

University Lecturers' Views on Student-Lecturer Evaluations

Livingstone Makondo¹ and Clever Ndebele

*University of Venda, Centre for Higher Education Teaching and Learning,
Thohoyandou, South Africa*

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ABSTRACT This paper discusses university lecturers' views on student-lecturer evaluation of teaching and learning process. Specific reference is given to the university lecturers' views on the usefulness of the evaluation exercise, the evaluation process, items in the evaluation questionnaires and evaluation feedback reports at a formerly disadvantaged South African University. A total of 118 (53.8%) lecturers out of a staff establishment of 219 teaching staff volunteered their participation in this study. Participating lecturers in this descriptive survey design that used predominantly a quantitative approach, were given the opportunity to make their comments based on the results of the student-lecturer evaluation findings. Data were then analysed using content analysis and emerging themes were identified and discussed. The findings of the study show that insights from student-lecturer evaluations are an important source of information for university teaching staff and administration to consider in their quest to improve on the quality of university teaching and learning moves that can help improve on throughput rates. Based on the findings, we conclude that student-lecturer evaluations are beneficial and recommend that their contributions be taken with an open mind alongside other sources of data such as peer evaluations.