

Students' Attitudes towards Lecturers: A Case of Federal Collage of Education (Technical), Potiskum, Yobe State Nigeria

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Introduction

It is a common sense that an individual attitude can be positive or negative. Positive student's attitudes towards lecturers is paramount in academic environment which make teaching and learning process very effective. Attitude is not natural, meaning not inherited through genetic rather is acquired through learning or exposure to an objects. Attitude refers to the student's evaluation of his/her lecturer as a positive or negative during the process of teaching, learning and interaction with the lecturers. Attitudes are "learned predispositions to respond to an object or class of objects in a favorable or unfavorable way" (Fishbein, & Ajzen, 1975). Brecker and Wiggling (1991, p.137) defined attitude as enduring non-verbal characteristics of social and physical world, and they are acquired through experience and exert a directive influence on behavior. The above definitions indicated that, an attitude can be acquired through experience and interaction which has an influence on the behavior of individuals.

According to Dia (1998) students evaluation of lecturers is one of the most important ways of generating vital information for courses improvements and also useful for making lecturers to be well prepared of their duties, strengths and weakness of their interaction and teaching with the students, because attitude are fully interconnected with values and beliefs. If a student believed that his/her lecturer is competent and knowledgeable enough in discharging his or her duty might have a favorable attitude toward his or her lecturer, and vice versa (Adediwura & Tayo, 2007). Lecturers respond to students either by acceptance, applause or criticism (Derk, 1974). It is undeniable that lecturers plays a great role in their lectures room in which they served as role model, counsellor, researchers, disciplinarian, extension workers or administrators. Understand that responsibilities and behavior are not fixed, but are revolving around the influence of changes

taking place in a society and the educational system itself which makes the lecturers realize their responsibilities as mentors as well as role model for students (UNESCO, 1975).

Many studies revealed that the personality and behavior of lecturers are very crucial in the formation of student's attitude's (Fontana, 1988). In such situation, lecturers may simply forget issues regarding students' attitudes and perceive their problems as a mere situation of poor academic performance or lack of good foundation and interest from the students' part. Also what the lecturer might not know is that the problem may be as a result of personality differences. It is believed that positive attitude of both student and lecturer led to the improvement of student academic performance positively and bringing about healthy and good relationship between the students and lecturers in any academic community. It is against this background the study attempted to examine the nature of student's attitude towards their lecturers in the College.

Methodology

The design of this study was a quantitative approach with correlational research design, where study variables that can be best measure in number and analyzed the data with statistical tools (Creswell, 2003). The population of this study consisted of the students of Federal College of Education (Technical) Potiskum, Nigeria. The target respondents were the final year students of five Faculties in the College (Faculty of Education, Science, Technical, Vocational and Business). The sample of this study consisted of 362 students who were attained from stratified samples based on their respective faculties. A simple random sampling was then employed in selecting the respondents. The instrument for data collection of this study was questionnaire of a five-point likert scale in order to get the opinions of the College students about their attitude towards their lecturers. The instruments used consist of 22 items adopted from the previous studies and validated by experts. The internal consistency of the instruments was determined by using Cronbach alpha method and the Coefficient of internal consistency obtained was .930 which indicated the high level of internal consistency of the items. The researcher administered the questionnaire to the students himself and collected the student's views regarding their attitudes towards their lecturers in the College. Out of 362 students, only 339 respondents completed the questionnaire which gave a response rate of 93% of respondents. The collected data were analyzed using SPSS Software version 22.

Results

In this present study, the respondents age were between 19 to 34 years old with mean age equals **23.19 (SD= 2.67)**. More than half of the respondents (72.3%) were male and 27.7% were female students. In the light of the objective of this study, the following findings were drawn.

Two round of principal component analysis (PCA) were conducted in this study with orthogonal rotation (Varimax) solutions on the 22 items measuring students' attitudes towards their lecturers. All the items have factor loading above .4 which is the minimum requirement and contribute to simple factor structure. (See Table 1) for factor loading of each item.

Factor analysis was applied in this research primarily in order to identify the factor structure or dimensions underlying students' attitudes towards lecturers.

Table 1. Factor Loading of Items in Modified Students' Attitudes towards Lecturer Scale (22 items)

S/N	Items	Factor Loadings	
		Lecturer Behavior	Courses Taught
17	My lecturers listened and respond to us patiently.	.794	
22	My lecturers help us to build up our character.	.794	
21	My lecturers make the classroom conducive for learning.	.709	
7	My lecturers treat all of us as the same.	.673	
20	My lecturers come to class in a good mood.	.664	
14	My lecturers explained again and again if we don't understand the topic of the discussion.	.654	
13	My lecturers encourage us for extra-curriculum activities.	.622	
8	My lecturers covered their syllabus before exams period.	.612	
18	My lecturers use their voice very well during the lectures.	.588	
16	My lecturers used different methods of teaching in their lectures.	.537	
15	My lecturers relate the topic of discussion with real life situations.	.494	
6	My lecturers give time for us as an individual for any personal advice.	.494	
19	My lecturers motivate us through different ways.	.428	
10	My lecturers appear confident and competent during the lectures.		.711
9	My lecturers appreciate us with good words whenever we perform well in the class.		.698
1	My lecturers have strong command in the subject matter.		.684
3	My lecturers are friendly and approachable.		.663
4	My lecturers plan their lectures in a very good way.		.638

2	My lecturers are punctual for their classes.		.637
11	My lecturers appear corporal and neatly all the times.		.625
5	My lecturers share their personal experience with us.		.616
12	My lecturers feel professionally when we understood the lectures.		.540

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Students' Attitudes towards Lecturers Behavior

Majority of the respondents agreed that their lecturers treat them equally (43.1%) and that their lecturers were friendly and approachable 49.3%. While (44.2%) opined that their lecturers encourage them for extra-curriculum activities. 53.1% agreed that their lecturers shared their personal experience with them. Moreover, 43.4% of the respondents said that their lecturers appreciate them with good words, and 46.0% informed that their lecturers appeared corporal and neatly. 48.1% of the students agreed that their lecturers listened and respond to them patiently and 51.6% of the respondents opined that their lecturers used their voice very well during the lectures. Significant number of students agreed that their lecturers motivate them through different ways (40.1%) and also 49.6% of the respondents held that their lecturers came to class in a good mood. While 48.1% of the students informed that their lecturers feel professional when students understood the lecturers, whereas 44.2% of the respondents expressed satisfaction with the time given to them by their lecturers for any personal advice.

Table 2. Students' Attitudes towards Lecturers Behavior

S/N	Item	Mean	1	2	3	4	5
			%	%	%	%	%
7.	My lecturers treat all of us as the same.	3.73	2.9	8.6	23.0	43.1	22.4
3.	My lecturers are friendly and approachable.	3.94	2.4	2.7	19.5	49.3	26.3
13.	My lecturers encourage us for extra-curriculum activities.	3.81	3.2	7.7	19.5	44.2	25.4
5.	My lecturers share their personal experience with us.	3.86	2.1	6.2	16.8	53.1	21.8
9.	My lecturers appreciate us with good words whenever we perform well in the class.	4.06	3.8	4.4	10.9	43.4	37.5
11.	My lecturers appear corporal and neatly all the times.	3.95	2.7	4.1	18.0	46.0	29.2

17.	My lecturers listened and respond to us patiently.	4.08	3.2	4.7	8.6	48.1	35.4
18.	My lecturers use their voice very well during the lectures.	4.04	2.7	3.8	11.2	51.6	30.7
19.	My lecturers motivate us through different ways.	4.09	2.7	3.8	19.8	40.1	33.3
20.	My lecturers come to class in a good mood.	3.87	3.8	3.2	19.2	49.6	24.2
12.	My lecturers feel professionally when we understood the lectures.	4.09	2.4	3.5	11.5	48.1	34.5
6.	My lecturers give time for us as an individual for any personal advice.	3.60	3.8	5.6	26.8	44.2	19.5

Students' Attitudes towards Lecturers on Course Taught

Majority of the respondents said that their lecturers have strong command in the subject matter (51.0%) and 54.6% of the students agreed that their lecturers are punctual, while 46.6 % of the respondents held that their lecturers covered their syllabus before exams period and 45.7% of the students reported that their lecturers plan their lectures in a very good way, whereas 51.5% of the respondents agreed that their lecturers explain again and again if they don't understand the topic of discussion. Also, 48.1% of the students opined that their lecturers help them to build up their character and (46.3%) of the respondents held that their lecturers relate the topic of discussion with real life situations, where majority of the students agreed that their lecturers appeared confident and competent during the lectures (51.6%) and 47.2% of the respondents reported that their lecturers used different methods of teaching and (51.0%) of the students opined that their lecturers make the classroom conducive for learning.

Table 3. Students' Attitudes towards Lecturers on Courses taught

S/N	Item	Mean	1	2	3	4	5
			%	%	%	%	%
1	My lecturers have strong command in the subject matter.	4.08	5.3	2.1	6.8	51.0	34.8
2	My lecturers are punctual for their classes.	4.00	2.1	3.2	13.3	54.6	26.8
8	My lecturers covered their syllabus before exams period.	3.85	3.8	5.3	18.6	46.6	25.7
4	My lecturers plan their lectures in a very good way.	4.06	3.8	2.7	12.4	45.7	35.4

14	My lecturers explain again and again if we don't understand the topic of discussion.	3.86	4.1	4.4	16.2	51.6	23.6
22	My lectures help us to build up our character.	4.08	3.2	4.7	8.6	48.1	35.4
15	My lecturers relate the topic of discussion with real life situations.	3.96	2.4	4.7	17.1	46.3	29.5
10	My lecturers appear confident and competent during the lectures.	4.07	1.5	5.0	10.0	51.6	31.9
16	My lecturers used different methods of teaching in their lectures.	4.04	1.2	5.0	13.3	47.2	33.3
21	My lecturers make the classroom Conducive for learning.	3.93	2.7	5.6	14.2	51.0	26.5

On the part of the students attitudes towards lecturers behavior, lecturers feel professionally when student's understood the lectures, lecturers motivate students through difference ways, lecturers listened and respond to students patiently and lecturers appreciate their students with good words when students performed well are significantly positive to lecturers behavior with mean score greater than 4.0 than lecturers give time to their students for any personal advice, lecturers encourage students for extra-curriculum activities which are significantly positively low to lecturers behavior with mean score 3.0 to 3.95. While on respondents attitude towards lecturers on courses taught, lecturers have strong command in the subject matter, lecturers plan their lecturers in a very good way, lecturers appeared confident and competent during the lectures are significantly positive to lecturers on courses taught with mean score greater than 4.0 than lecturers covered their syllabus before exams period, lecturers explain again if students don't understand the topic of discussion with mean score 3.0 to 3.96

Conclusion

This study investigated student's attitudes towards lecturers and two rounds of principal components analysis (PCA) was performed which revealed; student's attitude towards lecturer's behavior and student's attitude towards lecturers on course taught. Based on the results obtained the total Mean Scores of the 22 items was 3.60 and above which showed a positive attitude towards lecturers by the students. This indicated that the attitudes of students in Federal College of Education (Technical) Potiskum, Yobe State, Nigeria have been found to be positive towards their lecturers.

Recommendation

It is undeniable that positive attitude of both students and lecturers are very crucial in teaching and learning process, the management of the College and others tertiary institutions should; Create an avenue for interactive session between students and lecturers from time to time to enable students know more about their lecturers attitudes and behavior and feel free to interact with them. The lecturers should all the times display a positive attitudes to their students in or outside the classroom which would significantly impact on student's academic performance. Lastly, more research should be conducted in order to see the relationship between students attitude towards lecturers with their academic performance.

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