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 purposely 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. Nonetheless, 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 (Ryan, 1960; Horngren, 1963; Eble, 1971; Sheffield, 1974; Ebo, 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; Tootoochichi 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 Ryan (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 Ryan’s (1960) 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. Mohdin 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
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 deploping 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](image)
Table 4: Respondents' ratings of desirable characteristics that make a lecturer effective

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

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/creativity 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.

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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.

REFERENCES


