Students Perceptions of Effective Teaching and Effective Lecturer Characteristics at the University of Ibadan, Nigeria

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Abstract: This study investigates and analyzed students perceptions of effective teaching and the characteristics of an effective lecturer at the University of Ibadan, Nigeria. The underlying objectives are to identify the critical elements that make teaching effective and the qualities in lecturers which the students prefer help faculties members in the University of Ibadan and other universities with limited teaching experience gain valuable insights into improving their teaching effectiveness and emphasize to lecturers that they can influence students learning by their teaching approach and characters. The study is also intended to contribute to the growing literature on effective teaching methodologies and lecturer characteristics. The investigation/analysis explores 35 critical teaching effectiveness elements organized into five major sub-headings including analytical/synthetic approach, organization/clarity of teaching, lecturer-group interactions, lecturer-individual student interaction and dynamism/enthusiasm of the lecturer and 17 typical characteristics of a typical effective teacher. Participants for the study were selected through purposive and yet random methods from seven purposefully chosen faculties in the University involving second year undergraduate students through to the master's degree students. Questionnaires are used as instrument and are distributed to all sampled students. From the analysis, it is clear that students always want their learning needs to be met. As such they know and can identify effective teaching whenever they are taught as well as desire some attributes from lecturers that make them effective lecturers. This therefore implies that effective teaching requires a lecturer to strike a good balance between his teaching methodology and his personality characteristics.

Key words: Effective teaching, effective lecturer, student perceptions, University of Ibadan, Nigeria

INTRODUCTION

For many centuries now, education has been conducted in schools by persons occupying the position of a teacher, master or lecturer. However, this is not to say that human beings have not learnt many important things outside the school without the help of some people designated as teachers/lecturers. Nevertheless, the role of teachers/lecturers in the transmission of knowledge and skills is generally agreed to and recognized. This is because their research is closely and directly associated with the students learning outcome than that of any other division of the society and professional personnel. Thus, the lecturers in carrying out their roles are always faced with the question: how are we to teach effectively or how are we to help the students learning acts?

Kurt and Singer reported that when participants at a conference were asked to indicate which learning process gave them pleasure most in their school days all of them found it difficult to answer this question. But in their discussion, there was the talk of certain lecturer, a master teacher who increased or diminishes their pleasure of learning. The method of learning did remain in their

memory and likewise what the teacher as a person did. From this account, two significant deductions are indicative. The first is that there are their certain qualities that make or mar a teacher/lecturer. The most extensive work up to date on teachers characteristics is that of Ryans (1960). He studied 6,000 teachers and came up with about 300 teachers' characteristics or qualities. From this, it was concluded that the master teacher/lecture has some qualities in the act of teaching. The second is that students being at the receiving end of the teaching/learning process usually have perceptions of effective teaching as well as an effective teacher/lecturer.

In the light of the foregoing, this study investigated and analyzed students' perceptions of effective teaching and an effective lecturer in the University of Ibadan. The motivation for the study lies in the fact that as long schools continue to be regarded as the major preparatory grounds for the citizens, so will teachers/lecturers be necessary for this transmission of knowledge, ideas and culture. For this to be well done, the teachers/lecturers must not only touch the intellects but also the hearts and souls of the students. This is why taking stock of the critical elements of teaching as well as the fundamental

characteristics and/or traits that students considered of truly effective lecturer are important. This study will therefore assist in indicating the elements in teaching and qualities in lecturers which the students prefer help faculties members in the University of Ibadan and other universities with limited teaching experience gain valuable insights into improving their teaching effectiveness and emphasize to lecturers that they can influence students learning by their teaching approach, traits and/or characters. It is hoped that the results of the study will contribute to the growing literature on effective teaching methodologies and lecturer characteristics.

Literature review: The emphasis on teaching effectiveness hinges on the fact that effective learning is closely associated with effective teaching. Though there seems to be a prevailing assumption that effective teaching cannot be defined measured and promoted the research literature indicates otherwise. The issues on effective teaching have been examined by several scholars (Ryans, 1960; Horngren, 1963; Eble, 1971; Sheffield, 1974; Ebro, 1977; Smith, 1980; Dunkin, 1983; Canon, 1988; Lewis *et al.*, 1988; Chickering and Gamson, 1987; Ramsden, 1992; Smith and Cranton, 1992; Bastick, 1995; Lowman, 1996; Brodie, 1998; Kher *et al.*, 1999; Young and Shaw, 1999; Cannon and Newble, 2000; Tootoonchi *et al.*, 2002; Bender, 2003; Berk, 2005; Okpala and Ellis, 2005; Colker, 2008; Mohidin *et al.*, 2009). The focus of these earlier studies have included the attempt to conceptualize effective teaching and how this can be achieved, measurement of effective teaching and identification of the elements of effective teaching and the general characteristics of effective and/or great teachers.

As a concept, Ramsden (1992) noted that effective teaching can be thought of as being the process of making students learning possible. But because student learning is possible on a number of different levels, ranging from deep to superficial, Ramsden (1992) modifies this initial conception of effective teaching as follows: effective teaching is teaching that creates an environment in which deep learning outcomes for students are made possible, where high quality students learning is promoted and where superficial approaches to learning are discouraged. This therefore implies that achieving effective learning in these ways require a student-centred and outcome-focused approach that encourages high level cognitive engagement with unit content and concepts. It also requires that students are motivated to learn through the teaching process. Socio-constructivist theories confirm the importance of community and interactive forces to motivation which in turn links

effective teaching with modes of delivery that promote engagement and discussion (Dunkin, 1983; Canon, 1988; Cannon and Newble, 2000).

According to Crawford and Bradshaw effective teaching describes the extent to which the teacher is able to encourage and promote student understanding, to develop study skills, to model desirable attitudes towards the ideals of education and to contribute to the emotional adjustment of the pupil/student. Bastick (1995) defines effective teaching as maximizing students' academic attainment and teacher and students course satisfaction. Effective teaching was also considered from the perspective of learning experiences that reach out to students different learning styles and preferences (Bender, 2003). Six principles of effective teaching (in higher education) that can promote effective learning were identified by Ramsden (1992). The six principles are ensuring students interest by making learning of unit material a pleasure for students and providing skilled explanations, demonstrating concern and respect for students and students learning, providing appropriate assessment and feedback, ensuring that students' are given clear goals and intellectual challenge. Lowman (1996) describes two main dimensions of effective college teaching that emerge in his studies as intellectual excitement (enthusiasm, knowledge, inspiration, humor, interesting viewpoint, clarity, organization) and interpersonal concern/effective motivation (concern, caring, availability, friendliness, accessibility, helpfulness, encouragement, challenge).

Coming to measurement aspect, Bastick (1995) proposed the Three-Ability Framework (3AF) as a measure of effective teaching. This consists of technical skills, professional competence and professional attitude. The study by Berk (2005) indicated twelve strategies to measure effective teaching. These strategies include student ratings, peer ratings, self-evaluation, videos, students' interviews, employer ratings, administrative ratings, teaching scholarship teaching awards, learning outcome measures and teaching portfolios. The identification of elements of effective teaching and the general characteristics of effective and/or great teachers was pioneered by Ryans (1960) who hypothesized that teacher behavior is a function of personal characteristics, teacher behavior is observable and teacher behavior is classifiable quantitatively as well as qualitatively. Following on Ryans (1960)'s hypothesis, many elements of effective teaching and characteristics of an effective have been identified mainly through students perceptions and in few cases by the opinions of teachers themselves. Eble (1971) documented five components of effective teaching as perceived by the students. The first is that

teachers must use an analytical/synthetic approach. The second is that the teacher must be well organized. The rest are teacher-group interaction, teacher-individual students' interaction and dynamism/enthusiasm manner. Smith (1980) and Smith and Cranton (1992) checklist for good teaching include testing of prerequisite skills, providing feedback to the teacher adapting to individual differences providing specific feedback to the students, flexibility, promoting active student learning, motivating students and clarity and well-organization of presentations.

Horngren (1963) indicated that good teachers possess three crucial characteristics which include knowledge of the subject matter, adequate preparation and enthusiasm. Knowledge of subject matter was defined as comprising ample, up-to-date knowledge of his subject matter; preparation as always being ready and enthusiasm as the existence of zeal (spirit) and fervour (earnestness) for the subject. Tootoonchi *et al.* (2002) further underscored the character of knowledge of the subject matter as they noted that it is of paramount importance if teachers wish to be successful. They further emphasized attitudes and communication and innovation skills as important attributes that a good teacher must possess.

In a write-up titled Teaching in the Universities-No One Way Sheffield (1974) itemized the characteristics of effective teachers most often talked about. These include master of his/her subject or competent; lectures well prepared and orderly; subject related to life or practical; students' questions and opinions encouraged; enthusiastic about his/her subject approachable, friendly and available concerned for students' progress has a sense of humor and amusing; warm kind and sympathetic and teaching aids used effectively. For Ebro (1977), following his study of winners of the Alumni Distinguished Teaching Award at Ohio state, great teachers are those that get right down to business, teach at a fast pace but stopped regularly to check student comprehension and engagement, use a variety of instructional strategies stay with their subjects use humor have command of their classes, interact with students, provide warm classroom climate and deploy well nonverbal behavior in class (uses gesture frequently, walk around as they talk and extensive use of eye-contact).

The study by Chickering and Gamson (1987) also consistently identify knowledge of subject matter, organizational skills, enthusiasm, clarity and interpersonal skills as marks of the effective teacher. By combining the comments from both students and instructors who took part in a study, Lewis *et al.* (1988) discussed eight

characteristics of effective large-class instructors as including enthusiasm about the subject, knowledge of the subject and the ability to communicate his knowledge, cares about the progress and welfare of the students, dares to discipline (govern) to eliminate unnecessary talking, etc., has a sense of humor uses a variety of instructional strategies, interacts with students during, as well as before and after class and has confidence in him/herself and what he/she is doing. Similarly, Colker (2008) reported that teachers claimed there were four characteristics of an effective teacher which include having a sound knowledge of subject matter take personal interest in each student, establish a caring or loving or warm atmosphere and lastly to show enthusiasm with students. He also reported twelve characteristics of teachers that children (students) believe are integral factors to effective teaching.

These include passion, perseverance, willingness to take risks, pragmatism, patience, flexibility, respect, creativity, authenticity, love of learning, high energy and sense of humor. Mohidin *et al.* (2009) in a study on effective teaching methods and lecturers characteristics on accounting students at the School of Business and Economics at the Universiti Malaysia Sabah (UMS), also reported knowledge of the lecturer, attitude and personality as preferred characteristics by the students teaching/learning effectiveness. The summary from the foregoing is that the amount of agreement across studies suggests that the characteristics of good teaching are not mysterious or extremely discipline-specific. They can and have been identified by researchers, students and professionals alike.

MATERIALS AND METHODS

Data and research methodology: This study aims at investigating and analyzing students perceptions of effective teaching and an effective lecturer at the University of Ibadan, Nigeria. Participants for the study were selected through purposive and yet random method from seven purposefully chosen faculties in the University. These faculties are those of the Social Sciences, Sciences, Arts, Agriculture, Technology, Education and Law. The choice of these faculties is mainly due to their close proximity to the faculty of the social sciences, where the researcher belongs. About 100 students each from 200 levels through to 700 levels (i.e., 2nd year undergraduate students and master's degree students) were sampled in the seven faculties. This gives a total of 700 students. The 100 level (i.e., 1st year students) were exempted, it is felt that because they have just come into the system as of the time of

commencing this study, they have limited experience to make informed responses to the investigations of this study. In each faculty, equal number of students was sampled across levels of students. In the faculties of Science, Education, Social Sciences, Arts and Law 25 students were sampled, while in the faculty of Agriculture and Technology with fifth year (500 levels) 20 students were sampled across each level.

Structured questionnaire was developed to collect data and conduct the investigation. The questionnaire comprises of 3 sections which include respondent's demographic, effective teaching questions and effective lecturers' characteristics questions. The effective teaching questions were an adoption of Eble (1988) effective teaching recognition and evaluation format. The five sub-sections, thirty-five items format was developed into a measurement scale using a response scale of 5, very important to 1, not important at all. For the effective lecturers characteristics questions, a list of personality characteristics of effective lecturers as identified from the literature (reviewed) and not explicitly reflected in the Eble (1988)'s format was made and respondents asked to indicate which of these characteristics they would prefer in their lecturers.

A pilot study was conducted before distributing the questionnaires to respective respondents. A total 70 respondents were selected from the sample to accomplish the pilot test. The pilot test was used to verify the reliability and validity of our questionnaires. A Cronbach's Alpha value of 0.820 was obtained. This indicates that the questionnaire used was reliable and valid. We then proceed to administer the questionnaires to the respective respondents and a brief explanation by the researcher is done to ensure that the respondents understand the purpose of the study and be able answer the questions correctly. Out of the 700 questionnaires

distributed and retrieved, only 602 were useable for the purpose of the study. The questionnaires were then analyzed using the Statistical Package for Social Science (SPSS).

RESULTS AND DISCUSSION

Empirical results: Table 1 shows the profile of respondents of this study. From the Table 1, a total of 602 inform the findings of the study. About 92, 80, 86, 96, 84, 76 and 88 of the total respondents are from the faculty of science, arts, agriculture, education, social sciences technology and law accordingly. The Table 1 also shows the gender, level and age group of the respondents. Because of the manner in which the samples were drawn, there are no much differences among the respondents by gender and level, except for those belonging to 5th year level students. Respondents in the 500 level categories are available only in the faculties of agriculture and technology only. This explains why there are just 30 respondents. The respondents by age group shows that nearly 46% are between 21 and 23 years of age. Those of 24-26 years constitute the second major group with a frequency of 147 and closely followed by between 18 and 20 years with a count of 147.28 other respondents are aged between 27 and 29, while the rest 8 belong to the group of 30 years and above group.

Table 2 contains the perceptions of the respondents on effective teaching based on a listing of 35 critical teaching effectiveness elements organized into five major sub-headings. These include analytical/synthetic approach, organization/clarity of teaching, lecturer-group interactions, lecturer-individual student interaction and dynamism/enthusiasm of the lecturer. Starting with analytical/synthetic approach to teaching, all the respondents considered lecturers that discuss point of

Table 1: Profile of the respondents

Faculty/variables	Science	Arts	Agriculture	Education	Social sciences	Technology	Law	Total
Respondents	92	80	86	96	84	76	88	602
Gender								
Male	50	35	40	47	44	46	44	306
Female	42	45	46	49	40	30	44	296
Level								
200	22	23	16	25	25	14	24	149
300	24	16	18	25	19	17	21	140
400	24	23	20	24	21	22	24	158
500	-	-	17	-	-	13	-	30
700	22	18	15	22	19	10	19	125
Age group								
18-20	18	23	20	15	25	26	16	143
21-23	63	41	42	31	54	27	18	276
24-26	10	15	22	35	4	22	40	147
27-29	1	1	2	10	1	2	11	28
30 and above	-	-	-	5	-	-	3	8

Field survey, 2009

Table 2: Respondents perceptions on the elements of effective teaching

Elements of effective teaching by sub-groups	Very important	Fairly important	Somewhat important	Not so important	Not important at all	Total score	Rank
Analytical/synthetic approach							
Discusses point of view other than his/her own	444 (73.8)	136 (22.6)	22 (3.7)	0	0	2830	12th
Contrasts implications of various theories	338 (56.1)	179 (29.7)	47 (7.8)	18 (3.0)	20 (3.3)	2603	18th
Discusses recent developments in the field	506 (84.1)	88 (14.6)	4 (0.7)	0	4 (0.7)	2898	6th
Presents origins of ideas and concepts	313 (52.0)	139 (23.1)	109 (18.1)	20 (3.3)	21(3.5)	2509	22nd
Gives references for more interesting and involved points	226 (37.5)	138 (22.9)	147 (24.4)	53(8.8)	38(6.3)	2267	26th
Presents facts and concepts from related fields	342 (56.8)	160 (26.6)	79 (13.1)	13 (2.2)	8 (1.3)	2621	16th
Emphasizes conceptual understanding	502 (83.4)	78 (13.0)	18 (3.0)	4 (0.7)	0	2884	10th
Total						2658.9	
Organization/clarity							
Explains clearly	598 (99.3)	4 (0.7)	0	0	0	3006	1st
Is well prepared	554 (92.0)	47 (7.8)	1 (0.2)	0	0	2961	4th
Gives lectures that are easy to outline	490 (81.4)	85 (14.1)	25 (4.2)	2 (0.3)	0	2869	11th
Is careful and precise in answering questions	490 (81.4)	100 (16.6)	12 (2.0)	0	0	2886	9th
Summarizes major points	434 (72.1)	85 (14.1)	32 (5.3)	26 (4.3)	25 (4.2)	2683	15th
States objectives for each class session	63 (10.5)	52 (8.6)	171 (28.4)	140 (23.3)	176 (29.2)	1492	34th
Identifies what he/she considers important	503 (83.6)	82 (13.6)	17 (2.8)	0	0	2894	8th
Total						2684.4	
Lecturer-group interaction							
Encourages class discussion	204 (33.9)	135 (22.4)	123 (20.4)	72 (12.0)	68 (11.3)	2141	27th
Invites students to share their knowledge and experiences	375 (62.3)	86 (14.3)	101 (16.8)	19 (3.2)	21 (3.5)	2581	19th
Clarifies thinking by identifying reasons for questions	251 (41.7)	69 (11.5)	119 (19.8)	83 (13.8)	80 (13.3)	2134	28th
Invites criticism of his/her own ideas	421 (69.9)	86 (14.3)	74 (12.3)	13 (2.2)	8 (1.3)	2705	14th
Knows if the class is understanding him/her or not	576 (95.7)	22 (3.7)	4 (0.7)	0	0	2980	3rd
Has interest and concern in the quality of his/her teaching	596 (99.0)	6 (1.0)	0	0	0	3004	2nd
Has a student apply concepts to demonstrate understanding	147 (24.4)	74 (12.3)	164 (27.2)	99 (16.4)	118 (19.6)	1839	33rd
Total						2483.4	
Lecturer-Individual student interaction							
Has a genuine interest in students	441 (73.3)	107 (17.8)	52 (8.6)	2 (0.3)	0	2793	13th
Is friendly toward students	210 (34.9)	110 (18.3)	124 (20.6)	85 (14.1)	73 (12.1)	2105	29th
Relates to students as individuals	180 (29.9)	89 (14.8)	172 (28.6)	84 (14.0)	77 (12.8)	2017	30th
Recognizes and greets students out of class	203 (33.7)	92 (15.3)	118 (19.6)	70 (11.6)	119 (19.8)	1996	31st
Is accessible to students out of class	382 (63.5)	96 (15.9)	71 (11.8)	21 (3.5)	32 95.3)	2581	20th
Is valued for advice not directly related to the course	129 (21.4)	93 (15.4)	189 (31.4)	91(15.1)	100 (16.6)	1866	32nd
Respects students as persons	518 (86.0)	58 (9.6)	21 (3.5)	5 (0.8)	0	2895	7th
Total						2321.9	
Dynamism/enthusiasm							
Is a dynamic and energetic person	321 (53.3)	92 (15.3)	139 (23.1)	29 (4.8)	21 (3.5)	2469	23rd
Has an interesting style of presentation	555 (92.2)	21 (3.5)	24 (4.0)	1(0.2)	1 (0.2)	2934	5th
Seems to enjoy teaching	428 (71.1)	38 (6.3)	85 (14.1)	21(3.5)	30 (5.0)	2619	17th
Is enthusiastic about the subject	298 (49.5)	70 (11.6)	156 (25.9)	61 (10.1)	17 (2.8)	2377	25th
Seems to have self-confidence	293 (48.7)	93 (15.vc4)	171 (28.4)	35 (5.8)	10 (1.7)	2430	24th
Varies the speed and tone of his/her voice	32 (5.3.0)	39 (6.5)	112 (18.6)	169 (28.1)	250 (41.5)	1240	35th
Has a sense of humor	394 (65.4)	74 (12.3)	60 (10.0)	30 (5.0)	44 (7.3)	2550	21st
Total						2374.1	

Field Survey, 2009

view other than their own as effective lecturers though of different importance. About 73.8% considered this as very important, fairly important 22.6%, while the rest 3.7% viewed it as somewhat important. Contrasting implications of various theories, discussions of recent development in the field, presentation of the origins of ideas and concepts, presentation of facts and concepts from related fields and emphasizing conceptual understanding were rated very important by significant majority of the sampled students. Remarkable diverse opinions were expressed with respect to giving references for more interesting and involved points. While 37.5% considered this to be very important, another 22.9% indicated it to be fairly important. It is rated somewhat important by 24.4%. The balancing figures were accounted for by those

who considered it not so important and not important at all with 8.8 and 6.3 percentage distributions, respectively.

Coming to organization and clarity in teaching, all the elements except stating the objectives for each class lesson was considered by <70% in each instance as very important. This implies that students valued highly considered effective lecturers that explained clearly is well prepared give easy to outline and follow lectures is careful and precise in answering questions, summarizes major points and identifies what he/she considers important. As for lecturer-group interactions in teaching/learning, the Table 2 shows that the two elements of a lecturer showing and having interest and concern in the quality of his/her teaching and knowing if the class is understanding the lecturer or not are rated highly most

by the respondents with about 99 and 96% distributions, respectively. Third in ranking is the element of inviting criticisms of his/her own ideas from students with about 70% of the respondents indicated that is very important.

Majority of the respondents (about 62%) also considered the invitation to share their knowledge and experience as very important element in lecturer-group interaction. Encouraging class discussions is indicated preferred by most of the respondents though in varying degrees. In sum about, 77% prefer class discussions as against 23% who do not like it. A similar situation is observed with respect to a lecturer's ability to clarify thinking by identifying reasons for questions and asking student apply concepts to demonstrate understanding. About 73 and 64%, respectively want this element demonstrated, while to the remaining 27 and 36% do not considered these necessarily important. When it comes to lecturer-individual student interaction going by the pattern of the responses respect for student as a person is the most preferred element followed by a lecturer having genuine interest in students. Being accessible to students out of class is third, while friendliness towards students is rated fourth. Recognizing and greeting students outside class and relating to students on individual basis comes fifth and sixth, respectively. The last and the least rated element is the value attached to advice not directly related to the course.

Among the elements describing a lecturer's dynamism and enthusiasm for the job, the respondents as indicated preferred most that a lecturer has an interesting of style of presenting his lectures at all times as about 92% rated it very important. The second preference is for the lecturer to seem to enjoying teaching. Having a high sense of humor and appropriately deploring this, while teaching is rated third. The lecturer being dynamic and energetic person comes in the fourth position. The fifth and sixth in the order of ranking is the element of being enthusiastic about the subject and having self-confidence by lecturer. The last rated element which involves a lecturer varying the speed and tone of his/her voice during teaching is in fact not important by majority (about 70%) of the respondents.

Further attempt was to understand the preferences of the respondents by computing the total score pooled by each element based on options of responses and ranked (Table 2). From the score and ranking the first ten rated elements of effective teaching by the respondents in order of ranks include clear explanations showing interest and concern in quality of teaching, knowing if the class is understanding or not coming well prepared to class having an interesting style of presentation, discussing recent developments in the field, respect for students as

persons, identification of what is considered important in lectures being careful and precise in answering questions and laying emphasis on conceptual understanding Table 2. On the average, the group of elements bordering on organization and clarity in teaching scored highest. This is followed by elements involving analytical/ synthetic approach to teaching in the second position. In the third position is the lecturer-group interaction set of elements. Dynamism/enthusiasm in teaching is rated fourth, while the fifth and the last in rank is lecturer-individual student interaction. However, the observed differences in the scores among the different sub-groups were not significant when subjected to statistical analysis by means of analysis of variance (Table 3). This therefore implies that the preferences of the respondents for one group are not different from at least one other group. In other words, all the elements by sub-groups are equally considered as elements of effective teaching. Similarly, there are no differences in the perceptions of the respondents on the elements of effective teaching by sex distribution. But, there are differences in perceptions by age, level of study and faculty of the respondents.

Table 4 contains preferences of the respondents on the personality characteristics that make a teacher/lecturer effective. The preferences are arranged in order in terms of the percentage of the respondents that indicated a particular attribute. From the Table 4, the most preferred and desired characteristic of an effective lecturer in the respondents' opinions is for a lecturer to be approachable. This is closely followed by the attribute of being polite and inspiring in the second and third position, respectively. Consistency comes fourth, while

Table 3: Analysis of variance in responses among the respondents by group of elements, sex, age, level and faculty

Sources of variation	SS	Df	MS	Variance ratio (F)	F at 5 % significance level
Group of elements					
Between (groups)	748970.6	4	187242.7	0.93	2.69
Within (errors)	6043278.1	30	201442.6		
Total	6792248.7	34			
Sex					
Between (groups)	53987.6	1	53987.6	1.11	3.98
Within (errors)	3322178.4	68	48855.6		
Total	3376166.0	69			
Age					
Between (groups)	28962485.5	4	7240621.4	552.55	2.42
Within (errors)	2227695.4	170	13104.1		
Total	31190180.9	174			
Level					
Between (groups)	6228975.5	4	1657243.9	169.61	2.42
Within (errors)	1661038.5	170	9770.8		
Total	8290014.0	174			
Faculty					
Between (groups)	148130.6	6	24688.4	4.70	2.10
Within (errors)	1250609.8	238	5254.7		
Total	1398740.4	244			

Table 4: Respondents ratings of desirable characteristics that make a lecturer effective

Personality characteristic /faculty	Science	Arts	Agric.	Educ.	Social sc.	Tech.	Law	Total	Percentage of total respondent	Rank
Approachable	92	80	86	94	82	75	80	589	97.8	1st
Polite	90	80	83	90	84	76	84	587	97.5	2nd
Inspiring	88	78	84	90	84	76	86	586	97.3	3rd
Consistent	83	76	79	96	84	72	80	570	94.7	4th
Rational	90	70	82	89	78	72	85	566	94.0	5th
Considerate	86	74	75	89	84	70	83	561	93.2	6th
Patient	80	80	78	85	80	73	76	552	91.7	7th
Composed	86	78	80	78	70	71	82	545	90.5	8th
Kind	80	73	82	91	82	62	70	540	89.7	9th
Punctual	92	80	86	76	61	70	70	535	88.9	10th
Assertive	85	60	78	77	70	72	82	524	87.0	11th
Well and properly dressed	84	38	86	80	80	60	84	512	85.0	12th
Decisive	79	65	66	61	75	70	81	497	82.6	13th
Open-minded	78	60	58	74	72	58	64	464	77.1	14th
Disciplined	87	61	70	58	57	65	56	454	75.4	15th
Charismatic	84	80	60	44	40	38	68	414	68.8	16th
Outgoing	38	45	56	42	35	28	32	276	45.8	17th

Field survey, 2009

rationality is rated fifth. The sixth preferred attribute is being considerate and followed by being patient and composed in order of mentioning. Kindness on the part of lecturers is rated ninth and punctuality in the classroom is tenth in ranking.

Further more, a very large of the respondents also desired that lecturers be assertive, well and properly dressed, decisive, open-minded, disciplined and charismatic to make them effective lecturers. The last attribute of being outgoing is preferred by about 46% of the respondents, suggesting that it is not a highly desired personality attribute required in lecturers by the students.

CONCLUSION

In this study to investigate and analyzed students perceptions of effective teaching and the characteristics of an effective lecturer in the University of Ibadan, Nigeria. The investigation/analysis explores 35 critical teaching effectiveness elements organized into five major sub-headings including analytical/synthetic approach, organization/clarity of teaching, lecturer-group interactions, lecturer-individual student interaction and dynamism/enthusiasm of the lecturer and 20 personality characteristics of a typical effective teacher. The findings from the analysis show that the first 10 rated elements of effective teaching out of the 35 by the respondents in order of ranks include clear explanations showing interest and concern in quality of teaching, knowing if the class is understanding or not coming well prepared to class having an interesting style of presentation, discussing recent developments in the field, respect for students as persons, identification of what is considered important in lectures being careful and precise in answering questions and laying emphasis on conceptual understanding.

On the average, the group of elements bordering on organization and clarity in teaching scored highest. This is followed by elements involving analytical/synthetic approach to teaching in the second position. In the third position is the lecturer-group interaction set of elements. Dynamism/enthusiasm in teaching is rated fourth while the fifth and the last in rank is lecturer-individual student interaction. However, the observed differences in the scores among the different sub-groups were not significant when subject statistical analysis by means of analysis of variance. This therefore implies that the preferences of the respondents for one group are not different from at least one other group. In other words, all the elements by sub-groups are equally considered as elements of effective teaching. Similarly, there are no differences in the perceptions of the respondents on the elements of effective teaching by sex distribution. But, there are differences in perceptions by age, level of study and faculty of the respondents.

The conclusion from this study is that students always want their learning needs to be met. As such they know and can identify effective teaching whenever they are taught as well as desire some attributes from lecturers that make them effective lecturers. This therefore implies that effective teaching requires a lecturer to strike a good balance between his teaching methodology and his personality characteristics.

RECOMMENDATIONS

Since this study covers only students in seven out of the twelve faculties in the University of Ibadan, it is recommended that further study should cover the remaining faculties and more universities in Nigeria. This will further give an absolute finding on teaching

effectiveness and lecturers' characteristics across Nigeria. The limited coverage of the study notwithstanding, its findings should be used by lecturers generally as a guidepost to better understand the needs of students to help their learning process. Likewise, education authorities should incorporate and emphasis these findings in the training curriculum of teachers/lecturers and the rating and promotion of lecturers in the tertiary institutions.

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