

### Questionnaire for Lecturers

**Dear Lecturer,**

ESUT is trying to improve the quality of teaching and learning. This study is to enable the teaching staff take into account your opinion on the quality of students' evaluation and course contents. Your answers are very valuable to us.

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Prof. N. M. Mbajiorgu  
(Director, Academic Planning)

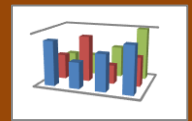
Course Taught \_\_\_\_\_

Department \_\_\_\_\_

Faculty \_\_\_\_\_

#### A. Assurance of Quality of Students' Evaluation

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Student assessment methods accurately measure student learning outcomes.				
2.	There are standard criteria for assessing students' performance.				
3.	Student assessments are regularly carried out.				
4.	Student grades provide best measures of what students learn.				
5.	Most lecturers are efficient in assessing the students learning outcomes.				
6.	Most lecturers are involved in regular assessment of the students.				
7.	Assessment exercises are well coordinated in the department.				
8.	Assessments are used to improve the learning experiences of the students.				
9.	Most lecturers see assessment as integral part of the lectures.				

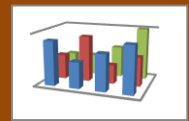


10. Most lecturers use results of assessment in helping the students.
11. Students are regularly informed of the outcome of the assessments.
12. Most lecturers use the outcome of the assessments in modifying their methods.
13. Feedbacks on assessments are usually provided immediately.
14. The outcomes of assessments truly reflect the abilities of the students.
15. The assessment results are not influenced by ulterior considerations.
16. The students are usually satisfied with the outcomes of the assessments.
17. Please state the types of assessments commonly used by your lecturers. (e.g. quizzes, group projects, term papers, oral tests etc)

**B Evaluation of Curriculum (Course Contents)**

**Section a: Objectives of the Curriculum**

Items	<b>The programme was able to move the students from seeing:</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Himself as a passive receiver of knowledge to seeing himself as a source of knowledge or is confident of finding it.				
2.	Himself as one who accepts what the teacher says to making his own decisions				
3.	Himself as a passive receiver of ideas to developing self expression.				
4.	The teacher as an arbiter of knowledge to being a facilitator.				
5.	Knowledge as factual (black or white) to seeing knowledge as subjective.				
6.	Knowledge as discrete information to being inter-connected.				
7.	Exams as a forum for regurgitation of facts to a forum for expression of one's ideas and views.				
8.	Exams as a forum where hard work will be rewarded to an opportunity for self				



actualization.

**Section b: Factors Influencing Curriculum Provision**

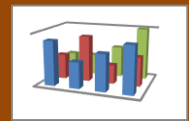
Items	<b>Please rate the extent to which the following factors influence the achievement of the objectives of academic programmes in ESUT.</b>	Very high extent	High Extent	Low extent	Very low extent
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1. Location of the University.
2. Number of staff
3. Quality of staff
4. Availability of facilities
5. Adequacy of facilities
6. Adequacy of funding
7. Prudent management of funds
8. Quality of students being admitted.
9. Attitude of staff to work.
10. Attitude of students to learning.
11. Adequacy of IT provision
12. Adequacy of student support system.
13. Management style.
14. Staff conditions of service.
15. Classroom climate (How learner friendly)

**Section c: The Comprehensiveness of the Curriculum.**

Items	<b>Please rate the extent of comprehensiveness of the curriculum in ESUT using the following indicators.</b>	Very high extent	High Extent	Low extent	Very low extent
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1. Provision of opportunities for development of ICT skills in the students
2. Provision of opportunities for sporting activities.
3. Provision of opportunities for acquisition of social interaction skills
4. Provision of opportunities for moral development.
5. Provision of opportunities for development of leadership qualities.
6. Provision of opportunities for development of social responsibilities
7. Provision of opportunities for development of environmental responsibilities
8. Provision of opportunities for a comprehensive career education



**C Team Work among Staff**

Items	The lecturer	Always	Very Often	Often	Rarely	Never
1.	Attend departmental and faculty board meetings					
2.	Is willing to accept responsibilities					
3.	Is punctual in the discharge of duties					
4.	Is willing to listen to one another					
5.	Helps to identify and resolve problems					
6.	Is open and communicate with each other					
7.	Gets involved in collective decision-making					
8.	Exhibits a high level of team spirit					
9.	Can be easily appeased					
10.	Do not take unilateral decisions					
11.	Is not confrontational in handling conflicts and differences					
12.	Understands leadership by peers					
13.	Respects authority					

**Section D: Professionalism**

S/N	Items	Always	Very Often	Often	Rarely	Never
1.	The instructor shows evidence of being current and abreast with knowledge and research in his/her field					
2.	The instructor adheres to the university rules on lecture timetable					
3.	The instructor adheres to the university exam/marking rules					
4.	The instructor has integrity as well as upholds professional ethics					