

STUDENT PERCEPTION OF TEACHING QUALITY IN BUSINESS SCHOOLS: EVIDENCE FROM POLYTECHNIC INSTITUTIONS IN GHANA

Solomon Abekah Keelson, Takoradi Polytechnic, Ghana

ABSTRACT

The study examines students' perceptions of the effectiveness of teaching and learning in business studies programs in the polytechnic institutions in Ghana. This research is a replica study (Hamid and Pihie, 2004). Two major factors are employed to measure students' perceptions of effective teaching and learning. They are Lecturers' Characteristics and Teaching Methodology. Findings of the study show how respondents perceive the qualities possessed and exhibited by lecturers with regard to the two main constructs. Descriptive and inferential statistics are reported. F ratio and ANOVA were used to show the significant differences in students' perceptions of the two factors based on age, class, and department. There were significant differences in the perceptions of overall Lecturer Characteristics, and in the perceptions of Teaching Methodology based on these variables. The study revealed high students' perception of teaching quality and learning in the Polytechnics in Ghana. The significant differences found were related to age, class and departments

JEL: A23, M00

KEY WORDS: Polytechnic, Lecture characteristics, Teaching methodology, Quality teaching, Student perception

INTRODUCTION

As part of the Ghana Educational Reform which began in the late 1980s, Polytechnics were upgraded by the Polytechnic Law 1992 (PNDCL 321, 1992) to become part of the Ghana Tertiary Education System. The Polytechnics began to offer Higher National Diploma (HND) programmes in the 1992/93 academic year. These reforms mandated the Polytechnics to complement the role of the Universities to increase access to tertiary education by training middle level manpower for the country's needs. For the last twenty years, Polytechnic education has contributed significantly to the development process of the country. The field of business has especially contributed immensely through the training of Accountancy, Marketing, Purchasing and Supply, and Management and Secretaryship personnel. The continuous training of middle-level business professionals is crucial to the success of business management since business professionals are needed for national economic growth. This holds true especially at a time when Ghana is emphasizing human resources for national development. As such, quality assurance in teaching and learning is critical for the Polytechnic's to partner with industry and thereby improve the training of business professionals. The study thus focuses on the current state of polytechnic education in Ghana in relation to teaching and learning in the business faculties as perceived by students.

One area that has received global attention in recent years in the education sector is the issue of 'teacher quality' (Entwistle and Ramsden 1987; Romainville, 1999; Hill et al., 2003; Hamid and Pihie, 2004; Abu Assan et al., 2008; Fernando et al., 2009). Different individuals, groups and organizations have expressed varying opinion with regards to what constitutes 'quality' teaching, how to develop it and the possible benefits of quality teaching. One would understand such a concern and diverse views of quality teaching and learning because of the implementation of all the policies and transformation undertaken in the education sector. A key area that determines education success is what takes place in the classroom. The

teacher is instrumental in the implementation of educational policies and reforms as entrusted to him. Such an effective and efficient implementation creates quality graduates, which in effect brings about societal growth and development.

This study is limited to one aspect of quality; that is teaching quality in the Polytechnic education. With its significant role in the education and human resources development of Ghana, managers of Polytechnics have a responsibility to improve teaching quality. The need for provision of middle-level officers to support the man power needs for economic growth and development requires that quality teaching remains a crucial success factor. Also, with the current mission of the Polytechnic education, including pursuing degree courses, demands that quality teaching is given priority. Quality teaching contributes to the introduction and accreditation of degree programs. This should not be taken for granted because, providing quality higher education by governments and school authorities, especially in developing countries, is not without challenges. Quality teaching becomes particularly significant as Polytechnics in Ghana have a duty to compete with the educational standards of their counterparts around the globe.

The rest of this paper contains the literature review, where the concept of services quality is reviewed; including quality in tertiary education. The research theory is also discussed; while data and research methodology is also dealt with. Also discussed in this paper is the results and discussion of findings. The study concludes with the summary of the work, limitations of the study, and areas for future research.

LITERATURE REVIEW

In the services literature quality is usually defined in terms of the gap between consumers expectation and how he judges services received. This is often termed 'perceived quality' (Zeithaml, 1987; Zammuto et al., 1996) This assertion is consistent with, Parasuraman et al. (1990) who indicated that consumer perceptions of service quality result from comparing expectations prior to receiving the service, and their actual experience of the service. In another development, Rowley (1996) argued that perceived quality is a form of attitude, related to, but not the same as satisfaction, and resulting from a comparison of expectations with perceptions of performance. Perceived service quality could therefore be considered the product of evaluations of a number of service encounters. In the case, of a student, this could range from encounters with office staff, to encounters with lecturers, to encounters with other students (Hill, 1995). Zammuto et al. (1996) suggested that, if an institution regularly provides service at a level that exceeds students' expectations, the service will be evaluated as high quality. On the other hand, if an institution fails to meet students' expectations, the service will be judged as poor quality. This means the degree of students' perceptions of quality teaching depend on how the teaching experiences help them to link what they learn in the classroom with real life experiences; how assignments are relevant to the real work place; how discussions lead to new perspectives of thinking; and how curriculum seek to account for students' group experiences and impact added value to students (Hill et al., 2003). According to Gronroos, (1984), predictors of quality are better determined by differentiating between quality associated with the process of service delivery and quality associated with the outcome of service, as per the judgment of the end-user after the service is performed.

One earlier definition of quality, which covers a broader perspective, is that of Parasuraman et al. (1985). They listed ten determinants of service quality that can apply to any type of service. The ten dimensions include tangibility, reliability, responsiveness, competence, access, courtesy, communication, credibility, security and understanding. The ten dimensions were then regrouped into five dimensions in what is known as the SERVQUAL model (Parasuraman et al., 1990). These dimensions include assurance, empathy, reliability, responsiveness and tangibility. This was consistent with a later study by Mahiah et al. (2006) which confirmed Parasuraman et al. (1985) suggestion, and posited that increasing of

sophistication of reliability, empathy, tangibility, responsiveness and assurance can increase customer satisfaction towards services rendered by the service provider.

Several studies have tried to conceptualize service quality in tertiary education for the last few years (Parasuraman et al., 1993; Teas 1993; Cronin and Taylor 1994; Hill et al., 2003; Hamid and Pihie, 2004; Faganel and Macur, 2005; Fernando et al., 2009). Lammers and Murphy (2002) posited lecturers' enthusiasm, knowledge in the subject, and effective classroom management as highly valued skills which interact with other physical factors such as course design to produce effective teaching and learning. Earlier studies on lecturer traits indicated that students value responsiveness and trustworthiness as major traits (Morton-Cooper, 1993). Trustworthiness included the element of reliability and consistency. Lecturer enthusiasm was also a vital trait that encouraged learning (Ramsden, 1988; O'Neil, 1995; Hill et al. 2003). A study by Rowley (1997) looked at service quality with regard to the impact of external expectations of other stakeholders including employers, governmental policy making agencies, parents, and subsequent training and learning institutions on the standards of service delivery and outcomes.

DiDomenico and Bonnici (1996) recommend measuring both student expectations and perceptions in order to expose expected versus perceived quality gaps. In the view of this study, service quality is a product of lecturer calibre and skillfully using teaching methods that deliver satisfying learning experiences. This does not mean student perceptions should be the sole consideration for defining appropriate teaching methodology and lecturers' characteristics. Instead, service gap analysis should aid the identification of areas in teaching and learning that need modification.

Unlike previous researches, this paper posits that service quality deals with the perceived evaluation of whether service delivery equals or differs from student expectation. The study is limited to one aspect of quality; that is teaching quality in the Polytechnic education. This study measures student perceptions of service quality along two important dimensions of higher learning proposed by (Hamid and Pihie, 2004). These dimensions are Lecturers' characteristics and lecturers' teaching methodology. Based on this measurement, the study aims at developing perceived Polytechnic Business School program-service quality measurement scale (PBS-SQ).

To achieve this, the following specific objectives are proposed: 1. To identify students' overall perceptions of the quality teaching and learning factors in the business studies programs in Ghanaian Polytechnics; 2. To identify students' perceptions of Lecturer Characteristics and Teaching Methodology 3. To examine the relationship, if any between students' overall perception of quality of teaching and learning factors in the business studies program and their demographic variables; and 4. To examine the significant differences in students' perceptions of Lecturer Characteristics and Teaching Methodology of their Course based on their demographic variables.

DATA AND METHODOLOGY

This study was adopted from Hamid and Pihie, (2004) teaching quality dimension. The dependent variable in this study is student perception that is measured by overall perception of the teaching experience. The independent variable in this study is teaching quality in Polytechnic Business Schools that measures the level of satisfaction with service performance. The dimensions included in this variable are Lecturers' characteristics and lecturers' teaching methodology.

Purposive sampling is used in this study allowing the survey to cover only business students who were in second and third years in Business Programs of the Polytechnics in Ghana. There are a total of ten Polytechnics in Ghana. Six of the ten Schools were selected for the survey. Since data was difficult to obtain the study sampled 120 respondents each from the three major Polytechnics (i.e. those with large students population, and which were established prior to 1991/1992 academic year) and 80 students each

from three of the seven smaller schools (i.e. those with small student population, and which were established during the 1991/1992 academic year). Thus, a total of 600 students were sampled from an estimated student population of about 6000.

In order to obtain the data needed for the study a questionnaire was administered. The questionnaire have three sections as follows: Section A: Demographic profile of students, Section B: Measurement constructs of students perception of Lecturers’ characteristics and, Section C: Measurement of student perception of Lecturers’ teaching methodology. Instrument used in this research is adapted from Hamid and Pihie, (2004) with some of the items modified; using the 5 Likert scale from 1 for ‘strongly disagree’ to 5 for ‘strongly agree’; then revalidated by two research consultants who have experience in teaching and learning in the tertiary institutions. A pretest of the data was done in Hotel Management and Fashion departments in the Takoradi Polytechnic to confirm the validity of the instruments. The data analysis for this study involved both descriptive and inferential statistics.

RESULTS

Demographic Profile of Respondents

The response rate for the study was 86%. Babbie (1990) quoted an acceptable rule of thumb response rate of 60% as ‘good’ and 70% as ‘very good’. Thus, the 86% response rate is encouraging. The demographic profiles of the students are age, class and department. The descriptive statistics showed 51% between 22 – 26 years; 29.5% between 17 – 21 years; and 19% having 26 or more years (Table 1). The class of students was second-year, 54.8%; third-year, 45.2% (Table 2). For departments, the profile was Accountancy, 33.3%; Marketing, 28.5%; Management & Secretaryship, 19.4%; and Purchasing and Supply, 18.8% (Table 3).

Table 1: Age of Respondents

Respondents	Responses	Percentage
17 – 22 Years	263	52
22 – 26 Years	155	29.5
Above 26 Years	98	19.5
Total	516	100

This table shows the range of ages of respondents as per the descriptive statistics generated from SPSS (version 17.0)

Table 2: Age of Respondents by Class

Respondents	Responses	Percentage
Second Year	284	54.8
Third Year	232	45.2
Total	516	100

This table shows the class of respondents as per the descriptive statistics generated from SPSS (version 17.0)

Table 3: Age of Respondents by Department

Respondents	Responses	Percentage
Accountancy	172	33.3
Marketing	144	28.5
Purchasing & Supply	100	19.0
Management & Secretaryship	97	18.8
Total	516	100

This table shows the department of respondents as per the descriptive statistics generated from SPSS (version 17.0)

Lecturers' Characteristics

The overall mean for the lecturers' characteristics construct was 3.65 and a standard deviation of 1.047, suggesting that the student perceived highly the level of Lecturers' characteristics as a whole. The means of the results from the descriptive statistics showed high scores for all variables in the Lecturers' characteristics construct. This suggests that the students were satisfaction that lecturers teaching in the business studies programs possessed, and exhibited good qualities. Individual variables in the lecturers' characteristics construct are discussed here and presented in Appendix A.

Lecturers' Teaching Skills: The findings show that overall student perception about Lecturer teaching skills is high with a mean of 3.66 (SD 0.989). Of the four variables used to measure teaching skills, the highest mean was 3.71 for the item "Lecturers are always prepared to teach". The lowest mean score was 3.61 for the other three items "Lecturers teach to students' satisfaction", "Lecturers make sure that instructions for assignment are clear" and "Lecturers stimulate students' thinking through problem solving techniques" respectively. This means that students perceive their lecturers to be skillful in their delivery. This is more likely to repose confidence in students. Although students strongly agreed that the lecturers are very skillful when it comes to teaching. There were some levels of variations in response to specific dimensional characteristics of skillfulness. This finding suggests that students perceived skillfulness on two levels, technical (structural) and professional. The findings showed that lecturers were perceived to be professionally exhibiting more professional skills but comparatively lesser technical skills.

Lecturers' Fairness: The highest mean score was 3.67 for the item "Lecturers examination questions are clear"; while the lowest mean score was 3.03 for the item "Lecturers methods of grading students are fair." This suggests that students perceive their lecturers to be fair, which is good for student-lecturer relationship. It should also minimize any feeling of inequality that usually characterizes intimidation, jealousy and uneasiness among students.

Lecturers' Firmness: Four variables were used to measure Lecturers' Firmness. The findings showed an average mean of 3.91 (SD 0.966); the highest mean score was 4.00 (SD 0.966) for the item "Lecturers ensure students meet deadlines for submission of assignment." The lowest mean score was 3.75 (SD 1.039) for the item, "Lecturers frequently monitor students behavior in class." It is conclusive that from all the factors determining Lecturers characteristics; firmness is ranked highest; indicating that students perceive their lecturers to be very firm relative to other factors.

Lecturers' Helpfulness: Again four variables were used to measure Lecturers' helpfulness. The findings showed an average mean of 3.56; the highest mean score being 3.68 (SD 1.067) was for the item "Lecturers are willing to help students"; while the lowest mean score was 3.45 for the item, "Lecturers ask follow-up questions, and allow more time for response." This finding suggests that though students on average perceive that their lecturers in the business studies programs are very helpful, they are somehow indifferent \ at the level of constructiveness of help that is received.

Lecturers' Teaching Methodology: The results showed an overall mean for Teaching Methodology of 3.68 (SD 1.067). This is an indication that the students in the business program expressed high agreement that they experienced quality Teaching Methodology. The findings in this quality factor were reported according to three constructs: Extemporaneous delivery, Logical development of materials and Use of appropriate illustration/examples.

Extemporaneous Delivery: The highest mean score for this construct was 3.88 for the item, "Lecturers use simple language that students can understand" while the lowest mean score was 3.32 for the item, "Lecturers teach without necessarily reading from written notes. Comparing the highest mean score with

the lowest, it can be seen that the study seems to suggest that students perceive lecturers as delivering their lectures with naturalness rather than being artificial.

Logical Development of Material: The study showed high levels of quality in the logical development of materials for teaching in the business programs in the Polytechnics in Ghana. This is illustrated by an overall mean score of 3.58 (SD 1.046). Four variables were used to measure this construct. The highest mean score was 3.75 for the item “Lecturers follow planned lesson programs, while the lowest mean score was 3.42 for the item, “Lecturers begin each lesson with a review of the previous lesson”. In between the two extremes, we have means scores of 3.66 and 3.48 for items, “Lecturers specify the learning objectives for every lesson” and “Lecturers vary the pace of instructional activity respectively. The study suggests that students enjoy quality teaching material in a logically developed manner. This notwithstanding, the two extreme mean scores suggests that students expect their lecturers to provide additional review of previous lessons to draw a better and clearer linkage between lessons for better understanding

Use of Appropriate Illustration/Examples: Students perceive the extent of use of appropriate illustrations and examples in teaching as high. The average mean score from students’ respondents was 3.33 (SD 1.143). The highest mean score was 3.66 on the items “Lecturers provide suitable examples, demonstrations and illustrations of concepts and skills”; and the lowest mean score was 3.06 for the item “Lecturers incorporate experiential learning e.g. field trips, simulation etc. in their teaching”. This indicates that although the business program in Ghanaian Polytechnics heavily emphasized research work, they give relatively lower attention to hands-on practical fieldwork.

*F- Ratio and ANOVA:*The F ratio showed no significant difference in the perception of students in Business Programs in Ghanaian Polytechnics on quality of Lecturers’ Factors and Teaching Methodology as a whole. The overall results were (F = 1.50 p<.34) for Age; (F = 1.34 p<.43) for Class; and (F = 1.49 p<.37) for department. The result is similar for the relationship of these variables with Lecturers’ Factors and Teaching Methodology. For Lecturer Characteristics, the findings showed (F = 1.61 p<.34) for age; (F = 1.40 p<.45) for class; and (F = 1.49 p<.37) for department. The results for Teaching Methodology were (F = 1.35 p<.35) for age; (F = 1.26 p<.41) for class; and (F = 1.33 p<.32) for department respectively. This indicates that on the whole students agreed that there is high quality teaching and learning.

On the individual variables, however, the results indicate some significance differences. For example, the items, “Lecturers give freedom to students to choose their own group mates” and “Lecturers respect all students regardless of who they are”, and “Lecturers follow planned lesson program” were significant with age (p<.032; p<.008; and p<.045) for age 17 – 21; 22 – 26; and above 26 respectively. The mean scores showed that more students above age 26 agreed that their lecturers give them freedom to choose their own group mate; while more people in age 22 – 26 believe that lecturers respect all students without discrimination; and also that lecturers follow planned program during lessons. This suggests that older students are given more freedom to provide input into issues affecting them. Furthermore, older students are less appreciative of the lecturers planned lesson program.

Again, different classes were found to have varying perception with regards to quality of Lecturers’ Factors in two items. The ANOVA results indicated a significant difference in students’ perception; p<.041, and p<.001 for items, “Lecturers are willing to help students” and “Lecturers use various teaching methods that help students to understand the subject” respectively. The mean scores indicated that more students in second year expressed strong agreement for these variables compared to those in third year. This implies that as the students climb the academic ladder they tend to have higher expectations of lecturers. Again, they expect lecturers to use varying methods to enhance teaching and students’ understanding.

The ANOVA results revealed that there were significant differences in students' perception in both Lecturers' Factors and Teaching Methodology for different departments. For the Lecturers' Factors, the ANOVA results was $p < .000$ for the item, "Lecturers respect all students regardless of who they are"; and for the Teaching Methodology, it was $p < .016$ for the item, "Lecturers use simple language that students can understand. The mean score revealed that, compared to the other departments, more people in Accountancy perceive their lecturers to respect all students without discrimination. This suggests that lecturers in Accountancy departments demonstrate a higher sense of respect than those in other departments, or students in other departments expects too much of their lecturers with regard to respect. Similarly, relative to other departments, Management and Secretaryship students believe strongly that their lecturers use language that is simple and understandable.

DISCUSSION

This study focuses on one aspect of quality in tertiary education, which is quality teaching and learning. Lecturers are important stakeholders in tertiary education as agents of change toward the achievement of the objectives of the educational reform. This is especially true when it comes to issues relating to what takes place in the classroom. In this respect, lecturers as service providers in the Polytechnic education, are under constant scrutiny as having the responsibility for improving service quality. Since what takes place in the classroom is crucial in the assessment of service quality, quality teaching has been identified as an important antecedent to success. As assessment of quality becomes more pronounce, students as end-users must be satisfied.

With its significant role in the education and human resources development of Ghana, managers of Polytechnics have a responsibility to improve teaching quality. The need for the provision of middle-level officers to support the man power needs for economic growth and development requires that quality teaching remain a crucial success factor. This should not be taken for granted because, providing quality tertiary education by governments and school authorities, especially in Polytechnic education, is not without great challenges. Quality teaching becomes particularly significant as Polytechnics in Ghana have a duty to compete with the educational standards of their counterparts the world over.

Literature on quality suggests that quality as a concept is hardly measurable; however, it is recognizable by academics when and where it exists. Quality is said to mean different thing to different people based on their individual or group interests. Thus, it is conclusive to say that quality is not only multidimensional but also, often a subjective concept. Therefore, lecturers of Polytechnics could provide quality teaching only if they understand the needs and expectations of their students. Lecturers could better do this by identifying quality attributes as considered by these students since quality is perceived differently. This is consistent with Owlia and Aspinwall (1996) who suggested that in order to measure quality, characteristics of the quality need to be identified. Additionally, Cheng and Tam (1997) emphasized on the importance of defining characteristics of quality for the measurement of the education process.

Based on our finding to develop perceived Polytechnic Business School program-service quality measurement scale (PBS-SQ) the research objective has been met. The study indicates that lecturers regularly provide service at a level that exceeds students' expectations, hence service is evaluated as high quality Zammuto et al. (1996). This research serves as a tool that offers students an equal opportunity to provide general feedback on their perception of quality in their learning experience. Student feedback will be able to provide the Polytechnic Business School with comparative information that can be used to assist them in the identification of strengths and weaknesses of the service quality provided, as perceived by the students. Student's overall perception and evaluation of quality service help to describe a variety of educational activities such as teaching methodology, lecturer-student interaction, lecturers' firmness, lecturers' fairness and lecturers' helpfulness.

Furthermore, the Business Schools should be able to identify gaps between students' perceptions of quality teaching and that of Polytechnic authorities. Moreover, policy makers should be able to establish gaps between policy planning and implementation outcomes. The importance is to aid the authorities of Polytechnic education to overcome the misconception that is often associated with appreciating students' attitudes due to the subjective nature in which students' comments are received. The findings of the study should also go a long way to aid Polytechnic authorities in the direction of introducing degree programs. At the same time it should provide a feedback for accreditation of degree programs.

CONCLUDING COMMENTS

This study was carried out to examine the quality of teaching and learning in Business School (HND) Programs in Polytechnics in Ghana. The findings indicated that students in the Polytechnics have high perceptions of the quality of their Lecturers, and the Teaching Methodology employed in the program. No significant differences were found in the four constructs and, three constructs that were used to measure quality of lecturers' characteristics and lecturers' teaching methodology respectively. This indicates that quality teaching and learning were judged high in all constructs. However, significant differences were found in some individual variables of the constructs with regard to age, class and department. The findings of this research are consistent with some of the earlier research regarding quality in higher education (Hamid and Pihie, 2004; Abu Hasan et al., 2008; Fernando et al., 2009)

The study sampled only Business School students in second and third years of their study, which makes the sample size small and limited. As a result, it is difficult to generalize the results to students of other Programs or faculties of the Polytechnic. Also, the ability to draw conclusions regarding students in other schools is limited. In addition, evaluations of educational quality by other stakeholder perspective would be worthwhile. Using only a single stakeholder view to measure educational quality gives a limited focus. Furthermore, the study ignored gender which could have been an important demographic variable. Future studies could address these important issues. Finally, the study is basically quantitative and hence could not ascertain in-depth issues. Thus, more in-depth and qualitative studies need to be carried out to examine details pertaining to the differences of perceptions.

APPENDICES

Appendix A: The Mean Scores

Descriptive Statistics					
	N	Min.	Max.	Mean	Std. Deviation
Age in completed years	516	1	3	1.90	.689
Class of student	516	1	3	1.45	.502
Student's Department	516	1	4	2.24	1.114
Lecturers teach to students satisfaction	516	1	5	3.61	.984
Lecturers make sure instruction for assignment are clear	516	1	5	3.69	1.003
Lecturers are always prepared to teach	516	1	5	3.71	.971
Lecturer stimulate student thinking through problem solving	516	1	5	3.61	1.000
Lecturers examination questions are clear	516	1	5	3.67	1.034
Lecturers methods of grading students are fair	516	1	5	3.03	1.225
Lecturers give freedom to students to choose group mates	516	1	5	3.66	1.213
Lecturers respect all students irrespective of who they are	516	1	5	3.50	1.183
Lecturers ensure peaceful environment in clas	516	1	5	3.95	.912
Lecturers ensure students meet deadlines for submission of assignments	516	1	5	4.00	.966

Descriptive Statistics					
	N	Min.	Max.	Mean	Std. Deviation
Lecturers stop inappropriate behavior in class	516	1	5	3.92	.953
Lecturers frequently monitor students behavior in class	516	1	5	3.75	1.039
Lecturers provide feedback that encourage students' progress	516	1	5	3.47	1.099
Lecture rs ask follow-up question and allow time for response	516	1	5	3.45	1.045
Lecturers are willing to help students	516	1	5	3.68	1.038
Lectures use various teaching methods to help students' understand	516	1	5	3.64	1.085
Lecturers teach without necessarily reading from notes	516	1	5	3.32	1.215
Lecturers deliver with confidence and enthusiasm	516	1	5	3.82	.900
Lecturers use simple language that students can understand	516	1	5	3.88	.924
Lecturers communicate proficiently	516	1	5	3.67	.933
Lecturers begin lessons with review of previous lesson	516	1	5	3.42	1.159
Lecturers follow planned lesson program	516	1	5	3.75	.990
Lecturers specify the learning objectives for each lesson	516	1	5	3.66	1.060
Lecturers vary the pace of instructional activities	516	1	5	3.48	.976
Lecturers provide suitable examples, demonstrations and illustrations	516	1	5	3.66	1.029
Lecturers incorporate experiential learning	516	1	5	3.06	1.192
Lecturers introduce students to use of case study to solve problems	516	1	5	3.28	1.208
Valid N (listwise)	516				

This table shows the means scores and standard deviation as per the descriptive statistics generated from SPSS (version 17.0)

Appendix B: Questionnaire Construct

<i>Please tick (✓) the appropriate response in an honest and frank manner.</i>	
Respondent Profile	
1. Your age in completed years.	17 – 21 { } ; 22 - 26 { } ; Above 26 { }
2. Your Class.	Second Year { } ; Third Year { }
3. Your Department.	Accountancy { } , Marketing { } ; Purchasing & Supply { } ; Management & Secretaryship { }

Lecturer Teaching Skills	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4. Lecturers teach to your satisfaction when presenting their lessons					
5. Lecturers make sure that instructions for assignments are clear					
6. Lecturers are always prepared to teach					
7. Lecturers stimulate students' thinking through problem solving techniques					
Lecturer Fairness					
8. Lecturers' examination questions are clear					
9. Lecturers methods of grading students are fair					
10. Lecturers give freedom to students to choose their own group mates					
11. Lecturers respects all students regardless of who they are					
Lecturer Firmness					
12. Lecturers always are able to ensure peaceful environment in class for smooth learning					
13. Lecturers ensure that students meet deadlines for submission of assignment.					
14. Lecturers stop inappropriate students' behavior promptly and consistently					
15. Lecturers frequently monitor the behavior of students during class					

Lecturer Teaching Skills	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<p>Lecturer Helpfulness</p> <p>16. Lecturers provide feedback that encourage students' progress</p> <p>17. Lecturers ask follow-up questions, and allow more time for response</p> <p>18. Lecturers are willing to help students</p> <p>19. Lecturers use various teaching methods that help students to understand the subject</p> <p>Extemporaneous Delivery</p> <p>20. Lecturers teach without necessarily reading from a note</p> <p>21. Lecturers deliver their lectures with confidence and enthusiasm</p> <p>22. Lecturers use simple language that students can understand</p> <p>23. Lecturers communicate proficiently</p> <p>Logical Development of Material</p> <p>24. Lecturers begin each lesson with a review of the previous lesson</p> <p>25. Lecturers follow planned lesson program</p> <p>26. Lecturers specify the learning objectives for every lesson</p> <p>27. Lecturers vary the pace of instructional activities</p> <p>Use of Appropriate Illustration/Examples</p> <p>28. Lecturers provide suitable examples, demonstration and illustrations of concepts and skills</p> <p>29. Lecturers incorporate experiential learning e.g. field trip, simulations etc. in their teaching</p> <p>30. Lecturers introduce students to the use of case study solve problems</p>					

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ACKNOWLEDGEMENT

This study was sponsored by the Takoradi Polytechnic as part of staff development. The author wishes to express his gratitude to the management of the Polytechnic. He is also grateful to the blind reviewers for their excellent remarks and suggestions, which resulted in a significant improvement in the quality of this piece of work.

BIOGRAPHY

Solomon A. Keelson is a Lecturer at Takoradi Polytechnic in Ghana. He is a professional Marketer, Researcher and Educationist. He is also an expert in marketing management, international business, rural and community development, stakeholder analysis.

The author has studied as a Marketer (MBA) Graduate at the University of Cape Coast, Ghana; and is currently a doctoral student at the Open University, Malaysia (PhD, Business Administration). His Thesis topic is *A Synthesis Model of Market Orientation Construct toward Organizational Performance: Evidence from Ghana*. He is a management consultant for Ghana Rubber Estate Company Limited and Laine Services

Solomon Abekah Keelson, Takoradi Polytechnic (Business School), P.O. Box 256, Takoradi – Ghana, Email: solkiilson@yahoo.com, Tel: +233-208 150023