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The Linkage of Lecturers' Competencies and Student Performance: A Case Study in Malaysia

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Abstract: This study looks into the relationship between lecturers' competencies, students' satisfaction and students' performance in Malaysia. Total of 260 students from a private international college are used as respondents of this case study. This study will like to examine if certain lecturers; competencies are related to students' satisfaction and performance. Competencies such as knowledge on subject has the highest mean score, whereas 2 variables, class presentation and examination have the lowest mean. The findings show that lecturer's knowledge of subject contributes most to students' performance.

Key words: Lecturers' competencies, students' performance, knowledge, relationship, punctual

INTRODUCTION

Lecturers capabilities are related to the dimension of teaching and learning in the field of academic. An effective lecturer has been able to produce desired outcomes in the course of his duty as an academician. According to lecturer competenciesis considered as indicator of teaching effectiveness. Previous research confirmed that capable educator can able to bring about change in students behavior, motivation and learning outcome.

Many studies shows that lecturer's quality affect student achievement more than by student's race, class, prior academic record or school a student attends. This suggests that student satisfaction and achievement will likely be realized when students receive instruction and guidance from lecturers with great teaching skills (Long *et al*., 2013).

Metzler and Woessmann (2012) argued that the relationship exist between lecturer competencies and students outcome. Teaching quality is directly related to the students achievement and in order to deliver quality teaching, many skills set need to be acquired. One of the lecturer competencies is lecture's subject knowledge because without having subject knowledge. Therefore, the subject knowledge is crucial for lecturers. This is to enable students to meet the desired learning outcome and are satisfied with their learning.

Thus, the objectives of this study is to examine the impact of lecturer's competencies on students' performance.

Relationship between lecturer's competencies and student's performance: A good combination between lecturer's competencies and students' learning preferences has shown to have positive effect on student's performance. This indicates that students differ in regards to what mode of instruction is most effective for them (Pashler *et al*., 2008).

Teacher competence and teacher quality are concepts that are often examined and frequently applied in different educational contexts. These competencies consists of nine areas; psychology of teachers, language used, curriculum development, technology for teachers, educational measurement and evaluation, management of classroom, research for education, educational innovation and tutorship. These competent teachers will influence students learning and achievements in classroom (Foley, 2005).

According to Myers *et al*. (2002), lecturer's communication and interaction with students has a significant impact on students' perceptions of their own motivation, satisfaction and learning. In addition, interaction is recognized as a driving force for persuading student's motivation and the achievement of learning outcomes and academic performance.

Textbook and lecture notes are also the key factors for improving quality in education rather than lecturer's character but in some of the literature lecturer's competence is singled out as the key factor (Westera, 2001). Furthermore, lecturers that emphasized on the interpersonal relationship with their students will result in a positive mood towards the lecture (Chedzoy and Burden, 2007).

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MATERIALS AND METHODS

Researcher employed quantitative data analysis to analyse the survey questionnaires. A institution of higher learning has been selected in the state of Johor, the Southern state in West Malaysia. Students of this college are selected as the population of this study. The name of the college is with held for the purpose of confidentiality. The college will be named as ABC College in this study. Stratified Method is the sampling method used. The population of ABC College are 777 students. Total sampling size should be at least 253 students base on Krejcie and Morgan (1970) sampling size table. A total of 260 questionnaires were distributed to the students. The response rate is 99.2% as 258 respondents completed the survey form (response rate of 99.2%).

RESULTS

Pearson correlation analysis: The Pearson product-moment relationship coefficient is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale. Referring to Table 1, it can be deduced that lecturer's knowledge on subject ($r = 0.752$, $p<0.01$), punctuality ($r = 0.713$, $p<0.01$), teaching creativity ($r = 0.436$, $p<0.01$) and interaction with students ($r = 0.560$, $p<0.01$) are positively correlated with student's performance. Malik *et al*. (2003) study is in line with their findings. The study suggested that the teachers or lecturers must not only possess latest knowledge but also be creative, sympathetic, punctual, friendly, regular and free from any prejudice. Echoed this by saying that teacher or lecturer of today is not a mere purveyor of lessons in a classroom. An ideal teacher or lecturer is expected to possess some attributes like proficiency in the subject, good communication skills and interaction with students, moral health, physical and mental fitness, professional training and devotion to the profession so that he or she may have an exemplary personality and outlook for the students which contributes to the academic performance of the students.

Table 1: Relationships between lecturer's competencies and student's performance

Independent variables	Relationship coefficient
Knowledge on subject	0.752**
Clarity of presentation	0.408
Punctuality	0.713**
Interaction with students	0.560**
Teaching creativity	0.436**
Course objective	0.261
Learning outcome	0.172
Assignments	0.349
Class presentation	0.362
Examination	0.240
Class activity	0.362**
Lecturer note	0.359**
Student evaluation	0.583
Class preparation	0.237

**Relationship is significant at the 0.01 level (2-tailed)

On top of the 4 variables mentioned above, lecture note is found to have a significant positive relationship ($r = 0.359$, $p<0.01$) with student's performance as well. Lee and Lee (2008) mentioned that the quality of the learning environment and lecture notes contribute to the success and performance of students. Apart from that, lecture note and textbook are also key factors for improving students' academic performance, rather than solely focusing on teacher's personality.

Apart from that, class activity is also known to have a significant positive relationship with student's performance ($r = 0.362$, $p<0.01$). Supported this finding by saying that students are better "connected" to school when involved in class and school activities. Activities teach students to acquire strong work ethic, personal skills like responsibility to a team and set goals in which will all assist in their studies. Logan further added that these students have pride in their school and their performance in the classroom.

Multiple regression analysis: Multiple regression analysis is used to test the possibility of relationship between lecturer's competencies and student's performance. The findings of the testing are as shown in Table 2 and 3. In Table 2, fourteen independent variables

Table 2: Relationship between lecturer's competencies and student's performance (model summary)

R	R^2	Adjusted R^2	Std. error of the estimate	F-value	Sig.
0.659	0.434	0.430	0.463	97.809	0.000

Predictors: constant, lecturer's competencies; dependent variable: student's performance

Table 3: Impact of lecturer's competencies on student's performance (coefficients)

Models	Unstandardized coefficients (B)	SE	Standardized coefficients (β)	Sig.
1 constant	0.357	0.251	-	0.487
Knowledge on subject	0.184	0.063	0.869	0.000
Clarity of presentation	0.125	0.146	0.377	0.284
Punctuality	0.090	0.087	0.092	0.000
Interaction with students	0.496	0.074	0.621	0.000
Course objective	0.235	0.021	0.042	0.255
Learning outcome	0.041	0.356	0.173	0.120
Assignments	0.325	0.215	0.265	0.283
Class presentation	0.063	0.024	0.067	0.314
Examination	0.756	0.257	0.783	0.246
Class activity	0.215	0.124	0.281	0.000
Lecturer note	0.079	0.361	0.365	0.382
Student evaluation	0.165	0.236	0.011	0.126
Class preparation	0.244	0.051	0.742	0.001

Dependent variable: student's performance

demonstrate 43.4% of variance (R^2) in student's satisfaction. The FSTAT or F-value is 97.809 which exceeds the critical F-value of 4. This means that the model as a whole has statistically significant predictive capability and a high degree of importance. In terms of significance level, the model scores 0.000 which is <0.05. This indicates that there is a significantly positive relationship between lecturer's competencies and student's performance.

The impact of each variable of lecturer's competencies on student's performance is presented in Table 3. Mentioned that in the analysis of coefficients such as this, independent variable with the largest beta has the greatest impact on the dependent variable. In parallel with this statement from the table, it is known that knowledge on subject has the highest β value, at 0.869 which is the closest to 1.000. This indicates that lecturer's knowledge on subject has the highest impact or influence on student's performance and this matches the statement, "teachers with better qualifications and knowledge have better teaching competencies and thus, it has substantial impact on student learning in the classroom". Student's evaluation on lecturer on the other hand has the least impact on student's performance.

In determining the significance level of any variable such as the ones shown in Table 3, a value has to be <0.05 for it to be classified as significant. Based on the table, there are 5 variables pertaining to lecturer's competencies that are significant to student's performance; namely lecturer's knowledge on subject, punctuality, interaction with students, class activity and class preparation with each having significance value of 0.001. It was firmly established that overall teacher quality which include the whole package of timeliness, capability and communication are important determinant of student outcomes.

There are several influencing factors regarding academic motivation and academic performance and one of it is interaction with students. This can cut across student-centred approach, lecturers-student relationship and social dynamics of the students and lecturers which are closely linked to the academic performance of the student and their motivation level (Myers *et al*., 2002). According to there are two sets of qualities that characterise a successful professional lecturer: professional characteristics and professional competences. Professional characteristics include professional values, personal and professional development, communication and relationships as well as synthesis and application. Professional competencies include lecturer's knowledge and understanding of students and their learning, subject knowledge, curriculum, the education system and the lecturer's role.

This magnifies the conceptual belief that lecturers and their teaching competencies are directly linked to student performance.

Conducted a very comprehensive research on teachers' effectiveness and its effect on students achievements and performance in the classroom. She discovered that evaluating lecturers can be approached from three different but related angles: measurement of inputs, processes and outputs. Inputs are what a lecturer brings to his or her position, generally measured as lecturer's knowledge and character which includes being punctual and dedicated including preparing for class. These measures are sometimes discussed in the literature as "lecturer quality". Processes, on the other hand, refer to the interaction and activities that occurs in a classroom between teachers and students. It also may include a teacher's professional activities within the larger school and community. Outputs represent the results of classroom processes such as impact on student achievement, graduation rates, student behavior, engagement, attitudes and social-emotional well-being. Outputs can be referred to as "lecturer effectiveness". These three measurements combined together could evaluate lecturer's competencies and its relation in producing quality and high performing students.

DISCUSSION

This study aims at determining relationship between lecturer's competencies and student's performance. Base on Pearson correlation analysis, 6 variables are positively correlated with student's performance. These variables are knowledge on subject, punctuality, interaction with students, class activity, teaching creativity and lecture note. Out of these 6 variables, 1 variable which is knowledge on subject has a high degree of relationship while the other 5 variables have moderate degree of relationship. As for multiple regression analysis, there are 5 out of 14 variables that have positive relationships with student's performance. These mean that student's academic performance will increase should lecturer's knowledge on subject increases, interactions with students are enhanced, class activities are varied and he or she comes to class prepared and on time. Any higher learning institution should therefore, utilize the findings of this research to ensure its students succeed, academically in line with the development of human

capital. Management must emphasis to increase lecturers' competencies specifically in these five areas; knowledge, discipline, communication, creativity and lecturer's preparation. Strong emphasis also should be given to increase the level of interactions between lecturers and students. Volery and Lord (2000) suggested that lecturers may give marks for students' participation in discussion during class. Furthermore, lecturers can involve the students in online discussions to enable more interactions. Long *et al.* (2013) added that lecturers must also perform various tasks in the process of teaching, e.g., give feedback of students' accomplishments, provide a clear course contents and assist them to engage in learning activities. These are among the steps and approaches that could be implemented by the academic staff of ABC College.

CONCLUSION

It is concluded that this research provides a solid base for the management to carve the next action items with the objective to increase the level of student's academic performance. Base on this study, it a number of competencies have been highlighted that able to increase students' performance. In a nutshell, future researchers that are interested in the domain of student's performance could look at exploring other dimensions of lecturer's competencies or variables that can provide impact to students performance.

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