



SERVICOM UNIT

**SERVICOM REPORT ON PILOT SURVEY OF GNS COURSES DURING
1ST SEMESTER OF 2014/2015 SESSION**

Introduction

Of all the activities in the management of academic institutions, performance evaluation is arguably the most touchy and least popular among those who are involved. Administrators do not seem to like doing it; members of staff see no point in it either. Institutions' Directorates of Planning and Service Quality Assurance Units, as guardians of policy and procedures on standard practices, have to stand by and watch their work fall into dispute. Remarkably, regardless of the poor acceptance of evaluation within organizations, it is an accepted part of management orthodoxy that there should be some means by which performance can be measured, monitored and controlled. This is because the results of evaluations significantly help in making improvements in the systems.

In line with the above, and in view of the fact that, assurance of efficient service delivery in our university is the major mandate of the SERVICOM unit, our team organized and conducted a pilot survey of students' perception of service delivery by specifically targeting the GNS courses. The main objective was to assess the level of students' satisfaction in the way these courses are handled by taking a look at some selected indices related to regularity of lecture delivery, administration of continuous assessment, quality of teaching, lecture organization and facility availability. In doing so, the team has developed a satisfaction rating instrument on some relevant indices on which responses were collected and analysed. The details are provided in the subsequent parts of the report.

Objectives and Significance

This survey was launched in the context of an initiative to provide means of producing useful feedback which the staff and the university can use to improve quality of instruction. The initiative is important not only for establishing means for regular assessment of issues of common concern, but also for several other reasons. For instance, it helps in: (a) gathering information about the impact of learning and of teaching practice on students' learning, (b) analyzing and interpreting this information, and (c) responding to and acting on the results. Appraisal is also beneficial because

lecturers can review how others interpret their teaching methods, thereby improving their instruction. The information can also be used by administrators, along with other inputs, to make summative decisions such as decisions about promotion, tenure, salary increases, etc., and make formative recommendations such as identifying areas where facilities require improvement or a faculty member needs to improve.

Population and Sampling

In undertaking all new surveys, it is strongly recommended that the first survey be considered part of the testing phase. While the aim is to gather the best possible data, it should also provide a solid basis for refining the final survey so as to ensure accuracy and effectiveness.

To ensure initial effectiveness, it was decided that the first survey would be treated, as a pilot survey and be confined to the GNS students in all the faculties. It was felt that subsequent surveys could be developed progressively, as time and resources permit to cover other courses. For this reason, it was decided that sampling segregation by faculty and course levels should be done on only the GNS courses for the first survey to keep sample size to manageable levels.

Hence, by using sample size approximation statistical procedure provided in Israel (1992)¹, a sample size of 384 was drawn from a population of 9463² students who registered the GNS courses. Thereafter, a multi-stage sampling technique known as Probability Proportional to Size (PPS) sampling was used as the sampling procedure for clustering the students in to six clusters represented by faculties and apportioning proportionate number of students to serve as survey elements within the clusters and strata; then simply randomly selecting volunteer student respondents as influenced by their concentration in a cluster and stratum as shown in table 1.

Table 1: Population Distribution of Registered GNS Students in ATBU

Faculties (Clusters)	Levels of GNS Courses (Strata)			Population (Sample proportionate size)
	GNS 101	GNS 201	GNS 301	
Agriculture	153	147	184	484 (5%)
Engineering	575	658	571	1804 (19%)
Environment	720	658	589	1967 (21%)
Management	577	544	299	1420(15%)
Science	737	562	466	1765(19%)
Education	644	796	583	2023(21%)
	3406(36%)	3365(36%)	2693(28%)	9463 (100%)

The cluster distribution of the sampled students as shown in table 2 demonstrates that of the 348 respondent 19(5%) were from faculty of Agriculture, 73(19%) from faculty of Engineering,

¹ Israel, G. D. (2009) [Determining sample size](http://www.webcitation.org/66kKEIC0b). Gainesville, FL: Florida State University, Cooperative Extension Service. Retrieved 8 September, 2015 from <http://www.webcitation.org/66kKEIC0b>

² This information was obtained from the DICT.

81(21%) from faculty of Environment, 57(15%) from faculty of Management, 73(19%) from faculty of Science, and 81(21%) from faculty of Education. Furthermore, the strata distribution comprises of 36% of the sampled students that registered GNS101, 36% who registered GNS 201 and 28% that registered GNS301. These proportions guided the selection of respondent and subsequent random distribution of questionnaires in each stratum of a cluster as explained by the details in table 2.

Table 2: Sample Distribution of Registered GNS Students in ATBU

Faculties (Clusters)	Levels of GNS Courses (Strata)			Proportionate Sample size
	GNS 101	GNS 201	GNS 301	
Agriculture	7(36%)	7(36%)	5(28%)	19(5%)
Engineering	26(36%)	26(36%)	21(28%)	73(19%)
Environment	29(36%)	29(36%)	23(28%)	81(21%)
Management	21(36%)	21(36%)	15(28%)	57(15%)
Science	26(36%)	26(36%)	21(28%)	73(19%)
Education	29(36%)	29(36%)	29(28%)	81(21%)
				384(100%)

These students provided information for the study on their perception level of service delivery in the university. The choice of the sample took into consideration the homogeneity of respondents and level of desired sample size for non parametric analysis. As with most survey data, accuracy depends on the reliability of responses from the respondents. To improve the accuracy of responses, efforts were made to ensure that respondents understood the objectives of the survey and its significance. Likewise, distribution of the questionnaire was conducted by faculty SERVICOM representatives themselves.

Measurement and Data

The sampled students provided responses on a satisfaction estimation scale in form of a structured questionnaire with values ranging from a minimum of 1 and a maximum of 5 demonstrating approximation of levels their satisfaction. To address issues of content validity of the instrument, most of the items of the questionnaire were selected from existing tested instruments of other institutions of higher learning³. The responses of students provided the data on variables like lecture delivery, administration of continues assessments, clarity in presentation of course aims and objectives, course delivery and communication, lecturers' knowledge of the course content/subject matter, lecturer' organization and effectiveness, use of relevant teaching method and technology, student support and motivation from course lecturer, facilities standard and lecture organization, and overall rating of quality of teaching.

³ London School of Economics, <http://www.lse.ac.uk/intranet/home.aspx> ; Owens Community College www.owens.edu.com; University of Queensland, <http://www.uq.edu.au/teaching-learning/student-evaluation/>; University of Michigan, <https://www.umich.edu/>

Concerning the data, as shown in table 3, out of the 384 questionnaires distributed, a total of 302 (79%) were retrieved, 82 (21%) were returned uncompleted and 18 (6%) were found to be outliers. out of which 284 (74%) were found to be valid and useful. Sample size of 284 satisfied the standard size desirable for this type of analysis (Hair, et. al, 2010)⁴.

Table 3: Distribution and Retrieval of Questionnaires

SN	Description	Response Rate
1	Total Number of Questionnaires Distributed	384 100%
2	Total Number of Completed Questionnaires Returned	302 79%
3	Total Number of Not Completed Questionnaires Returned	82 21%
4	Total Number of Questionnaires not Returned	00 00%
5	Total Number of Questionnaires that are invalid (Outliers)	18 6%
6	Total Number of Questionnaires that are Valid	284 74%

Data Cleaning, Reliability and Normality Tests

One of the first and most important steps in the data processing task was to verify that the data values were correctly entered into the software and had conformed to the coding rules. That was done with the help of the SPSS by identifying and automatically replacing the missing values. Furthermore, through graphical method 18 outliers were also identified and removed to ensure normality in the data as shown in figure 1.

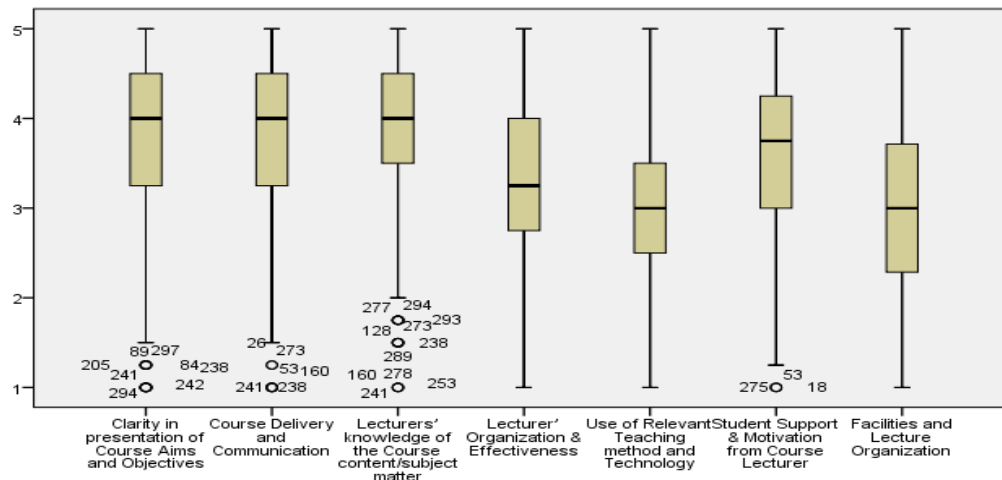


Figure 1: Box plot showing cases of outliers

SPSS was chosen for the analysis because it has the spectacular capabilities and flexibilities of executing virtually every kind of high-level statistical analysis thereby processing huge data within a very short frame of time and generating an unlimited scope of simple as well as sophisticated statistical results that can easily be interpreted (Field, 2004)⁵.

Similarly, in view of the fact that multiple-items method was used to form some variables in the questionnaires and collected within a single period, Cronbach's alpha coefficient analysis was used

⁴ Hair, Black, Babin and Anderson (2009) *Multivariate Data Analysis*, Pearson Prentice Hall, 7th ed.

⁵ Field A. P. (2004) *Discovering Statistics Using SPSS: Advanced Techniques for the beginner*. 2nd ed., London: Sage

to ascertain the reliability of the data collection instrument. Hence, the items of each of the variables were subjected to reliability tests by calculating their alpha coefficients as guided by the positions of Hinton, Brownlow, McMurray, and Cozens (2004:363)⁶. Out of the eight constructs, five exhibit highly reliable Cronbach's alpha coefficients based on standardized items and other statistics as illustrated in Table 4. For instance; constructs measuring Clarity in presentation of Course Aims and Objectives displays an alpha of 0.86, Course Delivery and Communication displays an alpha of 0.80, Lecturers' knowledge of the Course content/subject matter displays an alpha of 0.81, Student Support & Motivation from Course Lecturer displays an alpha of 0.80, and Lecture Facilities displays an alpha of 0.75.

Table 4 Reliability Statistics

SN	Variables	Cronbach's alpha
1.	CPCAO - Clarity in Presentation of Course Aims & Objectives	0.86
2.	CDC - Course Delivery and Communication	0.80
3.	LKCC - Lecturers' knowledge of the Course content/subject matter	0.81
4.	LOE - Lecturer's Organization and Effectiveness	0.69
5.	URTMT - Use of Relevant Teaching method and Technology	0.61
6.	SSMSL - Student Support & Motivation from Course Lecturer	0.80
7.	LF - Lecture Facilities	0.75
8.	LO – Lecture Organization	0.56

As for the three constructs measuring Lecturer's Organization, Effectiveness and Use of Relevant Teaching Method/Technology and Lecture and Organization show unimpressive coefficients of 0.69, 0.61 and 0.56 respectively. All the alpha coefficients are above the minimum acceptable level of 0.50 and therefore reliable which suggests that the data generated by the instrument was good and fit for general conclusions on the survey findings (Hinton, et. al., 2004).

4.0 Analyses and Results

The analyses process involves two stages; the first stage focused on putting together a clear picture of the students' satisfaction in terms of regularity of lecture delivery and continues assessment administration. Specifically responses on how often were lectures delivered in the courses, rescheduling missed lectures, promptness of lecturers and how many CA in form of tests, assignment , group work, presentations were you given, etc, were analysed using separate index approach. This descriptive statistical approach evaluated character of distributions and proportions in graphical patterns by means of pie charts. The method has the purpose of exploring hunches

⁶ Hinton, P. R., Brownlow, C., McMurray, I., and Cozens, B. (2004) *SPSS Explained*. Published by Routledge, 27 Church Road, Hove, East Sussex, BN3 2FA, UK.

that might have come up during the course of the survey process, particularly, by determining the levels in the frequency distribution of variables (Chromy and Abeyasekera, 2004)⁷.

The second stage adopted the use of numerical method in tabular form to establish relationships between the variables and to further strengthen the evidence of the existence of specific patterns in the response behaviour. This was done in a composite manner because the instrument comprises of a number of items operationalizing the variables.

4.1 Regularity of lectures and CA administration - Separate index approach

4.1.1 Regular lecture delivery

The survey found that 142 (50%) of the students indicated that lectures were delivered all the times, while 124 (44%) students indicated that lectures were delivered most of the times as shown in Figure 1. Very few students indicated that lectures were rarely delivered 13 (4%) and never delivered 5 (2%). The outcome shows that lecturers handling the courses deliver lectures adequately during the semester. This is a reflection of satisfactory performance by the staff.

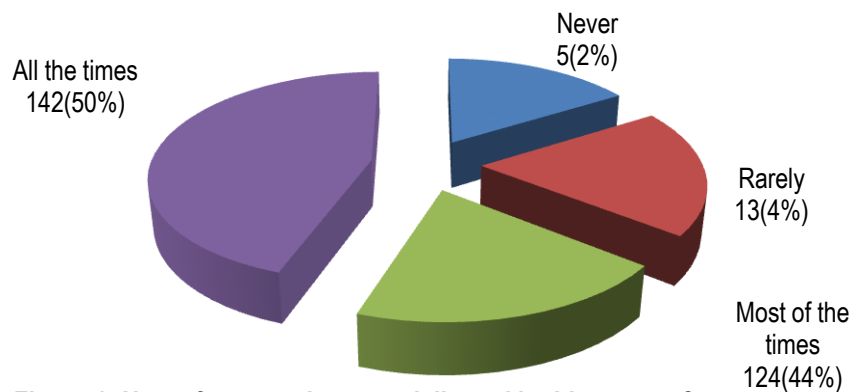


Figure 1: How often were lectures delivered in this course ?

4.1.2 Rescheduling of missed lectures

In addition to understanding the pattern of regularity of lecture delivery, the survey also focused on understanding whether lectures were rescheduled after being missed. The responses indicate that missed lectures were never rescheduled as indicated in figure 2 with 127 (45%) constituting the largest proportion of the students holding this view. This is followed by 56 (20%), 55 (19%) and 46 (16%) who indicated rarely, most of the times and all the times respectively. This outcome is alarming as the majority of the students held this view.

⁷ Chromy J R. and Abeyasekera S. (2004) Statistical Analysis of Survey Data, In: *Household sample surveys in developing and transition countries: design, implementation and analysis*. New York: United Nations, Department of Economic and Social Affairs, Retrieved from http://unstats.un.org/unsd/hhsurveys/pdf/Household_surveys.pdf on 22/10/2014.

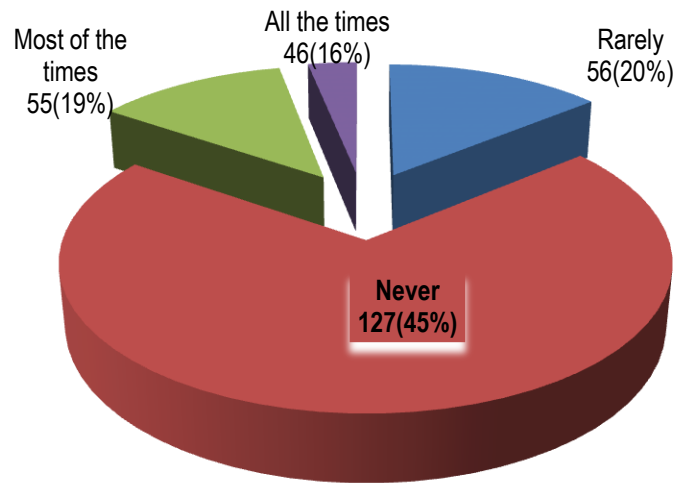


Figure 2: Were missed lectures rescheduled ?

4.1.3 Promptness of lecturer

Factor such as promptness of lecturers is also important in ensuring effective delivery of knowledge to students. Analysis of figure 3 shows that significant proportion of the students were of the view that lecturers teaching these courses report to classes promptly most of the times 121(42%) and all the times 109 (38%). Students who were of the view that the lecturers were not prompt in coming to lectures constituted small proportion, for instance 31(11%) indicated that lecturers were rarely on time, while 23(8%) indicated that they were never on time for lectures. This is somewhat satisfactory although room for improvement still exists.

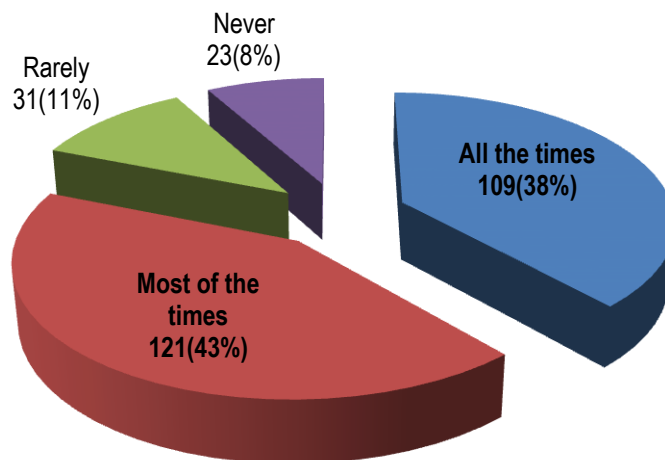


Figure 3: Did the lecturer come in time for lectures

4.1.4 Administration of Continues Assignment (CA)

In addition to evaluation of regularity of lecture delivery, the survey also explored the pattern of administration of continues assessment as shown in figure 4. Of the sampled students, 200(71%)

indicated that CA was conducted once in the semester. This confirmed the well-known pattern of CA test conducted once in a semester by the GNS directorate, principally due to the large number of students and inadequate number of staff to handle the courses. As for the 35(12%) and 9(3%) students who indicated to have gone through CA twice, thrice or more than that respectively; they may actually be cases of makeup tests.

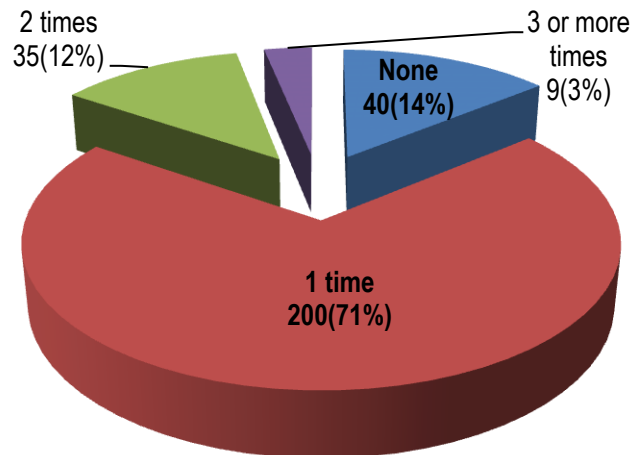


Figure 4: How many CA were you given ?

The 40(14%) students who indicated not to have been administered any CA could be those who refused to take the CA test or makeup. Overall, the survey shows that predominantly students were administered CA only once in spite of it being a very important component of evaluation of the overall students academic performance.

4.2.0 Quality of Teaching, Lecture Organization and Facility Availability - Composite index approach

To provide answers on the level of quality of teaching, lecture organization and facility availability, the survey adopted composite analytical approach by combining a number of indicators in a composite index of clarity in presentation of course aims & objectives, course delivery and communication, lecturers' knowledge of the course content/subject matter, lecturer' organization and effectiveness, use of relevant teaching method and technology, student support and motivation from course lecturer, lecture facilities, and lecture organization for explaining the satisfaction level of students.

4.2 Clarity in Presentation of Course Aims & Objectives

Clarity in presentation of course aims and objectives is considered a very significant driver of satisfaction with the quality of the teaching and learning experience in this course, as students were asked to provide the intensity level of their satisfaction with this. Mean of the corresponding responses on the four items were analysed and ranked as shown in table 5.

Table 5 Clarity in Presentation of Course Aims & Objectives

Satisfaction Scale	Course objectives were made clear at the beginning	Standards, requirements and assessment criteria of the course were explained	Having clear idea of what was expected in this course	Learning objectives were made	Frequency Mean	Ranking
1 VLLS	20(7.0%)	17(6.0%)	19(6.7%)	11(3.9%)	16.75(5.9%)	5 th
2 LLS	23(8.1%)	31(10.9%)	17(6.0%)	31(10.9%)	25.5(8.98%)	4 th
3 MLS	29(10.2%)	34(12.0%)	27(9.5%)	36(12.7%)	31.5(11.1%)	3 rd
4 HLS	100(35.2%)	111(39.1%)	116(40.8%)	113(39.8%)	110(38.73%)	1 st
5 VHLS	112(39.4%)	91(32.0%)	105(37.0%)	93(32.7%)	100.25(35.28%)	2 nd
Total	284(100.0%)	284(100.0%)	284(100.0%)	284(100.0%)	284 (100%)	

Key: 1. VLLS = Very Low Level of Satisfaction; 2. LLS = Low Level of Satisfaction; 3. MLS = Moderate Level of Satisfaction; 4. HLS = High Level of Satisfaction; 5. VHLS = Very High Level of Satisfaction.

Pattern of the responses implies that the bulks of the students proportion for instance, the mean distribution of 110 (38.73%), indicates that the bulk of students were highly satisfied. The clarity in presentation of course aims & objectives, 100.25 (35.28%) experienced very high level of satisfaction and 31.5 (11.1%) were moderately satisfied thus ranking 1st, 2nd and 3rd respectively in table 5. On the other hand the proportion of students that experienced low level of satisfaction 25.5(8.98%) became fourth in the ranking. The proportion of students with very low level of satisfaction emerged lowest 16.75(5.9%) being fifth in the ranking of the mean. High level of satisfaction is the dominant view of students in this respect.

4.3 Course Delivery and Communication

Experts agree that presentation of course content to students at an appropriate pace, providing them with feedback on their queries in the course, clear communication of concepts, and use of good command of English are important in ensuring effective teaching and learning process. From the summary of the overall responses of students on the mentioned factors in table 6, it is obvious that the proportion of students that experienced high level of satisfaction is the dominant as reflected in the frequency mean of 113 (39.78%) thus ranking first.

Table 6 Course Delivery and Communication

Satisfaction Scale	Course content was presented at an appropriate pace	I was given useful feedback on my queries in this course	Lecturer was able to communicate concepts clearly	Lecturer used Good command of English	Frequency Mean	Ranking
1. VLLS	27 (9.5%)	35 (12.3%)	10 (3.5%)	5 (1.8%)	19.25(6.78%)	5 th
2. LLS	26 (9.2%)	33 (11.6%)	15 (5.3%)	16 (5.6%)	22.5(7.93%)	4 th
3. MLS	42 (14.8%)	47 (16.5%)	36 (12.7%)	19 (6.7%)	36(12.68 %)	3 rd
4. HLS	111 (39.1%)	110 (38.7%)	108 (38.0%)	123 (43.3%)	113(39.78 %)	1 st
5. VHLS	78 (27.5%)	59 (20.8%)	115 (40.5%)	121 (42.6%)	93.25(32.85%)	2 nd
Total	284(100.0%)	284(100.0%)	284(100.0%)	284(100.0%)	284 (100%)	

Key: 1. VLLS = Very Low Level of Satisfaction; 2. LLS = Low Level of Satisfaction; 3. MLS = Moderate Level of Satisfaction; 4. HLS = High Level of Satisfaction; 5. VHLS = Very High Level of Satisfaction.

The proportion that rank second is that of those who indicated very high level of satisfaction as reflected by the frequency mean of 93.25 (32.85%). Third in the ranking is the proportion of those who were moderately satisfied with frequency mean of 36(12.68 %); whereas the proportion of the students 22.5(7.93%) with low level of satisfaction became fourth in the ranking. Students the expressed very low level of satisfaction 19.25(6.78%) emerged fifth in the ranking. High level of satisfaction is the dominant view of students in this respect.

4.4 Lecturers' knowledge of the Course content/subject matter

Possession of sound knowledge of the topics by the subject lecture, engaging students in class discussion of topics, providing students with real life and relevant examples which help in improving their thinking skills and thus gaining good understanding of the concepts covered are also significant factors in the analysis of lecturers' competence in teaching the course. In table 7 overall responses of students shows that the proportion of satisfied students on high level is the foremost displaying frequency mean of 109 (38.5 %) hence ranking first.

Table 7 Lecturers' knowledge of the Course Content/subject matter

Satisfaction Scale	The lecturer has a sound knowledge of the topics of this course	The Lecturer engaged students in class discussion of topics	The Lecturer provided real life and relevant examples which helped in my thinking skills	I have gained a good understanding of the concepts covered	Frequency Mean	Ranking
1. VLLS	6 (2.1%)	22 (7.7%)	13 (4.6%)	7 (2.5%)	12(4.23 %)	5 th
2. LLS	15 (5.3%)	43 (15.1%)	19 (6.7%)	16 (5.6%)	23(8.18%)	4 th
3. MLS	25 (8.8%)	49 (17.3%)	37 (13.0%)	28 (9.9%)	35(12.25%)	3 rd
4. HLS	109 (38.4%)	94 (33.1%)	106 (37.3%)	128 (45.1%)	109(38.5 %)	1 st
5. VHLS	129 (45.4%)	76 (26.8%)	109 (38.4%)	105 (37.0%)	105(36.9%)	2 nd
Total	284(100.0%)	284(100.0%)	284(100.0%)	284(100.0%)	284 (100%)	

Key: 1. VLLS = Very Low Level of Satisfaction; 2. LLS = Low Level of Satisfaction; 3. MLS = Moderate Level of Satisfaction; 4. HLS = High Level of Satisfaction; 5. VHLS = Very High Level of Satisfaction.

This is followed by the proportion of those who experienced very high level of satisfaction as reflected by the frequency mean of 105(36.9%) ranking second. Third in the ranking is the proportion of those who were moderately satisfied with frequency mean of 35(12.25%); whereas the proportion of students with the low level of satisfaction 23(8.18%) became fourth in the ranking. Proportion of students of very low level of satisfaction 12(4.23 %) emerged fifth in the ranking. High level of satisfaction is the dominant view of students in this respect.

4.5 Lecturer' Organization & Effectiveness

Because of the essential role of teaching staff as principal actors in knowledge transfer process, students were asked to indicate their level of satisfaction or otherwise in terms of the way the lecturers organized their lectures and how effective they were. Their ability to properly structure topics or units, present them at an appropriate level of difficulty, provide reasonable opportunity for

interaction, mark and return submitted work within a reasonable timeframe is significant in the process of effective teaching and learning.

Table 8 Lecturers' Organization & Effectiveness

Satisfaction Scale	The teaching of topics/units is well-organized	The course content was presented at an appropriate level of difficulty	There was reasonable opportunity for interaction with the lecturer	Submitted work was marked and returned within a reasonable time frame	Frequency Mean	Ranking
1. VLLS	18 (6.3%)	22 (7.7%)	23 (8.1%)	66 (23.2%)	32(11%)	5 th
2. LLS	19 (6.7%)	42 (14.8%)	40 (14.1%)	55 (19.4%)	39(14%)	4 th
3. MLS	34 (12.0%)	68 (23.9%)	44 (15.5%)	68 (23.9%)	54(19%)	3 rd
4. HLS	130 (45.8%)	99 (34.9%)	112 (39.4%)	57 (20.1%)	99(35%)	1 st
5. VHLS	83 (29.2%)	53 (18.7%)	65 (22.9%)	38 (13.4%)	60(21%)	2 nd
Total	284(100.0%)	284(100.0%)	284(100.0%)	284(100.0%)	284 (100%)	

Key: 1. VLLS = Very Low Level of Satisfaction; 2. LLS = Low Level of Satisfaction; 3. MLS = Moderate Level of Satisfaction; 4. HLS = High Level of Satisfaction; 5. VHLS = Very High Level of Satisfaction.

Distributions of frequency means of responses in table 8 indicates that significant proportion of the students 99(35%) expressed high level of satisfaction with the lecturers' organization and effectiveness. Next to this is the proportion of those who displayed very high level of satisfaction 60(21%) followed by those that were moderately satisfied 54(19%). On the other hand, the proportion of students that showed low level of satisfaction 39(14%) turn out to be fourth in the ranking. The proportion with very low level of satisfied students emerged lowest 32(11%) being fifth in the ranking of the mean. High level of satisfaction is the dominant view of students in this respect.

4.6 Use of Relevant Teaching Method and Technology

Adoption of appropriate teaching method and licensed technologies in the area of ICT are considered indispensable in the development of research, teaching and learning capabilities of our university. Hence questions targeting satisfaction of students on the use of simulations, availability of such teaching materials and resources, effective use of computer and internet-based teaching and learning materials, were asked and the statistics of responses are provided in table 9.

Table 9 Use of Relevant Teaching Method and Technology

Satisfaction Scale	The teacher related the course materials to real life situations	Available teaching materials and resources were helpful	There was effective use of computer-based teaching materials	Internet Web-based materials used were helpful	Frequency Mean	Ranking
1. VLLS	16 (5.6%)	27 (9.5%)	108 (38.0%)	97 (34.2%)	62(22%)	2 nd
2. LLS	27 (9.5%)	30 (10.6%)	63 (22.2%)	64 (22.5%)	46(16%)	4 th
3. MLS	44 (15.5%)	49 (17.3%)	39 (13.7%)	30 (10.6%)	41(14%)	5 th
4. HLS	121 (42.6%)	114 (40.1%)	32 (11.3%)	60 (21.1%)	81(29 %)	1 st
5. VHLS	76 (26.8%)	64 (22.5%)	42 (14.8%)	33 (11.6%)	54(19 %)	3 rd
Total	284(100.0%)	284(100.0%)	284(100.0%)	284(100.0%)	284 (100%)	

Key: 1. VLLS = Very Low Level of Satisfaction; 2. LLS = Low Level of Satisfaction; 3. MLS = Moderate Level of Satisfaction; 4. HLS = High Level of Satisfaction; 5. VHLS = Very High Level of Satisfaction.

Apparently, the table depicts a highest frequency mean of 81(29 %) students that indicated their high level of satisfaction with the usage of relevant teaching methods and technology. Ironically, very low level of satisfied students with frequency mean of 62(22%) ranked second because considerable number of students 108 (38.0%) were specifically expressed very low level of satisfaction with the poor level of usage of computer-based teaching materials as well as 97 (34.2%) students who also very low level of satisfaction with low level of internet Web-based materials for this course. In contrast the proportion of students that expressed high satisfaction with a frequency mean of 54 (19 %) became third in the ranking. The proportion of students with low level of satisfaction emerged fourth in the ranking with frequency mean of 46 (16%). On this issue, moderately satisfied students appeared fifth in the ranking of the frequency mean. High level of satisfaction is the dominant view of students in this respect.

4.7 Student Support and Motivation from Course Lecturer

Sustained support and motivation from lecturer have always been considered instrumental to effective leaning process, especially in undergraduate programmes. Therefore, lecturers' sensitivity to students' cultural backgrounds, Lecturers' availability to reply to students' inquiries and provided support for learning, Lecturer's enthusiasm to achieve learning outcomes as well as Lecturer's respect for students may provide relatively suitable atmosphere conducive for teaching and learning process. On this basis questions were developed to measure the level of satisfaction of students with these qualities in their course lecturers. The ensuing analysis of the frequency mean of responses of students in table 10 provides the pattern of their satisfaction behaviour.

Table 10 Student Support & Motivation from Course Lecturer

Satisfaction Scale	Lecturers' sensitivity to students' cultural backgrounds	Lecturers' availability to reply to students' inquiries and provided support for learning	Lecturer's enthusiasm to achieve learning outcomes	Lecturer's respect for students	Frequency Mean	Ranking
1. VLLS	31 (10.9%)	27 (9.5%)	16 (5.6%)	18 (6.3%)	23(8%)	5 th
2. LLS	36 (12.7%)	31 (10.9%)	33 (11.6%)	22 (7.7%)	31(11%)	4 th
3. MLS	66 (23.2%)	42 (14.8%)	40 (14.1%)	44 (15.5%)	48(17%)	3 rd
4. HLS	83 (29.2%)	110 (38.7%)	113 (39.8%)	112 (39.4%)	104(37%)	1 st
5. VHLS	68 (23.9%)	74 (26.1%)	82 (28.9%)	88 (31.0%)	78(27%)	2 nd
Total	284(100.0%)	284(100.0%)	284(100.0%)	284(100.0%)	284 (100%)	

Key: 1. VLLS = Very Low Level of Satisfaction; 2. LLS = Low Level of Satisfaction; 3. MLS = Moderate Level of Satisfaction; 4. HLS = High Level of Satisfaction; 5. VHLS = Very High Level of Satisfaction.

From the analysis of responses it is noticeable that, the largest frequency mean of students 104(37%) which ranked first, is that of those who were highly satisfied with support and motivating character of the staff. This is followed by those that experienced high level of satisfaction with frequency mean of 78(27%). Third in the ranking are those who were moderately satisfied

indicated by a frequency mean of 48(17%). low and very low level of satisfied students indicated by frequency mean of 31(11%) and 23(8%) ranked fourth and fifth respectively. High level of satisfaction is the dominant view of students in this respect.

4.8 Lecture Facilities

As we are aware, the academic performance of students could be viewed as the apparent demonstration of understanding, concepts, skills, ideas and knowledge which was developed overtime with within a befitting educational environment equipped with required facilities. Provision of adequate facilities like lecture venues, teaching aids, lab/studio/workshop, equipment, accessories, and sitting facilities is one of the most important factors that can positively influence educational performance of students. Consequently, questions were developed to measure the level of satisfaction of students on the availability and adequacy of such facilities. The statistics of responses are provided in table 11.

Table 11 Lecture Facilities

Satisfaction Scale	Lecture venues were adequate and available	Teaching aids were available in Class	Lab/studio/workshop equipment and accessories were available	Sitting facilities were adequate	Frequency Mean	Ranking
1. VLLS	59 (20.8%)	66 (23.2%)	76 (26.8%)	61 (21.5%)	66(23%)	1 st
2. LLS	47 (16.5%)	68 (23.9%)	68 (23.9%)	60 (21.1%)	60(21%)	2 nd
3. MLS	43 (15.1%)	50 (17.6%)	70 (24.6%)	56 (19.7%)	55(19%)	4 th
4. HLS	68 (23.9%)	57 (20.1%)	36 (12.7%)	62 (21.8%)	56(20%)	3 rd
5. VHLS	67 (23.6%)	43 (15.1%)	34 (12.0%)	45 (15.8%)	47(17%)	5 th
Total	284(100.0%)	284(100.0%)	284(100.0%)	284(100.0%)	284 (100%)	

Key: 1. VLLS = Very Low Level of Satisfaction; 2. LLS = Low Level of Satisfaction; 3. MLS = Moderate Level of Satisfaction; 4. HLS = High Level of Satisfaction; 5. VHLS = Very High Level of Satisfaction.

It is discernible from the data that the largest frequency mean distributions of 66(23%) students were of those who expressed very low level of satisfaction with the level of provision of facilities followed by 60(21%) who expressed low level of satisfaction. Frequency mean of highly satisfied students 56(20%) ranked third, while moderately satisfied and very highly satisfied students indicated by frequency mean of 55(19%) and 47(17%) ranked fourth and fifth respectively. Very low level of satisfaction is the dominant view of students in this respect.

4.9 Lecture Organization

Proper preparation and structuring of lectures, studio classes, workshops tutorials, test, and examinations in accordance with the available venues and facilities may be a necessary pre-condition for achieving educational objectives of our university. Thus it is important to take greater account of the effect of factors such as adequate lighting in study and exams venues availability of timetables at the beginning of the semester, and absence of clashes lecture/workshop/ tutorial. Consequently, questions targeting satisfaction of students on the proper preparation and structuring of lectures and exams were asked and the statistics of responses are provided in table 12.

Table 12 Lecture Organization

Satisfaction Scale	Adequate lighting in study and exam venues	Availability of timetables at the beginning of the semester	There were no clashes in case of lecture/tutorial workshop/	organization enhanced learning experience	Frequency Mean	Ranking
1. VLLS	88 (31.0%)	25 (8.8%)	49 (17.3%)	18 (6.3%)	45 (16%)	3 rd
2. LLS	53 (18.7%)	27 (9.5%)	46 (16.2%)	24 (8.5%)	37 (13%)	5 th
3. MLS	53 (18.7%)	23 (8.1%)	41 (14.4%)	42 (14.8%)	40 (14%)	4 th
4. HLS	53 (18.7%)	93 (32.7%)	66 (23.2%)	122 (43.0%)	84 (29%)	1 st
5. VHLS	37 (13.0%)	116 (40.8%)	82 (28.9%)	78 (27.5%)	78(28%)	2 nd
Total	284(100.0%)	284(100.0%)	284(100.0%)	284 (100%)	284 (100%)	

Key: 1. VLLS = Very Low Level of Satisfaction; 2. LLS = Low Level of Satisfaction; 3. MLS = Moderate Level of Satisfaction; 4. HLS = High Level of Satisfaction; 5. VHLS = Very High Level of Satisfaction.

The pattern illustrates that large number of the students of up to 84(29%) expressed high level of satisfaction. This is followed by 78(28%) that indicated very high level of satisfaction; next are those with very low level of satisfaction ranking third reflected by 45(16%) while 40(14%) students expressed satisfaction at moderate level ranking fourth. Only 37(13%) expressed low level of satisfaction ranking fifth. Apparently highly satisfied students dominated the character of distribution in this respect.

5.0 Summary of Findings

The objectives of this study were largely aimed at shedding more light on the dynamics of regularity of lecture delivery, administration of continuous assessments, quality of teaching, lecture organization and facility availability on the overall satisfaction of students offering these courses. Any insight into the perceptions of our students on how these factors are handled will have profound implications for university administration, particularly in terms of how the impact of these services could be improved in order to maximize the satisfaction of our students generally given the limited resources.

1. The key findings in relation to regularity of lecture delivery and administration of continuous assessment in GNS classes were:

- i. To a greater extent, lectures were delivered all the times
- ii. Generally, missed lectures were not rescheduled
- iii. Lecturers were prompt to classes most of the times
- iv. Only one (1) C.A. was conducted in the semester

2. The key findings in relation to quality of teaching on the overall satisfaction of students offering these courses were:

- i. To a greater degree, students were highly satisfied with clarity in presentation of course aims and objectives by the subject lecturers especially on the expected learning outcome.
- ii. Generally, students were highly satisfied with the way lectures were delivered and communicated, principally in the use of good command of English.
- iii. Lecturers' knowledge of the course content/subject matter was satisfactory to majority of students particularly in area of concept formation.
- iv. Lecturers were organized and effective in course delivery especially in organization of topics and units.
- v. Even though majority of students expressed satisfaction concerning the use of relevant teaching methods and technology, a significant proportion expressed low

level of satisfaction, critically showing that computer and internet based teaching materials were not used.

- vi. In general, there was substantial level of sustained support and motivation from subject lecturers especially by their enthusiasm to achieve learning objectives on the side of students.

3. The key findings in relation to lecture facility availability and organization on the overall satisfaction of students offering these courses were:

- i. Lecture facilities were grossly inadequate
- ii. There was proper structuring of lectures, tutorials, tests and examinations in accordance with the available facilities especially that timetables were made available at the beginning of semester.

5.1 Conclusion and Recommendations

In general terms, the implications that can be drawn by the university are positive. The majority of the students report a reasonable level of satisfaction with the performance of their lecturers and some substantial effort by the university.

Even though the survey results confirmed the importance of efforts that have been made until now, it is pertinent to note that the review of the factors that negatively influence the students' satisfaction also revealed the high significance of making additional stable investments in facilities. Hence, it is clear that there is much work to be done. Key areas of policy attention came forward from the survey results:

- i. Directorate of GNS should ensure that missed lectures are always rescheduled. This can be easier with acquisition of additional hands.
- ii. Lecturers should be motivated to be prompt all the times.
- iii. Continuous assessment should be administered more than once in a semester.
- iv. Lecturers should be encouraged not only to sustain the present level of quality of teaching but also to improve. There is always room for further improvement.
- v. Lecture facilities should be made adequate especially computer and internet based teaching facilities.
- vi. Electronic structuring of lectures and examinations should be adopted so as to make the present arrangement more robust.
- vii. In addition to the above specific recommendations, survey of students' perceptions on quality of service delivery should be adopted as a standard practice to be conducted

regularly. This can be done most efficiently by electronic process via a link hosted on our website.

A. Y. Dutse, Ph.D.

Thank you

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