

COURSE TIMETABLE INFLUENCES LECTURER'S PERFORMANCE

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Abstract

Nowadays, it cannot be denied to see many graduates choosing lecturer as one of their choice of job. We also aware that lecturer is not trained in a basics way such as other regular teachers in which they were applied with an advance learning environment whereby they are able to teach even been placed in rural areas or in the city itself. The aim of this study was to investigate how course timetable influences lecturer's performance, relate between student achievements with lecturers performance in class, find concrete reason why lecturers tend to be lack in their performance, and to find the solutions in term to retain good performance among lecturers.

Keywords: academic, education performance, lecturer's, job satisfaction, job attitudes

INTRODUCTION

As mention earlier Malaysian government is taking a whole responsibility in Malaysian education system as to complete the mission by 2020. In brief, National education system has many categories which consist of preschool, primary education, secondary education, lower-secondary, and post-secondary education. In part of that, the responsibility of educators plays crucial parts in order to increase student academic achievement in all level of educations. Based on previous studies, there are many factors that affect the performance of lecturers in higher education. However, expected findings were to examine how far course timetable can influences lecturer's performance. The previous research is discussed specifically on lecturer's performance while the literature review that touches about course timetable directly impacted lecturers performances are difficult to obtain. For this study discipline problems will only be guided by the information's obtained through previous research.

Based on literature review, we have come out with fives independent variables, which is factors affecting the performance of lecturer's , impact of occupational stress on job attitudes, gender factors influences person working behaviors, lecturer's competencies and the relationship with student's academic performance, and schedule flexibility relation with job satisfaction. Based on these variables, we can see the whole figure of correlation each of it with lecturer's performance. Here, we can see that we can achieve our expected findings. There are many factors affecting lecturer's performance based on previous study which is emotional intelligence, remuneration package, working conditions, and subject mastery. However, sometimes one's performance can be measured by their stress level which the pressure of burnout, pay is not consistent with

the task given lead to impact their job attitudes. How good their attitude towards their job, lead to the high or lowest productivity they can gains. Some also believed that gender is main factor that differentiate the job quality to the assigned task where women tend to mix their emotion in works. There are also mentions on schedule flexibility lead to job satisfaction, as mention earlier, there are report of government hospital nurses that claims the government is remuneration package is not compatible with the task given. Finally, we found out that lecturer's performance really lead to the student's achievement. The most important things was the good time management, ability to control stress, the self motivation to love what we do especially in jobs or task given to increase or generate better productivity. In term of teaching and learning process, a good teacher can influence the students to be more advanced in academic achievement. So, lecturer's plays an important role to make teaching and learning joints a venture.

ISSUES

In this paper, we identify several issues regarding to lecturer performance. Even though there is no previous research specifically touches on course timetable influences lecturer's performance, we have found out some issues related to our expected findings. Some of the issues are:

- Factors Affecting the Performance of Lecturers.
- Impact of Occupational Stress on Job Attitudes.
- Gender Factors Influence Person Working Behaviors.
- Lecturer's Competencies and the Relationship with Student's Academic Performance.
- Schedule Flexibility Relation with Job Satisfaction.

RESEARCH QUESTIONS

Some other researcher proved that the performance of lecturers is still beyond the acceptable standards that have been expected by the institutions itself. Therefore, this study is attempts to provide answers to the following research questions:

- How the performance level is measured based on the perception of lecturers under the Faculty of Information Management, UiTM Puncak Perdana Campus?
- Is the course timetable really affecting the performance of lecturer?
- How is the performance of lecturers affect student ' academic achievement?
- What steps need to be taken for improving the performance and productivity of lecturers in teaching and learning process?

RESEARCH OBJECTIVES

The aim of this paper is to evaluate how course timetable influences lecturer's performances. In order to achieve this aim, we identify the sub-goals:

- To investigate how course timetable influences lecturers performance.
- To relate between student achievement and lecturers performance in class.
- To find concrete reason why lecturers tend to be lack in their performance.
- To find the solutions in term to retain good performance among lecturers.

LITERATURE REVIEW AND PROPOSED FRAMEWORK

Factors Affecting the Performance of Lecturers.

In Malaysia, the Ministry of Education has emphasized on the quality and effectiveness of educators to produce high quality of next generations that are in line with the second stage of national mission where it involves both education improvement efforts to achieve developed nation status by 2020. In realizing the goals, it is clear that the lecturers was the main pillar in the highest educational level and play an important role in raising academic achievement, produce quality graduates to meet industry demand and maintain the overall performance of the university.

According to Shahid, S.A.M. et.al (2015), lecturer's duty needs a lot of emotional intelligence because every day they will be facing overloaded emotionally interactions compared than other professions. This matters however, there are reports stated indicating that professional lecturers actions or behaviour is inconsistent with their professional calling. Some other researcher proved that the performance of lecturers is still beyond the acceptable standards that have been expected by the institutions itself. There are various factors that influence the behaviour of professional lecturers and contribute to the poor work performance. In that case, it was the needs to be fixed as education is a social tool where we can guide the country's destiny and shape the future (Panda, 1988 ; Ahmed, Maqsood et al., 2012).

Based on the previous studies, there are various theories that cause interference to the lecturer's performance. Most of them believed emotional disturbance is the main reason why lecturers cannot perform well in their job. Shahid, S.A.M (2015), stated that lecturer's need to leadership skills and must be able to control their emotion intelligent to make them able to teach student effectively in both public and private university. However, there are also other factors that contribute to this problem. According to Herzberg (1968); Loiseau, J. W. (2011), there are two categories of factors influences lecture's performance which is a potential dissatisfies such as pay, job security, supervision, and working condition and secondly was potential satisfier such as achievement, recognition, responsibility advancement, growth, and work design.

Ahmed, Maqsood (2012) in his findings shows that subject mastery was the top factors influence lecturers performance. Subject mastery can be defines as a current understanding of one courses, whereby the lecturers in charge should mastered and knowledgeable with the subject they teach, so in term to perform well in process of teaching and learning, lecturers should be competent, apply broad and deep sets of knowledge. Nzulwa, Joyce (2014) in the other hand find out that majority of educators don't care or even love their work as they should and high rate of absenteeism between them are common especially in high school level.

Even though there are many factors regarding on these issues, the most important things is that the proper self-management is depend exactly on lecturers. In order to perform well in work, or in a teaching and learning process, the lecturers should recognize each of their weaknesses. Based on these weaknesses, lecturers can improve themselves with attending seminars, conferences and training related to emotional intelligence and so forth allied with their weakness. Thus, the action regarding this matter should be highlight in order to increase lecturer's performance.

Impact of Occupational Stress on Job Attitudes.

Stress is not a new thing in today's society, especially in these modern times. Majority of the workers feel that their job stress can lower their productivity and some of them even experienced health problems as a consequence of being stress. There are many factors that can cause stress, as discussed in the previous topic. However, what is the relationship between occupational stresses with the workers attitude? Here, we highlight on the issue of stress in which it is indirectly related with the attitude of a person.

The previous studies shows there are really correlated between both occupational and people job attitudes. As for examples Narimawati, S.E.U (2007) in her research proves that job satisfaction, organizational commitment, and turnover intention both simultaneously and moderately have a significant influence on job attitude. Meanwhile, Jahanzeb, Humaira (2010) proves in his research of Allama Iqbal University, student enrolment lead teaching staff subsequently under pressure to reach organizational goals and objectives and he believed that extreme level of stress lead to decreasing one's productivity and can impact the overall organization itself. Most of educator's and other profession feel that their role on job is not consistent with designation and job descriptions assigned. These situations may lead to stress and dissatisfaction and more extremely, the workers may leave their jobs. There is more other perception like from Khan, Ejaz Ahmad et al. (2014) in their study found that stress and turnover intentions of unmarried lecturers were significant higher than married lecturers. Some of the study also revealed that there is also correlated with the gender differences with working attitudes that will be discuss further in the next topic.

Gender Factors Influence Person Working Behavior.

The word gender has been used since the 14th century as a grammatical term, referring to classes of noun designated as masculine, feminine, or sterilize in some languages. Gender can be defines as the state of being male or female and although the words gender and sex both have the sense, they are typically used in slightly different way where sex tends to refer to biological differences, while gender refers to cultural or social ones (Oxford Dictionary, 2016).

There are many questions related to the gender issues affecting performance, and the ability of a person work. In that case, women are the ones that primarily active against women's rights in their own countries. In reality, a large number of Islamic countries, especially countries under the United Nations (UN) have taken the approach of gender equality as the basis of their national women's plan. Malaysia also one of the country contributes full commitment on the matter in women's development action plan. However, although the chances of women have opened widely due to gender equality, the number of women position in decision making still does not move automatically in line with the changes. Based on previous studies, there was no difference between genders in the production of good job behaviour. Some of us argue that men performance is higher than women while some of us argue otherwise. Kundu, S. & Rani, S. (2007) in his study said there are slightly differences between men and women in terms of self-confidence, but there is no difference when comes to their work performance. Studies show that men focus is focused on work rather than women who are more focused on emotion.

Here we can attribute that women tend to regard interpersonal conflict as one of the pressure and this is said that genetic factors and biological factors contribute to the stress problems. Unlike the men, they often put the problem with the employer as a major source of stress and they do not mix their emotion, personal problems with problem in the workplace like women does. Related emotional issues, Akiri, A.A. & Ugborugbo, A.M. (2008), through his study of gender differences and productivity of teachers found that female teachers are more likely emotional and less productive if deployed to rural areas than in men. This proves that women are mixing their personal emotion in their work.

Lecturer's Competencies and the Relationship with Student's Academic Performance.

According to Business Online Dictionary (2016), performance can be defined as the fulfilment of an obligation, in a manner that releases the performer from all liabilities under the contract. Human being always acts and feels and performs in accordance with what he imagines to be true about himself and his environment, for imagination sets the goal 'picture' which our automatic mechanism works on. We act, or fail to act, not because of 'will,' as is so commonly believed, but because of imagination. Lecturer's as we discussed earlier, is a person that responsible in teaching and learning process in university and in the other hand known as an educators. However, when compare to

other components, it can be said that lecturer's is more effective than other for student achievement.

If we talk about lecturer's performance, the lecturer's competencies are considered as an indicator of teaching effectiveness. Kaur, Irameet & Shri, Charu (2015) stated that student would like to see their lecturer's as knowledgeable and friendly so the teacher's most possesses the ideal balance of knowledge, skill, and attitude. The lecturer's competencies are observable and measurable and are related to all three parameters on which a teacher's performance can be assessed: knowledge, skills and attitude. According to Akiri & Ugborugbo (2009), the lecturer's competence is interconnected elements towards transformation of knowledge to learner. Doyle, 2008; Kaur, Irameet & Shri, Charu (2015) also agreed that there was a few competencies which involve more of knowledge and less of skills and attitude, whereas a few can only be attributed to skills.

There are many previous researches that confirm that lecturer's capability is able to bring changes to student behaviour, motivation, and learning outcomes. Metzler & Woessmann, (2012); Long, C.S et al., (2016), argued that relationship exist between lecturer competencies and student outcome. Doward, (2000) ; Brown, S.L & Arrell, A.T., (2012) comes with other issues which stated that teacher absenteeism has direct impact on student achievement because nowadays, it was about a trends about the teacher's absenteeism that seriously disrupt the learning environment of the classroom. Here, Brown, S.L & Arrell, A.T., (2012) also agreed that teacher absenteeism can be detrimental to student's educator levels of individual attainment. Musenda, Allexander (2013) in his research also found that subject knowledge, teaching skills, lecturer attendance, and lecturer attitude have significant positive influence on student's academic performance.

Lecturers must not only posses' latest knowledge but also be creative, sympathetic, punctual, friendly, regular and free from any prejudice. Here mean that a good interaction in the classroom create a better understanding between both lecturer's and student's. So, we can see that many opinions and perspectives towards the correlation between student's academic performances with teacher's or educator's competencies. However, if we see from the previous study, majority of the researchers agreed that both of the parties really correlated to each other.

Schedule Flexibility Relation with Job Satisfaction.

According to Merriam-Webster Online Dictionary (2016), timetable or in the other word, the schedule can be defined as a plan of things that need to be done and the times they will be done. Timetable is a primary source in stabilizing the workforce with the scope of work in the organization to ensure the increasing of productivity. However, how far is the work schedule affects someone satisfaction? As we know, the schedule settings is different in every organization, as under Malaysian Labour Laws Act 60A (1), the employee cannot work continuously for 5 hours without at least 30 minutes of break,

working more than 8 hours a day, spread over a period of 10 hours, and working more than 48 hours a week.

However, this issues sometimes not taken seriously by employers and it can lead employees suffer from stress or work burnout. As for example in Online Current News (2014), there were complaints from nurses who said salary is not commensurate with the level of work. This indirectly proves that there are employees who are not satisfied with the schedule given task. Wang, Wen-ya, Gupta, Diwakar & Potthoff (2009) stated that inadequate staffing in the hospital lead to poor care and stress within nurse and it is unsafe for patients. This problems also in the academic institutions where scheduling problems of teaching and learning often occur and indirectly it lead to emotional disturbance in the line of duty.

According to Abdullah, Salwani et al. (2012), course timetabling problems can be classified into two categories which are post-enrollment and curriculum-based timetabling problems. The main difference is that the post-enrollment course timetabling problems concentrate on student's preferences such as a student should only have one course per day, while curriculum-based course timetabling focuses on lecturer's preferences such as lecturer only wants their lectures in the morning. However, in order to fulfill both preferences, here are two types of constraints in scheduling the academic work task which is soft and hard constraint. Soft constraints will be room capacity, minimum working days, isolated lectures, and room facility and for the hard constraints it occur the lectures, conflict, availability, and room occupation (Gaspero et al., 2007 ; Abdullah, Salwani 2012).

This issue is directly related to the management adopted by the top management in the lead subordinates. Here, when the management process is right, then it can lead to high morale of the employees and encourage them to take action that is more productive. The role of top management is crucial in ensuring the satisfaction of subordinates. However, from another angle, not all requirements can be met and not all of what we hope will be fulfilled.

Based on the research, there will be changes in terms of the competencies and lecturer's skills towards their performances. Hopefully, an educator especially lecturer's take serious on their performance in order to increase the student's academic achievement and maintaining their institutions reputation. Other than that, we hope that by expose the students with the best lecturer's performance in teaching and learning process, it will attract them continuously to gain knowledge and the other hand will increase their academic performance. So that, the rate of student's and lecturer's will be competence both academic and performance.

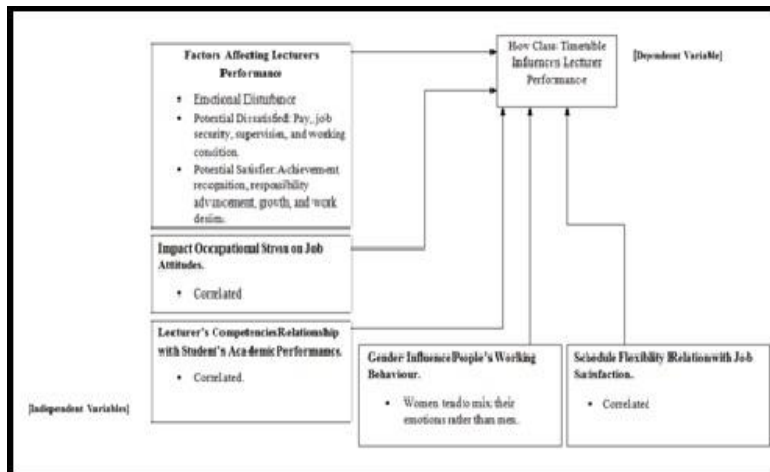


Figure 1. Research Framework.

CONCLUSION

In conclusion, we have found out there are many issue in “Factors influences the lecturer’s performance”. However, the previous research that touches about course timetable directly impact lecturer’s performances are difficult to obtain. The literature review done proved that lecturer’s performance really lead to the student’s achievement and the most important things was the good time management, ability to control stress, the self motivation to love what we do especially in jobs or task given to increase or generate better productivity. In term of teaching and learning process, a good teacher can influence the students to be more advanced in academic achievement. So, lecturer’s plays an important role to make teaching and learning joints a venture. The data selecting methods are the important tools to determine the outcome of the research process. By having this research, we are hoping to enhances and emphasized on the quality and effectiveness of educators to produce high quality of next generation that are in line with the second stage of national mission where it involves both education improvement efforts to achieved developed nation status by 2020.

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