

The Study of Academician's Job Performance in Higher Learning Institutions.

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ABSTRACT

The academician's quality and performance are essential in ensuring quality higher education. This study identifies job performance among Malaysian private Higher Education Institutions (HEIs) academicians. The online survey was conducted on 200 academicians representing the two (2) private university colleges. The questionnaire contains 22 items related to teaching, research and publications performance. The data were analyzed using the Statistical Package for Social Science (SPSS) version 25. Descriptive analysis was used in this study. The study's findings indicate that the academician's teaching performance level is high, with a value of 4.46. The research performance is moderate with a mean of 3.15, and publications performance is low with a mean of 2.64. The findings demonstrate that the academicians did well in teaching roles and responsibilities, but such research and publication could be improved. The results suggest that HEIs management can improve the factors influencing academicians' job performance.

Keywords: job performance, teaching performance, research performance, publication performance, academician, higher learning institutions.

INTRODUCTION

Due to the globalization of higher education, universities worldwide have widened their influence in recent years through classifications such as world university rankings, global university rankings using bibliometrics, and international university rankings using web metrics. In Malaysia, the quality and performance of HEIs are an essential component and the leading interest of the Malaysian government. The Ministry of Higher Education (MOHE)

introduced strategic policies, quality assurance audits, rating systems, and ranking systems from the Malaysian Qualification Agency (MQA) and external parties. Each ranking system has specific dimensions to measure university performance. According to the Malaysia Education Blue Print 2013-2025, the quality of educators is a crucial factor influencing student outcomes (MOHE, 2015). In addition, Times Higher Education System (THES) in 2021 used five sizes. The measurements used by this ranking show that the performance of lecturers or academicians contributes to merely 60 percent of the university's overall performance (THES, 2021). Therefore, universities must empower their human capital to compete and achieve world-class status.

The success of HEIs primarily depends on academicians' performance, competency, commitment, and motivation to achieve the mission and goals of universities. Studies in determining job performance are highly relevant because they will impact individual achievement and an organization's or institution's productivity. Managing performance in higher learning is commonly related to personal proficiency and competency. In formulating performance measurement, it is not only seen from the number to be produced or carrying out activities in the allotted time; it can also be measured through communication effectiveness, commitment to tasks, decision-making ability, and others. Measuring academicians' performance in higher education institutions implicates an evaluation of teaching and learning, including supervision, research, publication, and community services, based on the duties and responsibilities and other qualities.

The education sector's success depends on academicians' involvement, effort, contribution, and professional abilities. Academicians' job performance will help HEIs gain valuable insights into which human skills are required to implement strategies to accomplish HEIs' objectives. As the number of universities continues to grow in Malaysia, academicians may experience additional difficulties in their jobs due to the increased competitive pressure from other institutions. Though, academicians recently received job stress due to passing through an age of transition of constant global changes, especially significant changes in curriculum design and dynamic multi-task duties, resulting in the creation of high-performance expectations to be met in universities (Kaur et al., 2018; Yousefi & Abdullah, 2019). Most studies have been conducted to cover respondents among academicians in Malaysian public HEIs. The public HEIs is fully funded by the government of Malaysia, and there is reasonable compensation and organizational support system for the academicians. So no issues arise involving corporate rewards and support in helping public university staff provide additional behavior in their daily work. However, there is still a lack of research conducted in private because of the work system and the distribution of different resources because they receive salaries according to the institution's annual profit. In other words, if there are many students, the income is through tuition fees or related fees. However, the workload of academicians in private HEIs is almost the same as that of public HEIs.

Therefore, the primary purpose of this study is to determine the level of job performance among the academicians in private HEIs. As is well known, when private HEIs are heading to or have achieved full university status, they must maintain their performance and complete some of the necessary criteria. As such, the academicians will be hampered by various additional jobs and roles helping to realize their aspirations and ambitions to become a full-fledged university and maintain its performance as the university. According to Fugate *et al.* (2021), Groysberg *et al.* (2019), and De Vos *et al.* (2020), employees are increasingly being held responsible for managing the information and skills required to function well in the existing and future labor

markets, which are susceptible to constant and nonlinear changes. In this education sector, academicians must provide good quality in their professional, especially in private universities.

The following research objectives were formulated to accomplish the purpose of the study:

- (1) To determine the level of teaching performance among the academicians in the private HEIs.
- (2) To determine the level of research performance among the academicians in the private HEIs.
- (3) To determine the level of publication performance among the academicians in the private HEIs.

LITERATURE REVIEW

Private Higher Education Institutions (Private HEIs)

Private HEIs are institutions that do not get funds from the government. There are four types of private universities: a) First, private universities offer both undergraduate and postgraduate degree courses. b) Second, the university college; university colleges offer pre-university and diploma programs and have the power to award degrees at the undergraduate level that are held in the same regard as those awarded by the university. c) Third, the colleges; college offer diploma and pre-university programs. Some establishments college provide degree courses, twinning programs included, through a local or foreign partner university. d) Fourth, the foreign university. Foreign universities in Malaysia are also considered private universities and work together with Malaysian institutions. Malaysian students who study in these private universities will get an international qualifications without leaving the country (studymalaysia.com).

Job Performance

Job performance refers to various attitudes and emotions of the employees toward their job functions (Raza *et al.*, 2014; Spector, 1997). It is widely known to reflect job attitude, which is people's favorable or unfavorable perception of their job (Moyle *et al.*, 2003). Performance is the result or achievement of individuals and organizations in a predetermined plan relating to realizing an organization's goals, vision, mission, and objectives (Moehariono, 2012: 95). Performance is a function of the interaction of abilities, motivation, and opportunities (Robbins & Judge, 2017). Performance is an achievement shown through financial or non-financial results directly related to organizational performance and its success (Johlke & Iyer, 2013).

Job performance includes task and context performance (Kluemper *et al.*, 2013; Motowidlo & Scotter, 1994). Context performance focuses on activities that are informally recognized as part of one's job (Smith *et al.*, 1983) while task performance focuses on activities that are formally recognized as part of one's job (Kluemper *et al.*, 2013). Specifically, the job performance of academicians at higher education institutions will be assessed through three indicators: teaching performance, research, and publication (Mawoli & Babandako, 2011).

Work performance theory (Blumberg & Pringle, 1982) describes three dimensions influencing employee performance: capacity, willingness, and opportunity. The capacity dimension describes physiological and cognitive abilities. It affects individual capabilities, knowledge, skills, level of education, health, age, intelligence, skills, and expertise. Willingness is one dimension strongly influenced by motivation, so the higher the cause of an employee is working, the more goals to be achieved by the company will be easily achieved. This dimension

is strongly influenced by environmental and surrounding factors and cannot be controlled by individuals. The measurement of opportunity significantly affects employee performance, and this is because employees are closely related to technical work. Variables related to the dimensions of opportunity are work design, systems, and procedures, relationships with colleagues, information systems, and organizational policies (Kawedar, 2015).

Job Performance of Academician

The academician is a member of the faculty. A similar word for academician is academic staff or lecturer. A lecturer is a person who gives a lecture or teaches at a university or college (Oxford Learner's Dictionaries Online). Expressly, this study is limited to academicians at selected university colleges who do not hold positions on the board or management of university colleges. According to Wardhani Hakim & Adji Fernandes (2017), the academician ideally has the following criteria: (a) Intellectually productive; (b) Ability and background knowledge; (c) Good attitude; (d) Able to communicate and act as an educator and teacher for a learner.

In Malaysia, the criteria of an academician's performance are measured as follows: (a) teaching and learning; (b) administrative; (c) research grant; (d) publishing and research; (e) Supervision; and (f) professional service, (Ministry of Higher Education, 2005). Several studies have examined the academician's performance based on performance metrics such as teaching units, numbers of publications in top journals, research income generation, students' satisfaction, citizenship, or patents. These metrics have become part of the day-to-day lexicon of academia (Franco-Santos, 2016).

Teaching Performance

The academician's teaching skills can be measured based on their ability and transformation of knowledge (Ganyaupfu, 2013). Besides that, it would also foster a more positive approach in their effort to build a quality relationship with the students and create an environment that is both challenging and nurturing in the long run. Following Akiri & Ugborugbo (2009), academician competency is measured through sharing knowledge with learners, communication skills, subject matter experts, attendance, teaching skills, and attitude. Adunola (2011) emphasized that the teaching methods adopted by academicians should be aligned to the content and learning outcomes and effectively enhance the knowledge and information of the students. They need to prepare for teaching and learning outcomes, such as the preparation of notes and exam questions. Then, examine and provide marks according to the designated scoring scheme and the practice of guidelines for a given task to be given to the student.

Adediwura & Tayo (2007) further accentuated that the ability of a lecturer to teach effectively depends on the depth of knowledge the teacher possesses. Academicians also must be subject matter experts. There are three dimensions under which a teacher's knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content, and general knowledge (Eggen & Kauchak, 2002). Academicians can distinguish the knowledge base on the intersection of content and pedagogy to transform content knowledge and adapt to numerous students' abilities and backgrounds.

Research Performance

The second indicator of an academician's performance in HEIs is through research activities. The academician must perform supervisory duties on students either at graduate or

postgraduate levels. Each academician must also supervise students at the graduate or postgraduate levels, such as academic advisors and supervisors for undergraduate and doctoral students (Azlina & Shiqah, 2010). To meet research standards, academicians have reported their research activities output as 'quantifiable' against internationally recognized standards (Yuan, 2016). Houston *et al.* (2006) emphasized that one of the factors for intensifying academic work among the academicians is the adoption of performance funding of research budget components by the university or the government for higher education.

According to Alfred Said & Edda Tandi (2014), the measurement of research activities could be obtained through the number of publications by an individual (the academician), group (academic department or known as faculty or school), and institution (the university) in a specific time. In research and development, each academician is encouraged to provide professional service to the community and provide professional services. Academicians can provide terms of disseminating knowledge and skills to the community for mutual benefit. It is an indicator of an academician's achievement of career success (White, Carvalho & Riordan, 2011). Sulistiowati & Nurul Komari (2020) found that the ability of academicians had the highest effect on the research performance.

Publication Performance

Bellas & Toutkoushian (1999) have stated that research and publications are more highly rewarded than teaching and service by many universities and research and publications are the most demanding factors for faculty. The quality of the academician's publications can be measured through the number of citations of those publications by other researchers. The tool that can be used to evaluate the quality of a publication is known as the Scient metric. This tool has been recognized as a significant instrument for measuring the quality of the publication (Alfred Said & Edda Tandi, 2014). Scient metrics examine the impact of citation and research productivity of researchers in a particular time by quantifying the utility of literature on a given subject, patterns of authorship, and the effects of reading on groups and societies (Kumar *et al.*, 2009).

METHODOLOGY

This study used a quantitative approach design- a quantitative approach using a descriptive (survey). Descriptive research describes a phenomenon that occurs. This descriptive design will provide an overview of the variables to be observed using statistical indicators to see the distribution and shape of patterns and trends of the data. Quantitative research focuses on the survey and validity of data collected based on research instruments, and it can be converted into the form of statistical data (Creswell, 2013)

Sample and Procedures

The researcher anonymously surveyed a sample of 200 academicians from two private universities. These universities are located in Selangor and Terengganu, Malaysia. The study samples were selected from the cluster of university colleges that gained Tier 4 (very good) in the Rating System for Malaysian Higher Education (SETARA) 2017. The data of this study were collected through an online survey and were mailed to the participants. Before assembling

the primary survey data, full ethical approval was received, and a pilot study was conducted to improve questionnaire design and test the instruments' validity and reliability.

Measurement

This research is based on the concept of measuring the academicians' performance in private HEIs. Questionnaires were used as the tool for data collection. The questionnaires were composed of four parts; one to collect demographical information and the other three to collect data for variables under investigation. The instrument is created by taking six demographic items. The job performance instrument was adapted from Mawoli (2011) and Abdulsalam & Mawoli (2012). The questionnaire consists of 22 items measuring job performance using a 5-Likert Scale from one (1) to five-point Likert Scale from 1=Strongly Disagree to 5= Strongly Agree for job performance. The measurement consists of teaching performance, research performance, and publications performance items. The reliability of the scale for job performance for teaching (0.885), research (0.793), and publication performance (0.829), and the instruments are in good condition and practical with a high level of consistency and can be used in actual research. Table 1 shows the measurement of the study:

Table 1: The Measurement of the Study

No	Construct	Item
1.	Demographic	6
2.	Teaching Performance	10
3.	Research Performance	8
4.	Publication Performance	4
	Total	28

RESULT

The following discusses the findings of the study obtained to answer the three objectives described previously.

Respondent's Profile

Table 2: Demographic Profile of Respondents (n= 200)

Characteristics		Frequency	Percentage
Gender	Male	70	35
	Female	130	65
Age	21 – 30 Years	9	4.5
	31 – 40 Years	81	40.5
	41 – 50 Years	97	48.5
	Over 50 year	13	6.5
Marital Status	Married	173	86.5
	Single	25	12.5

	Divorced	2	1.0
Level of Education	Bachelor's Degree	17	8.5
	Master's Degree	129	64.5
	Ph.D. or Equivalent	54	27
Position	Junior Lecturer	12	6.0
	Lecturer/ Tutor	142	71.0
	Senior Lecturer	44	22.0
	Associate Professor	2	1.0
	Professor	0	0.0
Job Status	Permanent	185	92.5
	Contract	15	7.5

As presented in Table 2, most of the respondents who participated in the survey were females, constituting 130 respondents representing 65%, while the remaining 70 indicated that 35% were males. Regarding the age group, nine (9) respondents representing 4% of the participants, were between 21-30 years, followed by the age group between 31-40 years with 81 respondents, which accounted for 40.5% of the total sample. Also, the age group between 41-50 years occupied 97 respondents, representing 48.5% of the respondent. Similarly, in the age group over 50 years, only 13 respondents participated in the survey, representing 6.5%. Again, regarding marital status, married people occupied the most significant number, 173 respondents representing 86.5%. In comparison, single represented 25 respondents, which accounted for 12.5%, and divorced respondents shared the lowest number of responses, with 2 representing 1%, respectively.

Furthermore, most of the respondents were master's degree holders, constituting 129 respondents representing 64.5%, followed by qualification of Ph.D. or equivalent with 54, which accounted for 27% of the total respondents. Also, qualifications from degree levels occupied 17 respondents, representing 8.5% of the sample. Job position category also considered as demographic characteristics with lecturer taking the highest numbers with 142 respondents representing 71%. In contrast, the senior lecturer constitutes 44 participants representing 22% of the sample, and the junior lecturer comprises 12 participants representing 6% of the total participants. In the associate professor's last position, only two (2) persons responded, representing 1%, with no response from the professor. Finally, most of the respondents who participated in the survey were under permanent job status, constituting 185 respondents representing 92.5%, while the remaining 15 indicated that 7.5% were under contract job status.

Table 3: Mean Test for Teaching Performance

No.	Item	Standard Deviation	Mean
1.	I attend my class according to the timetable.	.662	4.56
2.	I attend my class always.	.661	4.62
3.	I enter my class at the right time (i.e., not late).	.804	4.31
4.	I leave my class at the right time (i.e., not earlier than supposed).	.841	4.02
5.	I give notes to my students.	.628	4.66

6.	I give the students the test, assignments, and field/practical work in every course I teach.	.585	4.72
7.	I mark all the assignments given to students.	.617	4.70
8.	I return all continuous assessment (CA) marked scripts to students.	.940	3.98
9.	I release the students' continuous assessment (CA) scores before the examination commences.	.712	4.56
10.	I read and correct students' project	.770	4.49
Total			4.46

Table 3 shows the mean values for the teaching performance among the academicians in private HEIs. Ten items in this section are recorded with high average values. According to the results received, the highest value is the item no. 6, i.e., "I give the students the test, assignments, and field/practical work in every course I teach." (4.72), and item no. 7, "I mark all the assignments given to students" (4.70). Based on the findings obtained on the level of teaching performance, the majority agreed with the statements submitted by the researchers. The average value of the whole of this section is at a high level with a mean of 4.46. The mean values also show that most academicians have a high level of teaching performance.

Table 4: Mean Test for Research Performance

No.	Item	Standard Deviation	Mean
1.	I attend at least one (1) national conference per annum.	1.168	4.18
2.	I attend at least one (1) international conference every three (3) years.	1.233	3.99
3.	My conference papers are published in the conference proceedings.	1.145	4.01
4.	I publish my research articles with a university.	1.341	3.48
5.	My research articles have been published in a foreign journal.	1.555	2.82
6.	I have participated in sponsored national research.	1.501	2.92
7.	My research articles have been published in a newspaper/magazine.	1.140	1.98
8.	I have participated in sponsored international research.	1.104	1.82
Total			3.15

Table 4 shows the findings of the study on the level of research performance among the academicians in the private HEIs. Based on the results obtained on the level of research performance, the mean values obtained also show that most respondents have a moderate level (3.15) of research performance. Three items in this section recorded a high value. According to the results, the items recorded with the lowest value are no. 7, which is "My research articles have been published in a newspaper/magazine" (1.98), and no. 8, "I have participated in sponsored international research" (1.82). The mean value for the whole of this section is at a moderate level with an average value of 3.15.

Table 5: Mean Test for Publication Performance

No.	Item	Standard Deviation	Mean
1.	I have authored a book (s).	1.374	2.23
2.	I have co-authored a book(s).	1.527	2.63
3.	I have contributed chapters to the Book of Readings.	1.583	2.89
4.	I have contributed chapters to an edited book.	1.528	2.84
Total			2.64

Table 5 shows the findings of the study on the level of publication performance among the academicians in the private HEIs. Based on the results obtained on the level of publication performance, the mean values obtained also show that most respondents have a low level (2.64) of publication performance. All the items recorded a low mean level, ranging from 2.23 to 2.89. Table 6 shows the result summary of academicians' job performance in private HEIs.

Table 6: Result Summary of Academician's Job Performance

No.	Dimension	Standard Deviation	Mean
1.	Teaching Performance	.51148	4.46
2.	Research Performance	.82702	3.15
3.	Publication Performance	1.22754	2.64

DISCUSSION AND CONCLUSION

The results of this study can help HEIs management determine policies to improve their academician's job performance. Higher education management must keep increasing the incentives for the academician to increase the quantity and quality of teaching, research, and publications. According to Azman *et al.* (2014), academicians in Malaysia, on average, devote 7.98 hours to research activities and 18.19 hours to teaching. Without classes or lectures, academicians will spend 13.46 hours on research activities and 8.61 hours on teaching and learning. Several teaching hours and activities this research shows that academicians are indeed busy with the task of education and conduct their research activities which are heavily done while students are on vacation or not on campus. The ability of academicians in research and writing methods is the principal capital in working on research and publications. The research and publications performance can be improved by sending the academicians to attend training in research methods and academic writing for reputable scientific journals. Practical training affects productivity, health, and safety at work and personal development (Thakore, 2013). In addition, higher education management must verify that the academicians understand their obligations to research and publish scholarly papers to obey their responsibility to the institutions. These obligations of academicians must be valid, as stated in policy and regulations, and assessed in the performance appraisal indicators. Improving research and publications requires assistance from HEIs management in supporting facilities. Therefore,

HEIs management should increase access to scientific journals, increase internet capacity, and provide the necessary software and office tools. With these resources, conducting research and publishing is made easy. The academicians' ability to conduct research and produce articles is also influenced by how well the setting they interact with daily suits them. HEIs management must work towards compatibility between academicians and faculties, workgroups, and tasks that must be performed. Academicians' research and publications must receive expert feedback to conduct better research and publications in the future. This study still has some limitations. The study was only shown in two university colleges, so it could not generalize the results to higher education institutions. Therefore, further research is expected to compare job performance between the different classifications of HEIs to determine which factors play a more significant role in each category. Future studies can also expand the population, research sample, and the link between the antecedents and academicians' job performance.

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