



LECTURERS' EXPERIENCE, EFFECTIVE INSTRUCTIONAL DELIVERY AND STUDENTS' ACADEMIC PERFORMANCE IN IN FACULTY OF EDUCATION, ABIA STATE UNIVERSITY UTURU



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Abstract

The study lecturers' experience, effective instructional delivery and students' academic performance was carried out in Abia State University, Uturu. The research employed ex-post-facto research design. Ex-post-facto research design with a population of 159 lecturers'. A researcher self-developed instrument titled "Lecturers' Experience, Effective Delivery of Instruction and Students Academic Performance" was used to solicit information from the respondents. The instrument was validated by two experts from the Department of Educational Administration and Planning and one expert from the Department of Psychology with major in Measure and Evaluation, all from Faculty of Education, Abia State University, Uturu. Cronbach alpha statistic was used to determine the reliability index which yielded a coefficient alpha of 0.79. Data was analyzed using mean rating to answer the research questions and linear regression to test the hypotheses at 0.05 level of significance. The study revealed that lecturers' experience and effective delivery of instruction to a high extent determines the academic performance of students as indicated by the respondents mean rating and SD of 2.72 and 0.72 for male and 2.62 and 0.89 for female lecturers respectively. The null hypothesis was rejected as the alternative hypothesis accepted as a result of the t-cal. value of 0.68 > t-crit. value of 1.96 indicating that significant difference does not exist between experience, effective instructional delivery and quality performance of students academically. Based on the findings of the study, the researchers recommended that Professional development of lecturers' should be encouraged among lecturers in order to ensure quality job delivery. That adequate provision and accessibility of development fund is made available to lecturers' so as to improve their academic experience.

Introduction

Lecturers remain vital elements in the university educational system of any nation because they develop the economy. Lecturers' could be seen as person or group of persons trained to inculcate right values, attitudes, norms and sound discipline to learners in order to contribute effectively to the development of their nation. Modebelu (2017) defined lecturers as group of individuals trained specifically to impart knowledge and skills to children, youth, and adult to enable them develop healthier attitude and live in harmony with all others. This means that lecturer is persons who pilot the daily instructional activities, transformation of students' attitudes, skills, new concepts and innovativeness among the university learners. To Aladejana (2014), lecturers are seen as individuals who have the prerequisite academic qualifications required to teach in schools. Our deduction from the above is that lecturers' are those individuals who are professionally certified through educational training to inculcate right values, ideas, new concepts and skills to learners in order to be useful to self and the society at large.

Lecturers' are the foundation of any given economy and therefore the pivot on which education compass revolves. Ashimole in Ogedi, Onweh and Onweh (2024) asserted that instruction and learning depends largely on teachers such that lecturer's number, quality and devotion determine the



effectiveness of the overall educational arrangement, development and growth. This implies that the lecturers' remains a sound source of implementation of educational curriculum thus enhance quality performance of the learners.

The quality of education of a nation could be determined by the quality of her lecturers. The most important factor in improving students' performance in economics is by employing seasoned qualified lecturers in all higher institutions of learning. In education, lecturers' experience remains the key factor in personnel policies and quality educational outcome and sustainability and as such promotes their effectiveness in discharging their duties. Klitgaard and Hall (2014) are of the view that inexperienced instruction is less effective if compared with experienced ones who has taught for over ten years. This becomes obvious that lecturer must possess a professional knowledge base and exhibit knowledge of subject matter. Successful lecturers should have a vast repertoire of instructional strategies and techniques that reflects their knowledge of the subject. Supporting this idea, Shek (2015) aptly opined that lecturers' are those that consciously reflect upon, conceptualize and apply understanding from one lecture experience to the next.

Cogently, experience is a vital measure through which professionalism in the university system can be assured. Vyas and Veer (2005) defined experience as the sign, result and the reward of that interaction between organism and environment which when it is carried to the full, is a transformation of interaction into participation and communication. This entails that experience is self-sufficiency and individual quality that gives meaning into event or phenomenon. Wright, McCarthy and Meekison (2003) opined that experience is a subjective and holistic phenomenon was users construct the eventual interaction within a given environment. Put differently, experience is the knowledge of an event or subject gained through involvement or exposure to such event. This makes experience dynamic and interaction centred. Experience therefore is very essential in order for a lecturer to understand the rudiments of instructional planning, instructional delivery as well as instructional evaluation.

More-importantly, lecturers' experience is vital pre-requisite for students' attainment of educational goals, such lecturers' experience becomes a salient measure towards equipping students in terms of cognitive, affective and psychomotor domain which in return enhance their performance academically. Federal Republic of Nigeria in the National Policy on Education (FRN, 2014) succinctly recognizes the importance of lecturer by stating that no nation education system can be greater than the standard of their lecturers. This is an indication that lecturer remain the major factor needed for the success of any educational system, and their quality of instructional delivery is undoubtedly one of the most important measures in shaping the instruction/learning and students' performance.

Lecturers' experience is a relevant factor in human resource policies. This is so because the idea is that experience gained over time enhances the knowledge, skills and attitude of educational workforces (lecturers) as such productivity in terms of students' performance, quality in education and accomplishment of curriculum activities is attained.

Academic performance by students has always been a subject of interest to educational institutions. Academic performance refers to how well a student is accomplishing his or her task (Scott, 2013). Ipem, (2012) defined academic performance as performance of students in various subjects offered in the school over a specified period of time. Educational sector as a production circle measures its productivity through students' academic performance. This shows that an educational industry can be seen to have achieved a high level of production when its students' performance is at a high pace and could be seen as unproductive when its students' performance is at low pace. Ajuo in Fasasi (2014) opined that students' academic performance in both internal and external examinations has been used to determine excellence in teacher's effectiveness. Students' academic performance thus deals with improved value, attitude and preparedness to meet the required standard set by the school. Mushtaq and Kalm (2012) maintained that lecturers are ultimately responsible for translating educational policies and principles into action based on practice during interaction with the students which enhance students' performance. It is worthy to note that lecturers with higher experience in a given subject area contributes greatly to academic performance of students

Statement of the problem

Lecturers' experience and effective instructional delivery remains one of the major factors that enhance students' academic performance in secondary schools. One of the major problems confronting various universities is poor recruitment of qualified and experienced lecturers. The ideal situation in the university education should incorporate planning activities toward recruiting qualified and well experienced lecturers in universities, lecturers' professional development through on-the-job training, in-service training, off-the-job training, pre-service programme, seasonal orientation of new and old lecturers, constant encouragement of lecturers to attend conferences and seminars in order to develop them.

However, the problem of lecturers' inability to develop professionally through in-service training, on-the-job training, poor ability to set high expectation among students, inability to manage classroom activities, lack of orientation among new and old lecturers, recruitment of unqualified lecturers, lack of fund to attend conferences by lecturers, inability of lecturers to harmonize, introduce, culminate and evaluate instructional materials, and poor attitude of lecturers towards advancing in their profession remain a major problem in university education. The problem of this study put in question form is: how does lecturers' experience and instructional effectiveness relates to students' academic performance in Abia State University, Uturu?

Purpose of the Study

The purpose of the study is to determine how lecturers' experience effective instructional delivery influences academic performance of students' in Abia State University, Uturu. Specifically, the following objectives guided the study. They are:

1. Ascertain the extent to which lecturers' experience and effective instructional delivery influences students' academic performance.
2. Ascertain the extent lecturers' qualification influences students academic performance.

Research Questions

The following research questions were asked to guide the study. They are:

1. to what extent does lecturers' experience and effective instructional delivery influences students' academic performance?
2. to what extent does lecturers' qualification influences students' academic performance?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study. They are:

Ho1: there is no significant difference in the mean rating of lecturers' experience and effective instructional delivery on students' academic performance.

Ho2: significant difference does not exist between lecturers' qualification and students' academic performance.

Methodology

The research employed ex-post-facto research design. Ex-post-facto research design is ideal for conducting social research when it is not possible or acceptable to manipulate the characteristics of human participants. It is a substitute for true experimental research and can be used to test hypotheses about cause and effect or correlational relationship, where it is not practical or ethical to apply a true experimental or even quasi-experimental design (Cohen, Manion and Morison in Ogedi, 2017). The choice of the researcher employing ex-post-facto design is that; the event of study has already taken place and as such the researcher cannot manipulate nor have control over the independent variable. The population of the study was 159 lecturers from the Faculty of Education, Abia State University, Uturu. The sample size for the study was 159 lecturers. There were no sampling techniques for the study since the population of the study was controllable and manageable by the researchers. A researcher self-developed instrument titled "Lecturers' Experience, Effective Instructional Delivery and Students



Academic Performance Questionnaire'' (LEEIDSAPQ). The instrument for data collection was validated by two experts from the Department of Educational Administration and Planning and one expert from Science Education Precisely Measurement and Evaluation all from Faculty of Education, Abia State University, Uturu. The essence of the instrument validation by these three experts validation is to ensure general test format, relevance, suitability and clarity of the instrument. The experts' corrections and suggestions were effected as the final draft of the instrument that was administered to the respondents. The reliability of the instrument was determined using Cronbach Alpha statistics which yielded a reliability index of 0.79 which is reliable. Data was analyzed using mean rating to answer the research questions and linear regression to test the hypotheses at 0.05 level of significance.

Data Analysis

Research question 1

To what extent does lecturers' experience and effective instructional delivery influence students' academic performance?

Table 1: Mean rating of lecturers' response on experience and effective instructional delivery on students' academic performance.

S/n	Variable	Male (X ₁)	SD	Remark	Female (X ₂)	SD	Remark
1	Lecturers' with lower years of experience from 0-5 years perform better in delivery of instruction effectively than lecturers with average experience?	2.80	0.78	High Extent	2.50	0.69	High Extent
2.	Lecturers' with average years of experience from 6-10 years perform better in delivery of instruction effectively than lecturers' with lower experience?	2.85	0.69	High Extent	2.80	0.91	High Extent
3.	Higher years of experience from 10 years and above perform greatly well in instructional delivery than lecturers' with average years of experience?	2.68	0.75	High Extent	2.50	0.78	High Extent
4.	Early-career experience by lecturers' has a clear-payoff in their effectiveness in instructional delivery?	2.72	0.77	High Extent	2.81	0.81	High Extent
5.	Lecturers' high experience is systematically related to his/her productivity level in the university system?	2.56	0.95	High Extent	2.51	0.82	High Extent
Pooled Mean		2.72	0.79		2.62	0.89	

Key Decision: Mean rating of 3.0 and above is regarded as Very High Extent; 2.99-2.50 High Extent; 2.49-2.0 Low Extent and 1.99 and below as Very Low Extent.

Table 1 shows that the pooled mean and SD of 5 questionnaire items for male lecturers' were 2.72 and 0.97 which is High Extent while the female lecturers has a pooled mean and Sd of 2.62 and 0.89 which is also High Extent. We therefore conclude based on the respondent's view that lecturers' experience and effective delivery of instruction has an influence on students' academic performance.

Hypothesis 1

There is no significant difference in the mean rating of male and female lecturers' experience and effective instructional delivery on students' academic performance.

Table 2: t-test Analysis of mean ratings of male and female lecturers on experience, effective instructional delivery and students' academic performance

Status	N	X	SD	df	t-cal.	t-crit.	Remark
Male	72	2.72	0.79	157	0.68	1.96	NS
Female	87	2.62	0.87				

Data in Table 2 reveal a t-calculated value of 0.68 and the t-critical value of 1.96 at degree of (df) of 157. Since the t-calculated value of 0.68 is less than t-critical value of 1.96, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between male and female lecturers perception on lecturers experience and effective instructional; delivery on students' academic performance.

Research question 2

To what extent does lecturers' qualification influences students' academic performance?

Table 3: Mean rating of lecturers' response on lecturers' qualification on students' academic performance.

S/n	Variable	Male (X)	SD	Remark	Fema le (X)	SD	Remark
1.	Lectures' with higher qualification is a good measure for students' academic performance?	2.78	0.71	High Extent	2.80	0.69	High Extent
2.	Students taught by lecturers who acquired PhD before joining education profession performs better than students under the instruction of lecturers' with M.Ed?	2.73	0.86	High Extent	2.78	0.91	High Extent
3.	Lecturers' who started with NCE certificate could be more experienced than lecturers' who started M.Ed certificate?	2.61	0.70	High Extent	2.72	0.78	High Extent
4.	Lecturers' professional development enhances their experience and ensures good academic performance by students?	2.79	0.84	High Extent	2.71	0.81	High Extent
5.	Lecturers' who attend conferences, seminars and workshop is likely to be well experienced than those who do not attend?	2.77	0.67	High Extent	2.55	0.82	High Extent
Pooled Mean		2.73	0.76		2.71	0.80	

Table 3 shows that the pooled mean and SD of 5 questionnaire items for male lecturers' were 2.73 and 0.76 which is High Extent while female lecturers has a pooled mean and SD of 2.71 and 0.80 which is also High Extent. We therefore conclude based on the respondent's view that lecturers' qualification and effective delivery of instruction has a relationship with students' academic performance.

Hypothesis 2

Significant difference does not exist between lecturers' qualification and students' academic performance.

Table 4: t-test Analysis of mean ratings of male and female lecturers on experience, effective instructional delivery and students' academic performance

Status	N	X	SD	df	t-cal.	t-crit.	Remark
Male	72	2.72	0.76	157	0.14	1.96	NS
Female	87	2.62	0.80				

Results in Table 4. reveal a t-calculated value of 0.14 and the t-critical value of 1.96 at degree of (df) of 157. Since the t-calculated value of 0.14 is less than t-critical value of 1.96, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean ratings male and female lecturers' qualification on students' academic performance.

Findings of the study were:

- Lecturers' experience and effective delivery of instruction to a high extent determines the academic performance of students as indicated by the respondents mean rating and SD of 2.72 and 0.72 for male and 2.62 and 0.89 for female lecturers respectively.
- Qualification of lecturers' influences delivery of instruction thus determines students' academic performance to a high extent as indicated by the mean rating and SD of 2.73 and 0.76 for male lecturers and 2.71 and 0.80 for female lecturers.
- The null hypothesis was rejected as the alternative hypothesis accepted as a result of the t-cal. value of 0.68 > t-crit. value of 1.96 indicating that significant difference does not exist between experience, effective instructional delivery and quality performance of students academically.
- The result of the analysis shows that significant difference does not exist between qualification of lecturers and students' academic performance as evidenced by t-cal. value of 0.14 > t-critical value of 1.96.

Conclusion

Based on the result of the study, the following conclusions emerged:

- Experience among lecturers' remains vital in delivery of instruction effectively as well as facilitate quality academic performance.
- Lecturers' qualification remains a factor of effective instructional delivery and students' outstanding academic performance.
- Professional development of lecturers' plays a vital role in improving lecturers' experience in delivery of instructional content effectively.
- Significant difference does not exist between lecturers' experience, effective delivery of instruction and students' academic performance.

Recommendation

Based on the findings and conclusion reached by the researchers, the following recommendations were made;

- Professional development of lecturers' should be encouraged among lecturers in order to ensure quality job delivery.



- ii. Experience lecturers' should be assigned more courses in university community in other to ensure that instruction is effectively delivered. More so, knowledge of course content should be considered before assigning any course to any lecturer.

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