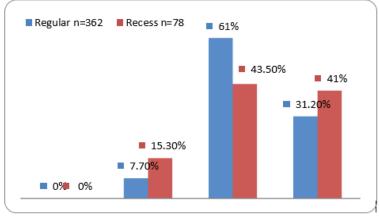
Fig. 9.3: Lecturers' Knowledge of the Subject Matter

From figure 9.3, a sizeable number of the respondents (31.2%) from the regular study session considered their lecturers to be very knowledgeable of the subject matter. 61 percent were good in the subject matter, and only 7.7 percent were fair in the subject matter. None of the lecturers was considered poor. The same trend of scores was also realised in the recess session where none considered their lecturers to be poor at subject knowledge. Only 15.3 percent were considered fair, 43.5 percent were good on subject knowledge, and 41 percent were considered to be very good in the subject matter.

Respondents were further asked to ascertain whether their lecturers gave them relevant reading materials. This is presented in figure 9.4.
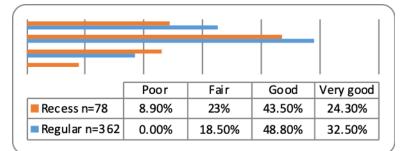

	Poor	Fair	Good	Very good
Recess n=78	8.90%	23%	43.50%	24.30%
Regular n=362	0.00%	18.50%	48.80%	32.50%

Figure 9.4: Lecturers' Provision of Relevant Reading and Instructional Materials

From figure 9.4, it was revealed that 32.5 percent of the regular session respondents considered the relevance of the reading materials given to them as very good, 48.8 percent said that the relevance of the reading materials given to them was good, 18.5 percent considered the relevance to be fair. None considered the relevance of the reading materials to be poor. When the same question was asked to the recess session respondents, 8.9 percent of them considered the relevance of the reading materials as poor, 23 percent considered the relevance to be fair, 43.5 percent considered the relevance to be good and 24.3 percent considered the relevance of the materials to be very good.

Respondents were asked to comment on the lecturers' use of appropriate teaching methods. The information is presented in figure 9.5.
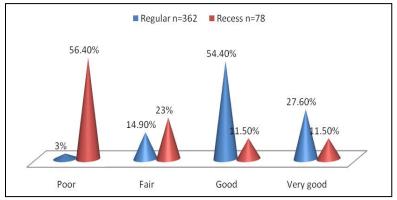
Fig. 9.5: Use of Appropriate Teaching Methods by Lecturers

Results from figure 9.5 indicate that 27.6 percent of the regular session respondents said that there was very good use of appropriate teaching methods by their lecturers, 54.4 percent reported that there was good use of appropriate teaching methods, 14.9 percent said that there was fair use of appropriate teaching methods. Only 3 percent reported poor use of appropriate teaching methods by lecturers. When the very question was posed to the recess session respondents, data revealed that 56.4 percent reported poor use of appropriate teaching methods by lecturers, 23 percent reported fair use of appropriate teaching methods by the lecturers. 11.5 percent of the respondents observed that there was good use of appropriate teaching methods. An equal number of respondents (11.5%) also noted very good use of appropriate teaching methods by the lecturers.

Respondents were again asked to comment on their lecturers' enthusiasm and commitment. The information is presented in figure 9.6 which show that 39.5 percent of the regular session respondents considered their lecturers to be very good in display of enthusiasm and commitment in their work, 46.4 percent considered their lecturers to be good in display of enthusiasm and commitment, while 12.1 percent considered their lecturers to be fair in display of enthusiasm and commitment. Only 1.9 percent of the regular session respondents considered their lecturers to have poor display of enthusiasm and commitment. When the very same question was asked to the recess session respondents, 62.8 percent considered their lecturers to be poor in display of enthusiasm and commitment to work, 26.9 percent considered their lecturers to be fair in display of enthusiasm and commitment to work. 3.8 percent reported that their lecturers were good in display of enthusiasm and commitment to work, while 6.4 percent considered their lecturers to be very good in their display of enthusiasm and commitment to work.
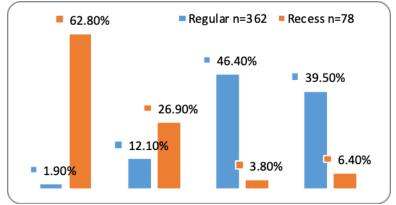

Fig. 9.6: Lecturers' Display of Enthusiasm and Commitment

Respondents were again asked to ascertain whether their lecturers were dependable and approachable. The results are presented in table 9.2.

Table 9.2: Approachability and Dependability of Lecturers

Response	Regular n=362		Recess n=78	
	F	%	F	%

Poor	22	6.0	44	56.4
Fair	67	18.5	26	33.3
Good	196	54.1	02	2.5
Very good	77	21.2	08	10.2

From table 9.2, it was found that 21.2 percent of the regular respondents considered their lecturers to be very good in terms of being dependable and approachable, 54.1 percent considered their lecturers to be good in terms of being dependable and approachable, 18.5 percent considered their lecturers to be fair at being dependable and approachable while 6 percent considered their lecturers to be poor at being dependable and approachable. When the very question was asked to the recess session respondents, findings revealed that 56 percent thought that their lecturers were poor at being dependable and approachable, 33.3 percent considered them to be fair, 2.5 percent considered them to be good and 10.2 percent considered them to be very good.

Respondents were further asked to score their lecturers on their command of respect from students. The results are presented in figure 9.7.
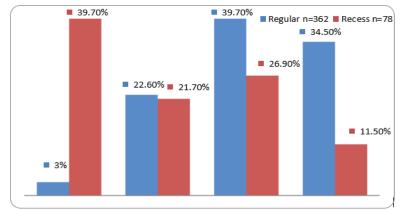

Fig. 9.7: Lecturers' Command of Respect from Students

Results in the figure 9.7 show that 34.5 percent of the regular session respondents said that their lecturers' command of respect from students was very good, 39.7 percent of lecturers' command of respect from students was good, 22.6 percent of lecturers' command of respect from students was fair, and 3 percent of lecturers' command of respect from students was poor. On the other hand, 39.7 percent of the recess session students considered lecturers' command of respect from students as poor, 21.7 percent of lecturers' command of respect from students was fair, 26.9 percent lecturers' command of respect from students was good and only 11.5 percent of the recess session students thought that lecturers' command of respect from students was very good.

Lastly the respondents were asked to ascertain whether lecturers provided immediate and meaningful feedback to students. The findings are presented in table 9.3.

Table 9.3: Lecturers' Provision of Immediate and Meaningful Feedback

Response	Regular n=362		Recess n=78	
	F	**%**	**F**	**%**
Poor	41	11.3	21	26.9
Fair	88	24.3	44	56.4
Good	112	30.9	11	14.1
Very good	121	35.0	02	2.5

Table 9.3 indicate that 35 percent of the regular session respondents reported that their lecturers were very good in providing immediate and meaningful feedback to students. Another 30.9 percent said their lecturers were good at doing so, while 24.3 percent reported that their lecturers were fair on the same. However, 11.3 percent said that their lecturers were poor at providing immediate and meaningful feedback to students. When asked the same question, 26.9 percent of recess session respondents revealed that their lecturers were poor at providing immediate and meaningful feedback to students, 56.4 percent considered their lecturers to be fair, 14.1 percent considered their lecturers to be good and a paltry 2.5 percent considered their lecturers to be very good at providing immediate and meaningful feedback to students.

Qualitative data from key informants and the focus group discussion agreed with the findings from the two sessions. For instance, when participants were asked to give a justification for such kind of responses from the recess respondents, it was noted that the terms of work in the two programmes significantly differed. The recess

session was considered as part-time work by the lecturers who already had debilitating factors like meagre pay, delayed payments, tiredness of the lecturers, lecturers having other university responsibilities like marking examination scripts for big numbers of regular students and the like.

When asked to suggest ways of improving the teaching and learning process especially in the recess session, the key informants had a number of suggestions. First, they suggested that there was need for the university to provide all staff keen on teaching part time jobs in the recess session programme with clear terms of reference so that those who are provided with jobs would be only those persons who would have accepted the terms of service under those conditions. Second, they suggested that the university would consider giving timely appointment letters to the recess session lecturers and also pay them as stipulated in the appointment letters. Third, they suggested that full time staff of the university with big classes that would require marking during the time when recess students were on session would not be legible for teaching jobs in the recess programme. Fourth, they suggested that since some lecturers were also pursuing further studies and had class work at the time when recess programmes were on session, they would also be not legible to have work in this programme since it had been revealed that such lecturers did not attend to their students.

Discussion

BSU Quality Assurance Model for Effective Teaching and Learning

In the first place, respondents were asked to score their lecturers' attendance to class activities. The findings showed that most of the regular session students said their lecturers were very good in attending to them though their counter parts in the recess session reported that their lecturers were poor at attending to them. Sidney (2012) found that the overall academic performance of students in an academic institution is negatively affected by high teacher absenteeism. Moreover, further analysis from the research found a correlation between teacher attendance and student achievement. Jacobs and Kritsonis (1997) in a study involving certain classes observed that teachers who posted the highest level of absenteeism recorded the lowest scores of students' academic performances. Woods and Montagno (2007) found that the higher the teacher attendance rate, the lower the students' academic performance become. Consistent with the above findings are the results from a study conducted by Pitkoff (1993) which found that teachers who received low performance markings missed a larger number of days than those who did not. This finding provides an impetus for education administrators to develop lecturer development plans early in the academic year for low performing teachers rather than later in the respective academic year. However, Scott and McClellan (1990) noted that the higher the degree obtained by the lecturer, the higher the number of days they became absent from the classroom. Additionally, Bruno (2000) purported that high absenteeism by certain teachers tend to lower the morale of the remaining teachers, thereby resulting in high teacher turnover as other teachers tend to feel more burdened regarding additional planning for their absent colleagues. Such research findings are consistent with the BSU idea of lecturers' attendance affecting the teaching and learning of university students.

About time management habits, results revealed that a significant majority of the regular session respondents considered their lecturers to be very good in time management though some very few respondents scored them poorly on this. The recess session respondents reported that their lecturers were poor in time management just as they were poor in regular attendance of lessons. It should be noted that schools or learning institutions are the social institutions of the society, which play a vital role in meeting the aims and objectives of the society. These aims and objectives can be only be achieved through education. Consequently, learning institutions are the best placed to acquire and propagate education (Griffiths, 2003). If education is considered as the human body, then the curriculum is its blood which circulates in it. Without blood, nobody can work and so without curriculum, no education can achieve its targets. Curriculum consists of knowledge, which is the product of the subject matter that is taught by teachers at each level in learning institutions. If the teacher wants to teach the content properly and efficiently according to the needs, requirements and the interests of the students, then it must be done through good and advanced planning, procedure, regularity and punctuality as well as effective procedure of evaluation where time management is very important in achieving the teaching learning objectives (Claessens, Eerde, Rutte & Roe, 2007). Such findings underpin the need for proper time management among all educators at all learning institutions.

Similarly, respondents were asked to score their lecturers' knowledge of the subject content, and unlike in the scenarios witnessed so far, results indicated that the lecturers were considered to be knowledgeable and had a good mastery of the subject matter in both the regular and the recess sessions. According to Eggen and Kauchak (2002), there are three dimensions under which a teacher's knowledge of the subject matter can be measured. These

are content knowledge, pedagogical knowledge of content, and general knowledge. The implications of these dimensions are that a lecturer cannot teach what he or she does not know. Adediwura and Tayo (2007) further emphasised the existence of high correlation between what teachers' subject knowledge are and what they teach students. In line with these findings, Adediwura and Tayo (2007) further accentuated that the ability of a lecturer to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a lecturer whose understanding of the subject content is thorough uses clearer expressions as compared to those whose backgrounds of subject mastery are weaker. Such an explanation shows how important lecturers' knowledge of subject matter is to the teaching and learning processes.

Respondents were further asked about ascertaining whether their lecturers gave them relevant reading and instructional materials. Findings indicate that the regular session respondents considered their lecturers to be giving them very good relevant reading materials although their counterparts in the recess session largely did not think that this was the case. Zafarullah, Mumtaz, Uzma, Abida and Humera (2016) contend that quality instructional materials are essential in teaching subjects such as evolution and the nature of science. It also is important to consider the context within which specific materials are used. Similarly, educators need to consider the criteria against which to judge instructional materials. Teachers, curriculum designers, and other school personnel can use metrics like coherence, consistence, applicability or relevance of the reading or instructional materials.

When respondents were asked to comment about the lecturers' use of appropriate teaching methods, results showed that the same lecturers used different methods of teaching in the different study sessions. This is because most of the regular session respondents said their lecturers used appropriate teaching methods but when the very question was posed to the recess session respondents, data revealed that over half of the respondents considered their lecturers to be poor in the use of appropriate teaching methods though some few considered their lecturers to be either good or very good in using appropriate teaching methods. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. It is therefore imperative that lecturers need to be braced with various teaching methods rhyming with the content being covered as well as the type of learners they have to deal with.

About lecturers' display of enthusiasm and commitment, results showed that most of the regular session respondents considered their lecturers to be very good in showing enthusiasm and commitment to their work, though this was not the case with the recess session students who considered their lecturers to be largely non enthusiastic and non-committal to their work. Such feelings were as a result of lecturers in this session not attending to students and also showing a lot of withdrawn feelings and tendencies. There are many opinions and suggestions about the influence of teachers' creativity, attitude and commitment on students' learning of the subject matter (Vasudevan, 2013). Teachers' creativity can help students to increase their level of thinking and teachers' communication with students. Teachers' attitude or commitment towards work is very important in encouraging students to learn. Teachers' commitment towards work becomes visible in promoting and maintaining teachers' positive behaviours. Teachers who teach effectively are able to give students fitting and helpful feedback. Research has found that both academic achievement and students' behaviour is influenced by the quality of the teacher-student relationship (Vasudevan, 2013). According to Kreitner and Kinicki (2007), commitment is an important work attitude because it drives individuals to work harder to achieve their organisations' goals and remain employed thus justifying the continuous demand for enthusiasm and commitment from all educators.

About whether lecturers were dependable and approachable or not, results revealed that most of the regular session respondents were convinced that their lecturers were dependable and approachable though very few respondents considered their lecturers to be poor at being dependable and approachable. Moreover, like in many previous scenarios, when the very question was asked to the recess session respondents, findings revealed that a majority of them thought that their lecturers were poor at being dependable and approachable though some few considered them to be actually approachable and dependable. About lecturers' command of respect from students, most of the regular session respondents said that their lecturers had a very good command of respect from students, though the recess session students considered their lecturers to have poor command of respect from students. Azer (2009) contends that lecturers' command of respect would be exemplified through effective communication with students, encouraging input of others, integrity, honesty, role modelling, empathy, among other personal and organisational values. Such qualities provide an enabling environment for the teaching and learning process.

Lastly, about lecturers providing immediate and meaningful feedback to students, results showed that most of the regular session respondents reported that their lecturers were very good in providing immediate and meaningful feedback to students. Recess session respondents when asked the same question, a significant minority reported that their lecturers were poor at providing immediate and meaningful feedback to students. Marianne (2014) argues that providing students with meaningful feedback can greatly enhance learning and improve student achievement. When people are trying to learn new skills, they must get some information that tells them whether they are doing the right thing or not. Learning in the classroom is no exception. Both the mastery of content and, more importantly, the mastery of how to think require trial-and-error learning (Munyaradzi, 2013). The downside is that not all feedback is equally effective and it can even be counterproductive, especially if this feedback is consistently negative, corrective or castigatory. Similarly, there is indication that students must be provided with feedback that enable them have access to information about their performance. Students need to know if they have actually mastered the material or not. When students have access to this information, they develop an awareness of their learning, and are more easily able to recognize mistakes and eventually develop strategies for tackling weak points themselves (Munyaradzi, 2013). Such arguments therefore suggest the need for giving learners continuous, appropriate and timely feedback with an express intention of fostering the teaching and learning process.

Conclusion and Recommendations

In conclusion, quality teaching in higher education is paramount for student learning outcomes. However, terms of work significantly affect the way lecturers execute their required obligations.

It is recommended that continuous students' evaluations are done to check that educators are braced with current market trends in order to align graduates appropriately thereby developing institutions as effective learning communities where excellent pedagogical practices are developed and shared. There is need for quality assurance officers to invest time in interrogating other factors that would affect teaching and learning process other than the lecturers. At the same time, continuous workshops pedagogical skills need to be reinforced or introduced in institutions of higher learning since most of the lecturers may not be necessarily be teachers.

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