EFFECTIVENESS OF STUDENTS' EVALUATION OF TEACHERS' QUESTIONNAIRE: CASE STUDY OF DEPARTMENT OF EDUCATION, UNIVERSITY OF MAIDUGURI, NIGERIA

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Abstract
Teacher evaluation is a formal and systematic process of examining teacher performance and effective teachers are expected to demonstrate competence in subject matter as well as perform high levels of teaching skills. In the modern era, there has been a tremendous increase in interest regarding students' ratings of instruction and this topic has been the subject of a substantial body of research spanning approximately 70 years. The main objective of this study was to investigate the effectiveness of questionnaire on students' feedback on course learning experience. What is the reliability of questionnaire on students' feedback on course learning experience? There is no significant inter correlation of the items in questionnaire on students' feedback on course learning experience? The Reliability Test using Cronbach's Alpha revealed high internal consistency for the sections in questionnaire on students' feedback on course learning experience, the reliability index of 0.839. The 32 items of questionnaire on students' feedback on course learning experience were found valid for assessing teachers on teaching skills. The inter-rater reliability analysis of questionnaire on students' feedback on course learning experience using Cronbach's Alpha coefficient indicates that questionnaire on students' feedback on course learning experience has inter-rater reliability index of was reported to be 0.643 indicating that there is agreement among the raters. The results revealed minimum KMO value of .564 and a maximum value of .845. It was then recommended that faculties in tertiary institutions should involve students in evaluating and assessing their teachers during appraisal of teaching
Keywords: Teacher, Evaluation, Effectiveness and Students' rating

Introduction
Under the era of accountability, when teaching standards have been set and teachers are required to perform effectively to meet the standards, evaluating teachers to identify effective and ineffective teachers is a vitally important process (Ngoma, 2011). Teacher evaluation is a formal and systematic process of examining teacher performance (Stronge, 2010). Effective teachers are expected to demonstrate competence in subject matter, perform high levels of teaching skills, meet the accountability standards, share professional knowledge with their colleagues, care deeply about students and their success, and hold distinctive qualities that characterize their effectiveness.

In recent years there has been growing interest in moving beyond traditional measures of teachers' qualifications, such as completion of a preparation programme, number of degrees, years of experience, or the number of published paper, in order to evaluate teachers' actual performance and effectiveness in the classroom as the basis for making decisions for promotion and selection for leadership roles. Some private universities like Covenant University, Ota, Nigeria, have put some measures in place in assessing teachers' effectiveness. In a practical situation, however, such measures of teaching effectiveness lack both reliability and validity to a degree that probably makes them indefensible as indicators of teaching effectiveness. Research has shown that rating scale is a feasible approach to the evaluation of teachers' effectiveness in educational institutions in western counties (Marsh, 2007). Students' Evaluations of Teaching Effectiveness Rating Scale (SETERS) has been useful in assessing teaching effectiveness in Western Countries. However, its suitability for use in Nigeria has not been established, even though there

is still low comparable and validated instrument for measuring teaching effectiveness using Nigerian samples.

Toland and De Ayala (2005), conducted a multilevel factor analysis using samples from two mid-western universities in the United States of America. This analysis suggested that one or three factors between and within levels were a plausible representation of SETERS scores; that is, a one-factor model performed about as well as a three-factor model. These results contradict previous work that has found that SET measures are multidimensional. Students' evaluation of their instructors has been suggested to begin at the Universities of Medieval Europe Chen & Yeager, 2011). In the modern era, there has been a tremendous increase in interest regarding students' ratings of instruction and this topic has been the subject of a substantial body of research spanning approximately 70 years (Areola, 2007). It is now well established that there is a general positive correlation between student ratings and student achievements as measured by test scores (Kulik 2001). This means that for teachers who had been rated highly by their students, their students tended to perform better in turn.

Normally, college and university students will make assessments of the teaching they receive throughout their undergraduate programs near the end of every semester. In most colleges and universities in North America, student evaluation of teaching began in the late 1960's or early 1970's. According to Murray (2006), the earliest use of student evaluation of teaching was at University of Washington in the 1920's, initiated by psychologist E.T. Guthrie. At the University of Western Ontario, student evaluation began in the late 1960's, and was supported by a coalition of three groups: Students who wanted a say in teaching, administrators who were concerned with accountability and good public relations (i.e., we are doing something about teaching), young faculty staff who wanted their salary, promotion and tenure evaluations to depend on something other than number of publications alone.

Statement of the Problem

On most campuses, student evaluation of teaching is done by means of a brief, standardized rating form on which student's rate characteristics of teachers and courses, such as clarity of explanation, enthusiasm, availability, and fairness of exams, usually on a 5-point rating scale. Much of the research done on student evaluation of teaching has focused on the issue of reliability and validity. In Nigeria, most of our campuses do not engage students in evaluation of teaching. Do student evaluations of teaching provide replicable and accurate information about quality of teaching? Has it made a difference, either positive or negative? Are we better off or worse off as a result of student evaluation of teaching (SET)? Effectiveness of students' evaluation of teachers' questionnaire: case study of a case study department of education university of Maiduguri.

Purpose of the Study

The main objective of this study was to investigate effectiveness of students' evaluation of teachers' questionnaire: case study of a case study department of education university of Maiduguriand to:

1 Determine the reliability of questionnaire on students' feedback on course learning experience.
2 Determine the factor loadings of items in questionnaire on students' feedback on course learning experience.
3 Determine the inter relationship amongst the sections in questionnaire on students' feedback on course learning experience.
4 Determine item total inter correlation of the items in questionnaire on students' feedback on course learning experience.
5 Determine the distribution of scores by section and by total scores on questionnaire on students' feedback on course learning experience.
6 Plot the distribution of scores on questionnaire on students' feedback on course learning experience.
7 Determine the mean and standard deviations of sections and items on questionnaire on students' feedback on course learning experience.

Research Questions

Three research questions were raised for the study

1　What is the reliability of questionnaire on students' feedback on course learning experience?
2　What are the factor loadings of the items in questionnaire on students' feedback on course learning experience?
3　What are the means and standard deviations of the sections and items in questionnaire on students' feedback on course learning experience?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1　There is no significant inter relationship amongst the sections in questionnaire on students' feedback on course learning experience.
2　There is no significant inter correlation of the items in questionnaire on students' feedback on course learning experience?
3　There is no significant relationship among reason for taking the course, class attendance, anticipated grade, and students' feedback on course learning experience.

Methodology

This study was conducted at the University of Maiduguri in North-Eastern Nigeria. Survey research design was adopted for this study. Survey research design was aimed to investigate the effectiveness of students' evaluation of teaching (SET). The population for the study were part one students of the Department of Education. The sample comprised a total of 105 full-time part one undergraduate students who volunteered to participate in filling the questionnaire on students' feedback on course learning experience. The questionnaire adopted from Baldwin, Hunt, Tsui, and Mathew (2011) was used to collect data for the study. Some of the items were taken and modified accordingly. In this study, the questionnaire was distributed and collected after the students completed the SET questionnaire in order to investigate the effectiveness of students' evaluation of teaching. The questionnaire contained 35 items. It was modified to be a four type Likert scale: strongly agree, agree, disagree and strongly disagree. The questionnaire for this study had high internal consistency; the alpha value was reported to be 0.643for 35 items.

Results

The results of analyses are presented in the following tables.

Research Question 1: What is the reliability of questionnaire on students' feedback on course learning experience?

Table 1:

 Measurement of Reliability Test using Cronbach's Alpha, Summary of KMO and Variance explained

Factors	KMO	Cronbach Alpha	Variance explained	Sig
Preparation and organization	.564	.643	53.218	S
Clarity and understandableness	.824	.839	55.578	S
Perceived outcome or impact	.845	.814	57.418	S
Stimulation of interest in content	.724	.779	60.753	S
Encouragement and openness	.759	.844	61.788	S

Availability and helpfulness	.817	.785	59.015	S

Table 1 has information on the KMO, Cronbach's Alpha and Variance explained. The Reliability Test using Cronbach Alpha revealed high internal consistency for the sections in questionnaire on students' feedback on course learning experience. The sections therefore have high reliability. The table also revealed minimum KMO value of .564 and a maximum value of .845.

Research Question 2: What are the factor loadings of the items in questionnaire on students' feedback on course learning experience?

Table 2:

Exploratory Factor Loadings of the Behaviour of the students' feedback on course learning experience

Preparation and organization	Loadings	Clarity and understandableness	Loadings	Perceived outcome or impact	Loadings
I think the course content was well organized.	.788	I clearly understood how my work would be evaluated in this course.	.725	I felt the instructor presented the course material in a way that challenged me to think.	.680
I clearly understood what I was expected to learn in this course.	.829	I learned skills in this course that I will be able to use in other courses.	.745	I felt comfortable participating in class activities.	.836
The time I spent in class helped my understanding of difficult course content.	.759	I learned ways of reasoning that I could apply to other subjects.	.752	My experience in the class increased my interest in the course content.	.839
Examples and illustrations provided in this course aided my understanding.	.768	I think the instructor made the course content relevant to my overall education	.780	I was engaged in learning the course content during class time	.753
I think the instructor communicated the course material clearly.	.641	The instructor helped me understand the relevance of the material to the real world	.784		
I think the instructor delivered the course material at a	.670				

pace I could follow.

Stimulation of interest in content	Loadings	Encouragement and openness	Loadings	Availability and helpfulness	Loadings
I felt the instructor presented the course material in a way that challenged me to think.	.462	My interactions with the instructor encouraged me to learn.	.816	I think that the instructor was receptive to suggestions from students	.689
I felt comfortable participating in class activities.	.698	I think the instructor was approachable.	.758	I was satisfied with the time it took for the instructor to return graded material.	.844
My experience in the class increased my interest in the course content.	.703	The class atmosphere supported my learning.	.762	The instructor provided me with all the information I needed to seek help.	.733
I was engaged in learning the course content during class time	.566	I was treated with respect in this class.	.847	I felt welcome to seek help from the instructor.	.777
		I felt encouraged to ask questions in class.	.743	I think the instructor cared about my learning.	.789

Table 2 is a summary of the factor loadings of the items in questionnaire on students' feedback on course learning experience. It revealed high level fit of items into the model except for item No. 24 - I felt the instructor presented the course material in a way that challenged me to (.462).

Research Question 3: What are the means and standard deviations of the sections and items in questionnaire on students' feedback on course learning experience?

Table 3a:

Frequency distribution of means

Mean	Frequency	Cum. Frequency
2.1	0	0
2.2	9	9
2.3	14	23
2.4	8	31
2.5	0	31
2.6	1	32

Table 3a contains the mean and standard deviation of the items in questionnaire on students' feedback on course learning experience. The smallest mean was found to be 2.1 and the largest 2.6, while the smallest standard deviation was .8 and the largest 1.08. The spread of the scores from the mean is not wide so there is homogeneity among the individual items in the questionnaire.

From the frequency distribution in table 3b, it is clearly seen that all the items had mean of 2.1 – 2.6 which are very similar. Mean of 2.3 had the highest frequency of 14, 2.3 had 9 and 2.4 had 8.
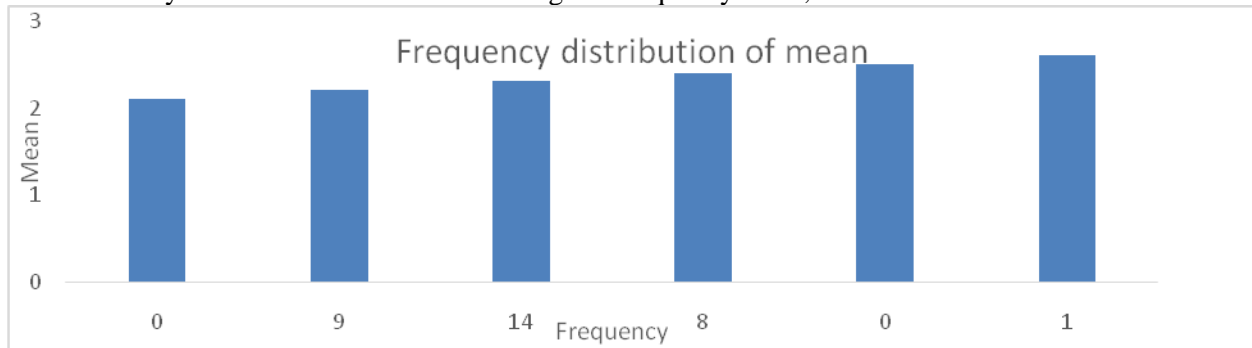

Figure 1: Frequency distribution of mean

Table 3b:

The means and standard deviations of the sections in questionnaire on students' feedback on course learning experience

Factors	Mean	Std. deviation	N
Preparation and organization	11.778	3.152	5
Clarity and understandableness	14.1058	4.491	6
Perceived outcome 0r impact	11.711	3.592	5
Stimulation of interest in content	11.682	3.626	5
Encouragement and openness	11.721	4.115	5
Availability and helpfulness	17.000	4.463	7

Table 3b contains information on the mean and standard deviation of the six sections in questionnaire on students' feedback on course learning experience. It can be seen that there is a large difference between the mean and standard deviation of the six sections. This implies homogeneity of the items in the sections. The dispersion of the scores from the mean is so far apart.

HO1: There is no significant item total inter correlation of the items in questionnaire on students' feedback on course learning experience

Table 4a:
Inter item correlation amongst the items in questionnaire on students' feedback on course learning experience (Availability and helpfulness)

	I think that the instructor was receptive to suggestions from students	I was satisfied with the time it took for the instructor to return graded material.	The instructor provided me with all the information I needed to seek help.	I felt welcome to seek help from the instructor.	I think the instructor made a genuine effort to be available outside of class.	I think the instructor cared about my learning.
I think that the instructor was receptive to suggestions from students	1.000	.490	.323	.415	.249	.469
I was satisfied with the time it took for the instructor to return graded material.	.490	1.000	.600	.580	.432	.531
The instructor provided me with all the information I needed to seek help.	.323	.600	1.000	.426	.263	.470
I felt welcome to seek help from the instructor.	.415	.580	.426	1.000	.368	.543
I think the instructor made a genuine effort to be available outside of class.	.249	.432	.263	.368	1.000	.430
I think the instructor cared about my learning.	.469	.531	.470	.543	.430	1.000

Table 4a revealed there is positive correlation among most of the items in the section "Availability and helpfulness". The item- I think that the instructor was receptive to suggestions from students had weak correlation with The instructor provided me with all the information I needed to seek help; and I think the instructor made a genuine effort to be available outside of class (.323 and .249 respectively). I think the instructor made a genuine effort to be available outside of class also had weak correlation with- The instructor provided me with all the information I needed to seek help; and I felt welcome to seek help from the instructor (.263 and .368 respectively). The null hypothesis -there is no significant item total inter correlation of the items in questionnaire on students' feedback on course learning experience is rejected.

Table 4b:
Inter item correlation amongst the items in questionnaire on students' feedback on course learning experience (Preparation and organization)

	I think that the instructor's main role is to explain all the course content, not to make students think about it.	I think the instructor was well prepared for class.	I think the class sessions were well organized.	I clearly understood the relevance of the assignments to the course objectives.	I think the evaluation (all graded material) clearly reflected the course content.
I think that the instructor's main role is to explain all the course content, not to make students think about it.	1.000	.054	.070	.152	.118
I think the instructor was well prepared for class.	.054	1.000	.604	.401	.397
I think the class sessions were well organized.	.070	.604	1.000	.324	.068
I clearly understood the relevance of the assignments to the course objectives.	.152	.401	.324	1.000	.417
I think the evaluation (all graded	.118	.397	.068	.417	1.000

material)
clearly
reflected the
course
content.

Table 4b having information on the correlation among items in the section "Preparation and organization" revealed there was no correlation between the item- I think that the instructor's main role is to explain all the course content, not to make students think about it and all the other items (.054, .070, .152, .118). There was also no correlation between I think the class sessions were well organized and I think the evaluation (all graded material) clearly reflected the course content (.068).The null hypothesis -there is no significant item total inter correlation of the items in questionnaire on students' feedback on course learning experience is rejected.

Table 4c:
Inter item correlation amongst the items in questionnaire on students' feedback on course learning experience (Encouragement and openness)

	My interactions with the instructor encouraged me to learn.	I think the instructor was approachable.	The class atmosphere supported my learning.	I was treated with respect in this class.	I felt encouraged to ask questions in class.
My interactions with the instructor encouraged me to learn.	1.000	.547	.427	.653	.554
I think the instructor was approachable.	.547	1.000	.643	.458	.349
The class atmosphere supported my learning.	.427	.643	1.000	.550	.392
I was treated with respect in this class.	.653	.458	.550	1.000	.634
I felt encouraged to ask questions in class.	.554	.349	.392	.634	1.000

Table 4c revealed there is positive correlation among the items in the section "Encouragement and openness". I felt encouraged to ask questions in class and I think the instructor was approachable; I felt encouraged to ask questions in class and the class atmosphere supported my learning had .349 and .392 respectively. All others recorded .427 and above. The null hypothesis -there is no significant item total inter correlation of the items in questionnaire on students' feedback on course learning experience is rejected and the alternate accepted.

Table 4d:
Inter item correlation amongst the items in questionnaire on students' feedback on course learning experience (Stimulation of interest in content)

	I felt the instructor presented the course material in a way that challenged me to think.	I think the instructor was enthusiastic about the course content.	I felt comfortable participating in class activities.	My experience in the class increased my interest in the course content.	I was engaged in learning the course content during class time
I felt the instructor presented the course material in a way that challenged me to think.	1.000	.198	.495	.365	.335
I think the instructor was enthusiastic about the course content.	.198	1.000	.305	.322	.425
I felt comfortable participating in class activities.	.495	.305	1.000	.625	.443
My experience in the class increased my interest in the course content.	.365	.322	.625	1.000	.570
I was engaged in learning the course content during class time	.335	.425	.443	.570	1.000

Table 4d contains the correlation indices of items in the section "Stimulation of interest in content". It revealed significant correlations among the items. However, there was none with negative correlation. correlation between My experience in the class increased my interest in the course content and I felt comfortable participating in class activities; My experience in the class increased my interest in the course content and I was engaged in learning the course content during class time had strong correlations of .625 and .570 respectively. The null hypothesis -there is no significant item total inter correlation of the items in questionnaire on students' feedback on course learning experience is rejected.

Table 4e:
Inter item correlation amongst the items in questionnaire on students' feedback on course learning experience (Perceived outcome or impact)

	I clearly understood how my work would be evaluated in this course.	I learned skills in this course that I will be able to use in other courses.	I learned ways of reasoning that I could apply to other subjects.	I think the instructor made the course content relevant to my overall education	The instructor helped me understand the relevance of the material to the real world
I clearly understood how my work would be evaluated in this course.	1.000	.435	.435	.438	.462
I learned skills in this course that I will be able to use in other courses.	.435	1.000	.455	.454	.486
I learned ways of reasoning that I could apply to other subjects.	.435	.455	1.000	.502	.461
I think the instructor made the course content relevant to my overall education	.438	.454	.502	1.000	.543
The instructor helped me understand the relevance of the material to the real world	.462	.486	.461	.543	1.000

Table 4e on correlation among items in section on "Perceived outcome or impact" revealed that there was moderate to strong correlation among the items. Correlation among these items -The instructor helped me understand the relevance of the material to the real world and I think the instructor made the course content relevant to my overall education; I think the instructor made the course content relevant to my overall education and I learned ways of reasoning that I could apply to other subjects showed strong correlation of .543 and .502 respectively. The null hypothesis -there is no significant item total inter correlation of the items in questionnaire on students' feedback on course learning experience is rejected.

Table 4f:
Inter item correlation amongst the items in questionnaire on students' feedback on course learning experience (Clarity and understandableness)

	I think the course content was well organized.	I clearly understood what I was expected to learn in this course.	The time I spent in class helped my understanding of difficult course content.	Examples and illustrations provided in this course aided my understanding.	I think the instructor communicated the course material clearly.	I think the instructor delivered the course material at a pace I could follow.	The feedback I received on work that I completed was helpful to my learning
I think the course content was well organized.	1.000	.616	.510	.536	.433	.377	.013
I clearly understood what I was expected to learn in this course I.	.616	1.000	.699	.547	.366	.393	.169
The time I spent in class helped my understanding of difficult course content.	.510	.699	1.000	.447	.264	.417	.222
Examples and illustrations provided in this course aided my understanding.	.536	.547	.447	1.000	.451	.432	.061
I think the instructor communicated the course material clearly.	.433	.366	.264	.451	1.000	.457	-.028
I think the instructor delivered the course material at a pace I could follow.	.377	.393	.417	.432	.457	1.000	.014
The feedback I received on	.013	.169	.222	.061	-.028	.014	1.00

work that I completed was helpful to my learning

Table 4f having information on the correlation among items in the section "Clarity and understandableness" revealed there was no correlation between the item-The feedback I received on work that I completed was helpful to my learning and other items in the section (.013, .169, .222, .061, -.028,and .014.The item -I think the instructor communicated the course material clearly and the time I spent in class helped my understanding of difficult course content had weak correlation of .264. All other items had moderate to strong correlation with each other.). This implies there is significant relationship among the items in this section, therefore, the null hypothesis is rejected.

HO2: There is no significant inter relationship amongst the sections in questionnaire on students' feedback on course learning experience.

Table 5:
Correlation amongst the sections in questionnaire on students' feedback on course learning experience

		SECTION2	SECTION3	SECTION4	SECTION5	SECTION6	SECTION7
SECTION2	Pearson Correlation	1	$.837^{**}$	$.760^{**}$	$.721^{**}$	$.626^{**}$	$.660^{**}$
	Sig. (2-tailed)		.000	.000	.000	.000	.000
SECTION3	Pearson Correlation	$.837^{**}$	1	$.835^{**}$	$.755^{**}$	$.729^{**}$	$.631^{**}$
	Sig. (2-tailed)	.000		.000	.000	.000	.000
SECTION4	Pearson Correlation	$.760^{**}$	$.835^{**}$	1	$.753^{**}$	$.742^{**}$	$.648^{**}$
	Sig. (2-tailed)	.000	.000		.000	.000	.000
SECTION5	Pearson Correlation	$.721^{**}$	$.755^{**}$	$.753^{**}$	1	$.750^{**}$	$.713^{**}$
	Sig. (2-tailed)	.000	.000	.000		.000	.000
SECTION6	Pearson Correlation	$.626^{**}$	$.729^{**}$	$.742^{**}$	$.750^{**}$	1	$.661^{**}$
	Sig. (2-tailed)	.000	.000	.000	.000		.000
SECTION7	Pearson Correlation	$.660^{**}$	$.631^{**}$	$.648^{**}$	$.713^{**}$	$.661^{**}$	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed). N=104

Table 5 contains information on correlation amongst the sections in questionnaire on students' feedback on course learning experience. There is significantly strong correlation among the sections having correlation coefficients of .626 and above. The null hypothesis there is no significant inter relationship amongst the sections in questionnaire on students' feedback on course learning experience is hereby rejected and the alternate hypothesis accepted.

HO3:There is no significant relationship among reason for taking the course, class attendance, anticipated grade, and students' feedback on course learning experience.

Table 6:
Correlations among reason for taking the course, class attendance, anticipated grade, and students' feedback on course learning experience.

		FEEDBACK	REASON	ATTENDANCE	GRADE
FEEDBACK	Pearson Correlation	1	-.042	.001	.120
	Sig. (2-tailed)		.675	.994	.227
REASON	Pearson Correlation	-.042	1	.222*	-.003
	Sig. (2-tailed)	.675		.023	.977
ATTENDANCE	Pearson Correlation	.001	.222*	1	.516**
	Sig. (2-tailed)	.994	.023		.000
GRADE	Pearson Correlation	.120	-.003	.516**	1
	Sig. (2-tailed)	.227	.977	.000	

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 revealed no correlation amongst feedback, reason, attendance and grade with the only exception seen between grade and attendance (.516). Of the four factors correlated against each other, only grade and attendance showed significant correlation, therefore, the null hypothesis is accepted that there is no significant relationship among reason for taking the course, class attendance, anticipated grade, and students' feedback on course learning experience.

Discussion

As shown in Table 1, the Cronbach alpha values (reliability) and KMO of the 6 sections of questionnaire on students' feedback on course learning experience were from 0.643 and 0.564 respectively and above. This is an indication that the 35 items are valid to evaluate teaching skills of teachers in tertiary institutions in Nigeria. This is in line with Meredith (1969) who recommended a FL of 0.36 and above as minimum for accepting any item as valid. This, therefore, implies that the items of questionnaire on students' feedback on course learning experience are adequate and representative of the teaching skills. It means that different aspects of teaching can be identified and scored.

The results of this study have shown that questionnaire on students' feedback on course learning experience has high inter-rater reliability coefficients, and therefore, reliable and can be used to measure teaching skills. As shown in Table 2, the overall inter-rater reliability coefficient of all the factors of questionnaire on students' feedback on course learning experience is 0.949. These values indicate that there is agreement in the scoring pattern of the six different sections. The factor loadings had values of .462 and above. This implies that students can use questionnaire on students' feedback on course learning experience in scoring teaching skills of teachers without differences in their scores. In other words, the use of this instrument will help students score teachers on the skills acquired and the level of acquisition thereby finding out the extent of attainment of the goals of the teaching and invariably the effectiveness of the technique used. The inter-rater reliability coefficient of this instrument is considered adequate enough for use by students to effectively score teachers at the end of semesters without much difference in their scores.

The smallest mean was found to be 2.1 and the largest 2.6, while the smallest standard deviation was .8 and the largest 1.08. The spread of the scores from the mean is not wide so there is homogeneity among the individual items in the questionnaire. Generally, tables 4(a, b, c, d, e, f) revealed there is positive correlation among most of the items in the sections. This implies there is significant relationship among the items in this section, therefore, the null hypothesis is rejected. Table 5 shows there is significantly strong correlation among the sections having correlation coefficients of .626 and above. Table 6 revealed no correlation between grade and attendance (.516).

Conclusion

The following conclusions are drawn from the findings of the study: The 32 items of questionnaire on students' feedback on course learning experience were found valid for assessing teachers on teaching skills; The inter-rater reliability analysis of questionnaire on students' feedback on course learning experience using Cronbach's Alpha coefficient indicates that questionnaire on students' feedback on course learning experience has inter-rater reliability index of 0.839 indicating that there is agreement among the raters and the spread of the scores from the mean is not wide so there is homogeneity among the individual items in the questionnaire.

Recommendations

Based on the findings of this study, the researchers recommend that:

(1) Faculties in tertiary institutions should involve students in evaluating and assessing their teachers during appraisal of teaching;

 (2) A training workshop could be organized for students in tertiary institutions on how to use the instrument to rate teachers;

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