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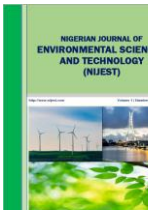

Teaching and Learning Property Valuation in Nigeria: Recognising and Optimising the Role of the Tutorial

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ABSTRACT

Tertiary education makes use of both formal and informal teaching methods. These usually comprise the lecture and other contact sessions or interactive fora, particularly the tutorial. A previous study on early-stage learning in the core subject of valuation in Nigeria's university estate management courses hints that the tutorial tends not to be officially incorporated in the timetable, suggesting that there may be a hindrance to effective learning. Therefore, this paper investigates teaching methods for valuation education in the 12 federal government-owned universities offering estate management. The study involves a questionnaire survey of lecturers and students. Simple descriptive methods were used to analyse the collected data and inferences drawn for the purposes of the study. The main finding is that tutorials are absent in the timetable, as confirmed by 100% of the respondent students and lecturers. The minor findings are that tutorials take place, but they are student-organised, according to 100% of student respondents and 75% of lecturer respondents. Also, 58% of lecturers and 33% of students claim awareness of the National UniversitiesCommission (NUC) recommendation of one hour of tutorial time for every four hours of lecture time. In conclusion, the absence of the timetabled lecturer-led tutorial suggests its official non-recognition, and makes impossible, the optimisation of its benefits. Given that current practice is non-compliant with the NUC guideline and may hinder effective learning, it is recommended that lecturer-led tutorials be officially introduced, if not in the traditional "Oxbridge" form, then its modern alternatives.

Keywords: *Estate management; Nigerian universities; Real estate; Property studies; Tertiary education; Valuation*

1.0. Introduction

Across all levels in formal education, teachers offer educational value to learners by transmitting knowledge and skills. The attainment of this outcome is enabled by a complement of formal and informal teaching methods. This is substantiated by the dictionary definition of education as *"both the act of teaching knowledge and the act of receiving knowledge from someone else"* (Dictionary.com, 2014). Teaching methods are comprised of the lecture and other contact sessions amongst which is the tutorial. The tertiary educational system develops people by providing knowledge, skills and competencies which prepare them to make contributions to the advancement of society through various types of work and career pursuits. The success of the system may be assessed by the quality of knowledge received and demonstrated by learners. If established standards can be maintained as well as improved, as may become necessary over time, the success of the system can be sustained.

According to Pezaro (2016) teachers are specialists in the subjects which they teach. They can use their expertise, experience as well as evidence to make informed decisions which best enable the creation of educational value in their environments of operation. It is possible to learn in the absence of formal teaching, but the availability of teaching facilitates learning. Learning without access to teaching may often require un-learning and re-learning, making it cumbersome, slow and inefficient. Formal education offers organised and standardised teaching by bringing people together under conditions which facilitate effective learning (Adesemowo and Sotonade, 2022). Access to teaching guides learning and makes it focused, faster and more interesting. Essentially, learning is a lifelong process which is kick-started by the educational system. The purpose of education has been defined in many ways. For Brown-Martin (2016), *"The purpose of education*

is to equip our children with the skills to reimagine society to meet the challenges of their generation". On its part, Smile Foundation (2024) captures the essence of education from more than one angle. It describes the four broad purposes as: knowledge and intellectual development; personal development; social development; and economic development. Particularly, the purpose is *"to help students acquire subject mastery and knowledge"* by ensuring that they *"learn to think critically, solve problems and understand complex concepts*" (Smile Foundation, 2024).

Whatever the dimension of definition, education undoubtedly aims at human and societal development in advancement of civilisation. This is because education benefits not only the individual, but society as a whole (World Bank, 2024). In the view of Onwuanyi & Adekanmi (2022), *"Formal education enlightens, develops and uplifts the individual. It provides the benefit of making the educated functionally competent members of society"* (Onwuanyi & Adekanmi, 2022). On the value of tertiary education, the World Bank (2024) states that education "*is instrumental in fostering growth, reducing poverty and boosting shared prosperity"* (World Bank, 2024). It does this by preparing *"individuals not only by providing them with adequate and relevant job skills, but also, by preparing them to be active members of their communities and societies"* (World Bank, 2024)

In Nigeria, formal education is organised at two broad levels: the basic and tertiary. The former consists of two levels: primary and secondary, whilst the latter comprises the third level. The first two levels are characteristically different from the third in two distinct dimensions. For one, in the former, teachers teach learners about things, making it a didactic process. Another is that the process becomes less didactic at the secondary stage, particularly in the sciences where experimentation and other practical work are included in the curriculum. At the tertiary level, however, education is intensive and comprehensive as the emphasis is on finding out about things. This is why it encompasses experimentation, seminars, field work, practical work, research and investigations. Whilst teachers at the lower levels give instructions mainly through lessons, those at the higher level hold mainly lectures and demonstrations. While the lower levels have teachers as instructors, the higher level has lecturers who teach mainly through lectures. At the higher level, there are additional means of instruction such as the tutorial, seminar and workshop. Tertiary education is wider and intensive because its purpose is to produce "*a highly skilled workforce"* which *"is a prerequisite for innovation and growth: well-educated people are more employable and productive, earn higher wages, and cope with economic shocks better"* (World Bank, 2024).

This paper concerns the teaching of valuation, a core subject in estate management education through which valuers, members of the valuation profession, are produced. Upon this group falls the duty of ensuring the proper pricing, investment profitability and sustainable management of landed property. The topic is important for four main reasons. Firstly, valuation is a subject in professional education where students receive knowledge for practical application. Secondly, the quality of learning received is to a great extent dependent on the quality of teaching, a major determinant of which is the method employed. Thirdly, the tutorial is a necessary and important complement to teaching at the tertiary level whose success requires contributions by both teacher and learner; and contact sessions which foster closer interactions. Fourthly, little research attention has been given to the appropriateness and effectiveness of the methods and challenges of valuation-teaching in Nigeria. Therefore, the impression may have been thereby created that the situation requires no improvement. But can this truly be the case with the number of licensed institutions and intake growing faster than that of qualified academic staff? For instance, just over the short period between 2010 and 2013, the number of institutions increased by 70% from 24 to 41(ESVARBON, 2010;ESVARBON, 2013). This comes with implications not only for funding and staffing, but also, quality assurance in the delivery of educational value.

After this introduction, there is a review of the literature. This commences by considering the role of the tutorial in tertiary education, some findings from recent research on valuation education in Nigeria, the rapid growth in valuation education in Nigeria as reflected by the regularly rising number of institutions licensed for estate management and valuation teaching, and the challenges arising therefrom. Then follows an explanation of the methodology used for the study. After this, the results are presented and discussed. The practical implications are then identified and a conclusion reached and recommendations made.

As mentioned, the appropriateness and effectiveness of the methods of valuation teaching as well as their subsisting challenges have received little research attention in Nigeria. This assertion is based on the results of an online search using various web search engines. This may be due to an oversight and not because the effectiveness of teaching and learning are not important issues. After all, teaching methods and practice are important and necessary considerations in formal education where also feedbacks are sought on the continued relevance and effectiveness of methods and practices (Sirotova, n.d.). Methods influence the learning process because they determine the degree of engagement of students. It is equally important for valuation, as a core subject in professional education, to receive such attention, if not from the academic institutions concerned, then from the Estate Surveyors and Valuers Registration Board of Nigeria (ESVARBON) as the relevant accreditation body. Thus, the literature review focuses on defining, comparing and analysing the characteristics of the lecture and the tutorial. It also reviews the findings from a previous study on the learning and understanding of valuation mathematics at early-stage whilst highlighting the challenges of valuation-teaching amidst the rapid growth in the number of tertiary institutions which offer estate management.

1.1 Between the lecture and the tutorial

The lecture can be defined as a formal presentation of relevant information and ideas to students in tertiary institutions for the purpose of learning. It is usually a large class handled by an instructor known as a lecturer. As a traditional means of instruction, the lecture serves a useful purpose, but it also has limitations. According to Hlatshwayo (2013), *"The main purpose of traditional lectures is to impart knowledge by way of an essentially monologic discourse, where a lecturer is expected to do all or nearly all the speaking, whilst the students listen"* (Hlatshwayo, 2013).This restricts the student to a passive role. It can, however, be said of the lecture that it is fitting for the organised learning system which education offers. On his part, Mitchell (2024) asserts that the lecture is a good way of disseminating information provided that the subject matter is made relevant and well-presented as has been done effectively for ages. By this positive approach, the lecture avoids being perjoratively categorised (as once it was) as a transfer of knowledge from the notes of the lecturer *"to the notes of the student without passing through the brains of either"* (Miller,1927).

In the view of Balwant and Doon (2021), *"Lecturing remains the most common method of teaching in higher education"* because it is *"an economical and efficient way to transfer knowledge, and hopefully, improve learning"* (Balwant and Doon (2021). Because lecturing involves teaching at scale, the objective of learning will be better served if lectures are augmented by other methods which provide student-focused teaching one of which is the tutorial. Its being based on smaller classes has positive implications for the quality of learning. Balwant and Doon (2021) trace to Oxford and Cambridge universities of the 11the century, the tutorial approach to tertiary education. The system has since caught on and been adopted widely. The enduring advantage is that the tutorial is student-centric whilst the lecture is teacher-centric. "*The smaller class sizes for tutorials can facilitate (a) close tutor-student interactions, thus allowing or individual attention and dyadic knowledge creation and (b) independent and self-styled preparation beforehand via reading, essay-writing and/or preparing answers to problems*" (Commission of Enquiry, 1994 & Sweeney *et al*., 2004 as stated by Balwant and Doon, 2021). The tutorial offers a deep approach to learning which, by being analytical and involving critical thinking, produces high-quality learning outcomes (Prosser& Trigwell, 1999).

The tutorial is defined by Balwant and Doon(2021), as *" personalised and student-centred small group sessions that provide a safe space for deeper engagement with the subject area in order to develop important skills and abilities that are targeted by the course"* (Balwant & Doon, 2021). The authors arrive at this definition by considering what they identify as the four man features of the tutorial. These are personalised attention; engagement with the testing of ideas, clarifications and hands-on practice; the development of confidence, critical and independent thinking, and problem-solving skills related to the course; and lastly, their student-centred nature

From these various characteristics of lecture and the tutorial and other sources, an attempt is made in Table 1 to summarise and compare these two methods of instruction in tertiary education.

Table 1: The Concepts of Lecture and Tutorial

S/N	Issues	The Lecture	The Tutorial
1	Handled by	A lecturer	A tutor
2	Purpose	Presents the course content in a general way	Gives details of course content already introduced in a lecture
3	Nature	Principally introductory; Essentially a monologue	Principally explicatory; Effectively a dialogue
4	Participation Level	The lecturer is totally active; learner mostly passive	Both tutor and learner are active
	Preparation	Usually does not require much preparation by the learner	Requires thorough learner preparation using detailed reading material, exercises, discussions, prepared questions, questions and answers, assignments.
5	Time	Usually twice the length of the tutorial	Usually half the length of the lecture
6	Composition	Usually involves the entire intake of a course of study (a larger class)	*Usually a subset of the entire intake, divided into easily manageable numbers (For example, 5 groups of 6 undergraduates in an entire intake of 30).
7	Regularity	Once a week	Once a week

*Even where the entire intake is as low as 6, tutorial time needs to be differentiated from lecture time because they have different purposes.
Source: Authors' compilation (2024).

The table reveals that the tutorial has characteristics which are fundamental to learning as well as being complementary to the lecture. For the following reasons, the tutorial is designed to be complementary. First, it takes place after a topic has been introduced by a lecture. Second, it provides details of the issues raised in the lecture. Thirdly, it duration tends to be shorter than the lecture, but it is no less important because the lecture forms its theme. The tutorial is acknowledged as part of a model and modern tertiary learning experience. It is handled by a lecturer, termed as a tutor; in smaller classes; it is less formal whilst providing an active, participatory role for students.

Table 2: Benefits of the Tutorial

The tutorial provides an opportunity for students to:	
1	understand the lecture better.
2	ask questions of the tutor..
3	interact with course mates.
4	learn from course mates.
5	test ideas and clear doubts by asking questions of the lecturer and course mates.
6	build up confidence in academic work and public discourse.
7	develop themselves through critical and intensive thinking.
The tutorial provides an opportunity for the tutor to:	
1	assess how well the students understand the lectures
2	assess the learning capacity of the students.
3	know areas of difficulty of the students which can be passed on to the lecturer to address in subsequent lectures.
4	expatiate issues, offer insights, introduce ideas and explore options which the time constraints of the lecture would not permit.
5	learn from students who have already been placed on the trajectory of thinking critically and intensively.

Source: Authors' Research, 2024

The table shows that learners stand to gain more from tutorials. This is logical because they are learners who need knowledge and guidance to gain value in their education. But the table also outlines how tutors may gain from their tutorial interactions with students in the quest to deliver educational value. The table also shows that tutors can learn from students when the latter have been guided to a level where they are able to learn on their own. According to King (1947), they will be able to do so because *"The function of education is to teach one to think intensively and to think critically"*.

1.2 Relevance of the Tutorial to the Academia

The important role of the tutorial in tertiary education extends to all fields of learning. According to Morillas & Garrido (2014) *"Tutoring plays a major role in university teaching-learning and is a strategy for improving the process"*. In consequence of this, the research agenda of many scholars has been concerned with evaluating the tutorial "*and determining its effectiveness in the enhancement of learning"* (Hassan, 2017). For instance, research by Comfort (2011) demonstrates that higher grades were achieved by tutored students relative to students who were not tutored. Many researchers (Maynard & Almarzouqi, 2006; Comfort, 2011; Carter & Yam, 2013) have demonstrated the enhancement of students' learning by tutorials. In all disciplines, the tutorial remains relevant to the achievement of learning outcomes through the application of techniques which implement student-centred pedagogies by adequately engaging students and facilitating authentic learning through *"case studies, simulations, role play, problem-bases learning; project-based learning and so forth"*(Hassan, 2017). In the case of Comfort (2011), this concerned a sports science course whilst it was a real estate course for Carter & Yam (2013). Thus, the tutorial is a tool which serves across disciplines in advancement of learning. Menard, O'Shaughnessy, Payne *et al* (2015), demonstrate that *"term test performance is improved by tutorial participation"* and *"traditional tutorials have a stronger positive effect on course performance"* than *"collaborative learning tutorials"*. Under the former, a teaching assistant works through a problem with the students whilst under the latter groups of students work through a problem together with the assistance of a teaching assistant. The growth in enrolments makes the traditional tutorial more difficult to sustain. Therefore, it becomes necessary and important that alternative learning methods be introduced to complement the lecture.

1.3 Modern Alternatives to the Lecture

The tutorial system has been a UK tradition for centuries where it is dubbed the "Oxbridge" tutorial system (Balwant and Doon, 2021).The system was developed in its first university, Oxford. Then, it was adopted by Cambridge, its second, and became subsequently known as the Oxbridge (Oxford and Cambridge) tutorial system.

Over the years, particularly with the advent of information technology, teaching systems have been developed to enhance the learning experience in ways which reasonably compare with the time-honoured "Oxbridge" system. These alternatives are highlighted by Balwant and Doon (2021) as follows. For one, there is peer instruction (or student-led syndicates) by which knowledge and skills are acquired *"through active helping and supporting among status equals or matched companions"…"under a lecturer's supervision (the lecturer is not directly involved in the teaching), more advanced students testing less advanced students before the latter write exams"*(Balwant and Doon,2021:p.8). This is to be contrasted with the practice situations where student tutorials are not supervised by lecturers. The involvement of the lecturer counts for something because, as Pezzaro (2016) observes, the teacher is a specialist who possesses the ability to guide learners effectively in his environment. A second suggestion is online collaborative learning or virtual syndicates whereby a teacher poses an open-ended question or assignment for which there is no single response, but which requires each student to contribute to the discussion. Here, the instructor moderates the discussion, shares each group's contribution online and may require comments from other groups on each group ideas. The formation of syndicates is another method whereby a large number of students is broken into smaller groups with the lecturer acting as a resource co-ordinator in problem-solving, practical work and group project work. Most of the other suggestions: simulation and games, flipped classrooms, communication systems, tailored leaning; and portfolios involve a measure of technology infrastructure which has cost-efficiency implications for a less developed country due to the need for technological investment and management. In systems where challenges abound from a high student population and a low resource availability for the remuneration of tutors, these alternatives point towards less expensive and more efficient outcomes. They all aim at providing the required closer engagement of tutor and learner and the benefits of interactive learning.

1.4 Valuation teaching in the UK

The UK experience should be important to Nigeria for at least two reasons. First, estate management was introduced to Nigeria through the British colonial experience. Secondly, pioneering members of the profession were educated in the UK which, till date, is a major training centre. As mentioned, the traditional tutorial system is a British tradition which was the practice in its first two universities, Oxford and Cambridge. It was natural that subsequently established universities in the UK adopted this system which had been associated with the success of its two universities. Tutorial and lectures remain a part of the instructional system in UK universities, including courses in estate management and the related courses of property studies and real estate.

1.5 Valuation teaching in Nigeria

Research by Onwuanyi and Adekanmi (2022), on early-stage understanding of valuation mathematics in Nigerian tertiary institutions, produced some findings which are of relevance to this study. Although the research involved respondents who had graduated for between one and five years, the findings hint at inadequacies in the system. For one, respondents indicated that the subject of valuation was taught essentially by lectures. Secondly, the tutorial tends to feature as a student-organised activity, not a standard official stipulation. Thirdly, a sizeable number of respondents admitted that they were unable to grasp basic principles adequately at an early stage. Fourthly, an also considerable number expressed the view that the availability of official tutorials would have enhanced their early learning and understanding. The overall suggestion is that early-stage valuation-learning may not be as effective as it ought if valuation-teaching is not officially complemented by the tutorial.

These findings are somewhat related to the rapid growth in the number of estate management-offering universities, the total number of which now stands at fifty-six. The older institutions: the University of Nigeria, Obafemi Awolowo University (formerly the University of Ife); the Yaba College of Technology and the Federal Polytechnic in Auchi still have the largest enrolments in estate management. These major centres for valuation education should be able to deliver a modern and model experience in the teaching and learning of the subject. This would set a standard for younger and newly established institutions who usually start with the assistance of staff from the old ones. This tradition makes practices in the new institutions similar to the older ones.

However, the enrolments create a challenge for the instructional system. Lectures are usually held for the entire intake of a particular level. The rapid growth in the number of estate management training institutions means that there is a decreasing pool of available academic staff within the system. The numbers are spread thin due to a slower growth rate in the production of qualified people; also the loss of qualified people to institutions abroad where better conditions of service are available. These challenges impact upon the chances of these institutions being able to offer the tutorial.

This review reveals as follows. First, the lecture is the most common method of teaching in tertiary education. It is fitting to the organised learning system which education offers. Secondly, the tutorial is a complement to the lecture. This is why Balwant and Doon (2021) assert that *"Tutorials have a rich history in higher education, and rightfully, so. They have been used to discourage docility in learning while teaching students to think for themselves".* Thirdly, the lecture is considered as an economically efficient way of transferring knowledge. Its efficiency comes from being able to reach a sizeable number of learners over a relatively short period of time. Thus, the man-hours spent are comparatively less than would be the case were the same number of people to be taught in smaller groups. Fourthly, the rapid growth in valuation-teaching institutions and admissions makes it challenging for institutions to offer traditional tutorials due to staffing inadequacies. Fifthly, there is evidence from a previous valuation mathematics study, of the lack of a tutorial complement in the teaching of the subject in Nigeria. Sixthly, the same study revealed that the tutorial tends to feature as a student-organised activity, not an officially planned and designed undertaking. In the seventh place, a significant number of respondents admitted that they were unable to grasp basic principles adequately at an early stage. Lastly, respondents in the same study reveal that officially managed tutorials would have vastly contributed to their improved understanding of valuation principles at an early stage. These all support the idea that tutorials are key to Nigeria's valuation education. It may be added that the advent of globalisation has facilitated changes which cannot be ignored by any country. Typically, there are now greater interactions

in terms of educational and cultural exchanges, multicultural institutions, and the internationalisation of investment, the migration of professionals and specialists and competition for investment opportunities. Thus, tertiary education in Nigeria should not differ substantially in objectives from the rest of the world. It should reflect prevailing global concerns and standards. This means that tertiary education in Nigeria needs the tutorial.

The scope of the study is restricted to public universities in federal government ownership. This was for two reasons. First, to reduce costs. The second reason is because the largest and oldest valuation-teaching universities belong to this group. It was thought that practices in these institutions would be reflective of those in the state and private universities which all were established using practices, procedures and standards in the existing federal universities. Accordingly, this paper sets out to ascertain whether or not valuation education in Nigeria recognises the role of the tutorial and provides for its optimisation in facilitation of a modern and model teaching and learning experience. To achieve this aim, the study will:

(a) Assess the valuation-teaching content in the academic timetables of estate management departments of Nigeria's federally-owned public universities;

(b) Establish whether or not the timetable arrangement provides an efficient way to achieve the valuation-learning outcomes prescribed in the official NUC guidelines.

(c) Determine whether or not the extant instructional arrangement permits the delivery of a modern and model teaching and learning experience.

2.0. Methodology

The research approach adopted in this study was predicated on the core issue, which is, whether or not valuation-teaching Nigerian institutions make use of the tutorial in their instructional system and feature it in their timetables; and whether its absence constitutes a challenge to efficient coverage of the curriculum and effective learning. Thus, primary data was gathered on these issues by means of a questionnaire administered to lecturers and students. The respondents were drawn from public universities in federal government ownership only. As mentioned, this was for the purpose of reducing costs. In addition, because the largest and oldest valuation-teaching universities belong to this group and it was thought that practices in these institutions would be reflective of those in the state and private universities which all were established using practices, procedures and standards in the existing federal universities.

The federal universities were selected from a list of institutions accredited by the Estate Surveyors and Valuers Registration Board of Nigeria (ESVARBON, 2023). The institutions are twelve in total as listed in the table below and they constitute the respondents in the study. Two sets of questionnaires were involved. One was designed for lecturers and the other for students. A total of twenty-two (22) questionnaires were administered in two sets of twelve. The aim was to gather the required information from at least one lecturer and one student from each of the eleven respondent institutions since the information sought is institutional (or departmental) in nature. These groups were chosen because they are direct stakeholders in the issue under investigation and their responses can be compared for the purposes of corroboration. Thus, the questionnaire was administered to one lecturer and one student of each valuation-teaching federal university. Efforts were also made to confirm the presence of absence of tutorials from copies of timetables of most of the institutions.

This was in respect of levels 200, 300, 400 and 500 since valuation is not taught at 100 level. The collation of information coincided with the 2024 Annual Conference of the Nigerian Institution of Estate Surveyors and Valuers which held in Benin City between the 15th and 21st of April. The gathering, which included lecturers and students from more than 20 tertiary institutions across the board, presented a further opportunity to gather more information, as well as confirm information already received as to instructional arrangements for valuation-teaching in Nigeria.

As mentioned, earlier, the older universities (and the federal universities generally) set the standards for the newer ones and the entire system. Therefore, it is believed that the survey of the federal institutions will reflect the actual situation in the country.

Table 3: List of Federal Universities accredited for Estate Management by ESVARBON

S/N	Name of University	S/N	Name of University
1	University of Nigeria, Enugu	7	University of Uyo, Uyo
2	Obafemi Awolowo University, Ile-Ife	8	Abubakar Tafawa Balewa University, Bauchi
3	University of Lagos	9	University of Ilorin, Ilorin
4	Federal University of Technology, Akure	10	University of Benin, Benin City
5	Federal University of Technology, Minna	11	University of Ibadan
6	Nnamdi Azikiwe University, Awka	12	University of Calabar

Source: Esvarbon (2023).

3.0 Results and Discussion

The two categories of respondents, students and lecturers, provided answers which were considered relevant to the issue under investigation.The collated responses are presented in Tables 4 and 5. The main issues in the investigation are:

(i) whether or not tutorials are a part of the official timetable in valuation-teaching and learning in Ngeria's federal government owned tertiary institutions; and if so,
(ii) who organises them?

Ancillary questions concerned the respondents' awareness of the NUC recommendation of one hour of tutorial for every four hours of lecture. In addition, lecturers alone were asked whether they consider the absence of tutorials as a indicative of systemic inadequacy.

Table 4: Students' Questionnaire on Tutorials in Valuation-Learning

S/N	Issues	Responses				
		YES		NO		Total Frequency (%)
		Response Frequency		Response Frequency		
		No.	% of Total	No.	% of Total	
1	Do you learn valuation by tutorials?	10	83	2	17	100
2	Are valuation tutorials a part of the official course timetable table?	0	0	12	100	100
3	Are the valuation tutorials organised by lecturers?	2	17	10	83	100
4	Are the valuation tutorials organised by students?	10	83	2	17	100
5	Are you aware that NUC standards stipulate ***one*** tutorial hour for every ***four*** lecture hours?	4	33	8	67	100

Total Population: 12
Source: Authors' Fieldwork, 2024

Table 5: Lecturers' Questionnaire on Tutorials in Valuation-Teaching

S/N	Issues	Responses				
		YES		NO		Total Frequency 100%
		No.	% of Total	No.	% of Total	
1	Do your students learn valuation by tutorials?	12	100	0	0	100
2	Are valuation tutorials included in the official timetable?	10	83	2	17	100
3	Are valuation tutorials organised by lecturers?	3	25	9	75	100
4	Is the absence of valuation tutorials in the timetable a sign of inadequacy in the system?	6	50	6	50	100
5	Are you aware that NUC standards stipulate ***one*** tutorial hour for every ***four*** lecture hours?	7	58	5	42	100

Total population: 12
Source: Authors' Fieldwork, 2024

The common finding amongst student and lecturer respondents is that the timetables mainly feature lectures, but not tutorials. The response rates were respectively 83% and 100% of the respondent institutions. Nevertheless, whilst there are no traditional tutorials led by lecturers according to 90% of student respondents, 83% admit that there are student-organised tutorials. On the part of lecturers, 75% admit that lecturers do not lead tutorials. This means that tutorials are essentially a student affair. Considering that the B-MASS states that *"The teaching shall be distributed into lectures, tutorials, and workshops/studio practicals",* this absence amounts to non-compliance with the NUC's teaching prescription.

Nonetheless, all the institutions in the study practice a system of tutorials whereby the students teach themselves. This is a method known as peer-tutoring, either led by students at the same or higher levels. Although this arrangement is unofficial, the students are still able to learn from each other. As a tutorial system, this may be effective considering that research by Comfort (2011) found peer-tutoring to have an enhancing effect on students' practical assessments in a science course. Nevertheless, since tutors need training, peer tutors are essentially unprepared people who need assistance as well as support to succeed (Maynard & Almarzouqi (2006). This means that the arrangement falls short of the requirement envisaged by Adesemowo & Sotonade's (2022) prescription that education is a system of organised and standardised learning. No doubt, the unofficial tutorial is *organised* to an extent, but it is not *standardised* by design and planning as required in formal education.

Some justifications may exist for systems which do not use the official tutorial. For one, inadequate funding could mean an inability to employ adequate personnel and ensure their remuneration for the extra work hours involved. Secondly, the tutorial system may be difficult to implement where there is a large enrolment number as is the case in Nigeria's public universities. It may appear that the only way to cope effectively is by using a part of the scheduled lecture time for tutorials. But, it may also be argued that this practice cannot be sustained on the grounds of logic and practicality. Combining the two means less time for lectures, so the objective of the lecture is not truly achieved in terms of time and attention to detail. Similarly, adequate attention cannot be given to the tutorial. Again, a lecture is not a tutorial, and since they are not alternatives, but rather complementary in nature, a situation of sub-optimality is inevitably suggested.

Is current practice adequate to achieve the NUC's valuation-learning outcomes? The answer would be in the negative considering that 50% of respondent lecturers agree that the absence of tutorials on the timetable is a systemic inadequacy. This is logical considering that 58% of them are aware of the NUC guidelines on the lecture to tutorial ratio. The timetable would constitute an efficient instrument for achieving prescribed learning outcomes if it is able to incorporate the prescriptions of the NUC that the instructional system provide for lecture, tutorials and workshops at a ratio of four lecture hours to one tutorial hour. So long as this does not obtain in reality, then the timetable cannot be adjudged as an efficient means of achieving the learning outcomes. It would not also be efficient because it may not enable adequate and methodical coverage of the curriculum. A further implication is that the timetable arrangement may not offer the most efficient way of

achieving the prescribed learning outcomes which depend on effectively covering the curriculum by lecture, and also, by tutorial.

Can current practice deliver a model and modern teaching experience? There is the suggestion of a challenge here since the availability of time is essential to the achievement of these objectives. The failure to create the required time through the timetable necessarily constitutes a hindrance to achieving these outcomes. It was established that the absence of tutorials is a sign of inadequacy In addition, that this suggests that the timetable design is not efficient. Current timetable practice does not reflect the NUC recommendations in two regards. First, in the distribution of teaching between lecture, tutorials and workshops. Secondly, in maintaining the lecture: tutorial ratio. It also is relevant to highlight that the one-hour tutorial recommendation is actually a minimum as can be discerned from its statement that *"The timetable for courses shall be designed to make provision for tutorials of at least one hour for every four hours of lecture".* This further highlights the importance of the tutorial and the the implications of its absence. These instances of non-compliance cannot allow for efficiency. Not only do they constitute hindrances to the valuation-learning outcomes prescribed by the NUC, they detract from the attainment of a model and modern learning and teaching experience.

The clear suggestion is that, without the tutorial as a complement, student-focused teaching and quality learning which helps students to *"learn to think critically, solve problems and understand complex concepts*" (Smile Foundation, 2024) would be difficult, if not impossible, to achieve. Tutors can learn from students when the latter have been guided to a level where they are able to learn on their own by being equipped to think critically and intensively (King(1947).

3.1 Optimising the Tutorial

Recognition necessarily precedes optimisation, the two steps through which the tutorial must pass to perform its true role in valuation education. First, deliberately creating time and space for it in the timetable. It must not be hidden under, or assumed to be a part of, the lecture. Therefore, it must be explicit, not implicit; official, not unofficial; formal, not informal. In practical terms, it must be a separate gathering. Second, the tutorial, just like the lecture, must be held once every week, but should be positioned after the lecture.

Optimising should come in two stages. Firstly, the tutorial should be organised in small, manageable groups which allow close interaction between tutor and learner and amongst learners themselves. This would create opportunities for each participant to speak, ask questions and answer questions. Secondly, there would be a need for leadership by the tutor who should not necessarily be the deliverer of the lecture, but an experienced member of staff who possesses demonstrable capacity acquired through substantial professional practice experience. Thirdly, attendance at the tutorial should be compulsory, just like for the lectures. There may be some justification in arguing that, for a practical subject like valuation, the essentially (explicatory) tutorial supersedes in importance the basically (introductory) lecture. To a reasonable extent, a lecture missed may be compensated by attendance at the tutorial where issues arising from the lecture are discussed. Fourthly, the tutorial can be optimised if learners actively participate in it. Active engagement makes the tutorial worthwhile. Every learner necessarily has areas of doubt which have to be cleared up by the tutor. They may also have ideas which need to be expressed and evaluated by the tutor and fellow learners. These all make for a model learning experience, but the starting point is active participation. As co-ordinator of the class, it is duty of the tutor to ensure that every learner who is present participates by being given the opportunity to ask questions, answer questions, take part in the discussions and express an opinion or opinions as the case may be. Fifthly, the lecturer, in introducing a lecture topic, should give out a list of required reading which can support learning in the most effective manner. This would enable learners to prepare ahead for the tutorial. The topics of subsequent tutorials should be advised to learners in advance by the tutor. The official tutorial is an imperative because the impression given by some students is that valuation can be learned by lectures only; that skipped lectures, which effectively imply poor problem-solving skills, can be made up for by reading lecture notes a few days to an examination. Of course, the outcome of these approaches to study needs no guesswork. This goes to highlight the necessity and importance of the tutorial to the development of critical and intensive thinking through recommended reading materials, guidance, expatiations, discussions and problem-solving. Recognising and optimising the tutorial is essential to the attainment of these outcomes because practice makes for perfection. Since the lecture offers no opportunity for practical work and effective problem-solving, its contribution to perfection cannot be as great as that of the tutorial, particularly where it

is optimised. To be effective, the tutorial must be designed and planned. *Design gives direction; planning entails preparation; and practice makes for proficiency which leads to perfection*.

4.0 Conclusion

This study was prompted by an earlier one which suggested that early-stage valuation-learning in some Nigerian tertiary institutions may not be as effective as it ought because the subject is taught mainly by lectures, rather than a combination of lectures and tutorials. This study investigated the presence or absence of the tutorial in the instructional system for valuation education; whether or not this affects its capacity for efficient coverage of the curriculum and the delivery of a model and modern learning experience. From the findings,the study concludes that *the absence of timetabled lecturer-led tutorials suggests its official non-recognition and makes impossible the optimisation of its benefits.* This may lead to an inability to cover the curriculum, and thereby, challenges in delivering educational quality.

The main finding is that the tutorial instructional method does not feature in the timetable of the surveyed institutions. Additionally, this situation is perceived as posing a risk to efficiency in curriculum coverage as well as learning effectiveness.

The findings mean that there is no provision for the traditional tutorial system in these institutions, making an optimisation impossible. This further means that current practice is not compliant with NUC guidelines. Again, it implies that the role of the lecture may be altered and adapted to perform the role of the tutorial. In this eventuality, the lecture's role may not be adequately performed. Flowing from this, if the lecture's role is not adequately performed, then a model and modern learning experience becomes a challenge. In addition, it means that the itemised advantages of the tutorial are lost both to instructors and learners, with the prospect of hindering the delivery of a student-focused, modern and model learning experience.

In conclusion, the absence of the timetabled lecturer-led tutorial suggests its official non-recognition and makes impossible the optimisation of its benefits. Given that current practice is non-compliant with the NUC guideline and may hamper effective learning, it is recommended that lecturer-led tutorials be officially introduced, if not in the traditional "Oxbridge" form, then its modern alternatives.

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