

BENCHMARKING TEACHING PRACTICES FOR QUALITY IMPROVEMENT IN UNIVERSITIES IN DELTA STATE

Igbogine, Okiemute & Amini-Philips, C. (Ph.D)

Department of Educational Management,
Faculty of Education, University of Port Harcourt, Rivers State, NIGERIA
E-Mail: drchiap22@gmail.com

ABSTRACT

This study investigated benchmarking teaching practices for quality improvement in universities in Delta State. Three research questions and three corresponding hypotheses guided the study. The population of this study consisted of all the 1,562 lecturers in the two public and four private universities in Delta State. The sample size for the study consisted of three-hundred and fifty-one (351) lecturers in these public and private universities in Delta State; representing 22.5% of the population. The stratified proportionate sampling technique was used for the study. An 18-item questionnaire titled: "Benchmarking Teaching practices for quality improvement in universities questionnaire" (BTPQIPPUQ) was used for data collection. Test-Re-test method was used to determine the reliability of the instrument which was 0.77. The Mean, Standard Deviation and Rank Order were used to answer the research questions while the z-test statistics was employed to test the hypotheses at 0.05 level of significance. The result amongst others revealed that in benchmarking, courses of action to solve existing teaching problems are identified and in managing classroom activity through benchmarking, lecturers are periodically given induction on how they can maintain a highly supportive learning environment where students are prohibited from using any form of gadgets during teaching and learning to avoid class disruption. It was also found that, ICT facilities in universities are used to provide ICT skill acquisition for students and lecturers use resources from the Internet to support and prepare their lessons. Meanwhile, in benchmarking teaching practices, course content is used to set limit for lecturers on what to teach in a particular course. It was recommended that universities should through benchmarking always note areas of teaching that are successful and benchmark teaching activity by developing teaching strategies that will work best for the university.

Keywords: Benchmarking, Teaching Practices, University Education, Public and Private Universities and Quality.