

# Lecturers' Professional Competency and Students' Academic Performance in Indonesia Higher Education

Arif Partono Prasetio (Corresponding author)

School of Economics & Business, Telkom University

Jl Telekomunikasi, Terusan Buah Batu, Bandung Indonesia

E-mail: partono67@gmail.com

Elvira Azis

School of Economics & Business, Telkom University

Jl Telekomunikasi, Terusan Buah Batu, Bandung Indonesia

E-mail: partono67@gmail.com

Darin Dindi Fadhilah

School of Economics & Business, Telkom University

Jl Telekomunikasi, Terusan Buah Batu, Bandung Indonesia

Anissa Fitri Fauziah

School of Economics & Business, Telkom University

Jl Telekomunikasi, Terusan Buah Batu, Bandung Indonesia

Received: January 05, 2017 Accepted: February 11, 2017 Published: March 11, 2017

doi:10.5296/ijhrs.v7i1.10902 URL: <http://dx.doi.org/10.5296/ijhrs.v7i1.10902>

## **Abstract**

In an increasingly competitive environment to provide better education, higher education institution should focus on improving the students' academic performance. This performance embodied in student grade which then support the graduated student who search for jobs. Besides improving the mental attitude, higher education institution should also improve

cognitive abilities. One of the important factors which can contribute in improving cognitive abilities is lecturer professional competencies. Lecturer should have a wide and deep knowledge regarding the courses they teach. They also should possess practical experience so their lesson more attractive. This study examined the relation between lecturers' professional competency of lecturer has an impact on students' academic performance in higher education. The findings show that the professional competency does not have a significantly relation with students' academic performance. The detail discussion provided with new insights of various factors which might relate to the performance.

**Keywords:** Student' performance, Professional competency, Higher education

## 1. Introduction

The quality of an educational institution can be seen from the quality of graduates it produced. One of the key indicators which related with the quality is the grade point average (IPK). The cumulative GPA is the result from their overall study and in Indonesia standard GPA used by industries is 3. Academic performance can be measured based on college students' grade. One important aspect which can affect college student performance is the lecturer. Lecturer regarded as the most imperative school-based factor that influences students' achievement levels (Muzenda, 2013). They can help change student attitude and help them to accomplish better performance. In order to do so, lecturer must have suitable competencies. Ganyaupfu (2013) also mention that lecturer competence has significant influence on student performance. According to Akiri & Ugborugbo (2009) lecturer competence in learning process will drive and help the student to achieve better performance. Other study from Sultan & Shafi (2014) supports the ideas regarding the relation of teacher competence and academic performance. From western culture point of view, Yoon et al (2007) found that teachers who receive substantial professional development can boost their students' achievement.

School of Economics & Business, Telkom University concerns about the quality of their graduates. That is why the institution wants to help the student to achieve at least the standard GPA for applying jobs in various industries. They constantly focus on factors which affect this performance. This research will help the institution to analyze whether lecturer competencies can help enhancing the student performance in terms of the final grade point average.

## 2. Literature Review

According to the Indonesia Law on teacher and lecturer (No. 14, 2005), competency described as a range of knowledge and behavior which must be possessed by teacher or lecturer in order to do their duties. Teacher competency includes their knowledge, skills, and behavior which help or enhance the capabilities of teacher to educate, teach, guide, direct, train, and evaluate the student. One's competence should include communication skills, ability to learn, conduct social interactions, problem solving, working with ICT or other support tools, and so on (Žeravíková et al, 2015). It is evident, that professional

competencies are closely related to the performance of a job. Competence presupposes the personal competency of teachers and the knowledge and skills which become necessary as a result of the job (Liakopoulou, 2011).

Pirohová argued that professional competencies of a lecturer can be characterized not only as the ability to give lectures, but also willingness and capacity to use their potential functionally in adult teaching and to bear responsibility for one's decisions during the educational process (Žeravíková et al, 2015). It is clear that competence includes not only knowledge but also the ability of individual to apply such knowledge on solving the problems and giving solution. It is believed that not all individual which considered as an expert can perform well in lecturer's job. One's capabilities and knowledge are not enough. Professional competencies is rather a complex ability that individual should possess to perform certain professional activities.

Performance is one's level of success in executing a job at a certain period. Ganyaupfu (2013) argued that various approaches are applied in analyzing students' academic achievements. Some studies use grade point averages (GPA) in measuring academic achievement. This study also used cumulative GPA to measure the student performance. This is in accordance to Abbasi & Mir (2012) who also used student's cumulative GPA as the criteria of student performance. Other researches which support the use of GPA are Al-Twaijry (2010), Fenollar et al (2007), and Al-Mutairi (2011).

### *2.1 Professional Competencies & Students' academic performance*

Akiri (2013) conducted research in Nigeria and reveal the finding that effective teacher can generate higher student performance. Other research in South Africa by Muzenda (2013) found that dimensions of lecturer competence; lecturer teaching skills, subject knowledge, lecturer attitude and lecturer attendance have positive significant influence on students' academic performances. The findings from Wamala and Seruwagi (2013) in Uganda suggest that higher teacher competency alone may not directly translate into better academic achievement by students. Long et al (2016) also found positive relation between lecturer competencies and student performance. Student performance will increase if lecturer's competencies on knowledge, creativity, discipline, communication, preparation are maintained. Other positive relations also reported by Hakim (2015), Sultan & Shafi (2014), Ganyaupfu (2013), and Darling-Hammond (2000).

Although most studies found the positive relations, study from Uganda (Wamala & Seruwagi, 2013) found no relation. The findings suggest that higher teacher competency alone may not directly translate into better academic achievement by students. While Abbasi & Mir (2012) from Pakistan argued that independently, teacher abilities, student's work ethics and institutional environment did not have significant with student performance. But, simultaneously these factors have a strong effect on student performance. Kosgey et al (2013) and Bonney et al (2015) both also support the non-significant result. Studies showed that even the quality of teachers was high in terms of their academic and professional qualification it did not drive the performance of the students. There is no significant relation between competence and student performance.

The lack of uniformity of the studies makes the research concerning lecturers' competency and students' academic performance interesting. The lecturers' competency believed to be one of important factors which contribute to student performance. But in reality, since learning process is complex, such notion could be varying because of several factors. The analysis regarding lecturers' competency and students' performance needs to conduct in wider perspective. Or we can add other variables as mediator or moderator. Based on the previous literatures we provide hypothesis for this study that there is significant relation between lecturer competence and students' academic performance.

### 3. Methodology

#### 3.1 Participant

The research conducted between September – October 2016 in School of Economics & Business using 168 participants (students) from various class 2015, 2014, and 2013 and below. 53.6% of them (90) were male student. And majority of the GPA range is between 2.5–3 (32.1%). We distributed the questionnaire to 200 students. The return rate is 84%.

#### 3.2 Measurement

Professional lecturers' competency measured using self-administered questionnaire with 25 items. Participants choose from five alternatives answer based on Likert Scale. All items are valid and the reliability of items is 0.900. Example of the questions is 'teacher can drive student creativity'. Meanwhile, for the students' academic performance we simply use the cumulative GPA. This method already widely used by other studies.

#### 3.3 Analysis Technique

Descriptive analysis used to describe the differences between gender and class regarding GPA and lecturers' competency. Since the data is not met normality assumption, we used crosstab from SPSS 21 to measure the relation between both variables. Chi-square value will be used to determine whether both variables have relation or not.

### 4. Result

Female student score slightly higher on lecturers' competency. And no surprisingly either, female also has better GPA than male student. Viewed from classes, it turn out that class of 2015 regard their lecturer has higher competence. And class of 2015 also showed better GPA compare to other classes. Table 1 and 2 showed the level of competence and GPA based on gender.

Table 1: Level of Lecturers' competency

	Gender	N	Mean
Lecturer Competence	Male	90	3.3874
	Female	78	3.5409

Table 2: Level of Student GPA

	Gender	N	Mean
GPA	Male	90	3.3222
	Female	78	4.3077

Furthermore, Table 3 and 4 described the the level of competence and GPA based on classes.

Table 3: Level of Student GPA

	N	Mean
2013	56	3.4107
2014	56	3.7679
2015	56	4.1607
Total	168	3.7798

Table 4: Level of Lecturers' competency

	N	Mean
2013	56	3.4863
2014	56	3.3652
2015	56	3.5244
Total	168	3.4587

Based on the previous tables, we might conclude that both classes and gender show the differences regarding the lecturers' competency and GPA. We conducted statistical test to identify are there any differences. The result can be viewed on Table 5 and 6.

Table 5: Differences based on Gender

	Sig.	Kesimpulan
Lecturer Competence	.045	There is difference
GPA	.000	There is difference

Table 6: Differences based on Class

	Sig.	Kesimpulan
Lecturer Competence	.208	No differences
GPA	.000	There is difference

The result revealed that there is difference regarding lecturers' competency and GPA level based on gender. Female student has higher GPA and also higher perception towards lecturers' competency. Evidently, related with classes, only show difference on GPA. Class of 2015 has higher GPA compare to other classes.

The next step is to measure the relation between lecturers' competency and students' academic performance. Table 7 provides the chi-squares test result.

Table 7: Chi-squares test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	629,103 <sup>a</sup>	624	.435

The significant value is 0.435 which is bigger than 0.05. This result proved that there is no relation between lecturers' competency and students' academic performance.

## 5. Discussion

The objective of this study is to find the relation between lecturer's professional competency and students' academic performance. The finding shows there is no significant relation between lecturers' competency and students' academic performance in School of Economics & Business, Telkom University. This means the institution cannot rely on the lecturer's competencies if they want to help developing student performance. This result is in line with findings from Wamala & Seruwagi (2013), Abbasi & Mir (2012), Kosgei et al (2013), and Bonney et al (2015). It seems in Asian and African countries lecturer competencies will not regard as an important factor to develop performance. Based on previous research, there are many factors beyond competency which affect student performance. We all agree that lecturer's quality is considered a vital point to the students' performance. But we also knew that, many prior studies discussed various aspects which affect student performance (school readiness, social environment, family traits, and student characteristics). With that in mind, the result of the study is not quite surprising. Especially, when we study the higher education institution. Where the students already consider as adult. They can make decision, they can choose whatever they like to do, and most importantly they knew which ones are the good or bad choices.

Of course we cannot run the educational institution with poor qualification lecturer. The competent lecturer still become an important aspect and needed to help the student gain more knowledge both theories and practices. But, the result also suggest no matter how important of one aspect, they cannot independently enhance the performance of the student. It is best to say that lecturer's competency should regard as a tool to improve students' performance. Further research is required to be done in this area. For the Telkom University, it can be done by expanding the participants covering all the faculties. Or, wider coverage such as West Java Province will certainly give deeper analysis regarding this matter. Other important thought is we also should include other variables not covered in this study.

## 6. Conclusion

This study suggests that lecturer's professional competency cannot drive the student to achieve better academic achievement performance. There are other factors which contribute more to such performance. Such factors include learning facilities, student's motivation, economic background, family background, parents role, previous education, and peer influence. This list can continue to grow since there are a lot of things that can influence student (technology, social). Nevertheless, lecturer should always develop their professional competency. Lecturer believed to be the important part of the learning process. Their

knowledge and positive behavior will certainly add new insights and experience for the student. Even though they cannot affect the student performance, at least they can help them to prepare for the life after graduation.

## References

- Al-Mutairi, A. (2011). Factors Affecting Business Student' Performance in Arab Open University: The Case of Kuwait. *International Journal of Business and Management*. Vol. 6, No. 5, 146-155.
- Akiri, A. A. (2013). Effects of Teachers' Effectiveness on Students' Academic Performance in Public Secondary Schools; Delta State - Nigeria. *Journal of Educational and Social Research*, 105.
- Akiri, A. A. & Ugborugbo, N. M. (2009). Teachers' Effectiveness and Students' Performance in Public Secondary Schools in Delta State, Nigeria. *Studies on Home Community Science*. Vol. 3, No. 2, 107-113.
- Abbasi, A.S. and Mir, G.M. (2012). Impact of Teacher's Ability, Student's Work Ethics and Institutional Environment on Student Performance of University of Gujrat. *Middle-East Journal of Scientific Research*. Vol. 12, No. 4, 572-579.
- Al-Twajjry, A. (2010). Student academic performance in undergraduate managerial-accounting courses. *Journal of Education and Business*. Vol. 85, No. 6, 311-322.
- Bonney, E. A., Amoah, D. P., Micah, S. A., Ahiameny, C., & Lemaire, M. B. (2015). The Relationship Between The Quality of Teachers and Pupils Academic Performance in the STMA Junior High Schools of the Western Region of Ghana. *Journal of Education and Practice*. Vol. 6, No. 24, 139-150.
- Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence. *Education Policy Analysis Archives*. Vol. 8, No. 1, 1-44.
- Fenollar, P., Roma'n, S., & Cuestas, P. (2007). University students' academic performance: An integrative conceptual framework and empirical analysis. *British Journal of Educational Psychology*. 77: 873-891.
- Ganyaupfu, E.M. (2013). Factors Influencing Academic Achievement in Quantitative Courses among Business Students of Private Higher Education Institutions. *Journal of Education and Practice*. Vol. 4, No. 15, 57-65.
- Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal Of Engineering And Science*. Vol. 4No.01-12.
- Kosgei, A., Mise, J. K., Odera, O., & Ayugi, M. E. (2013). Influence of Teacher Characteristics on Students' Academic Achievement among Secondary Schools. *Journal of Education and Practice*. Vol. 4, No. 3, 76-82.
- Muzenda, A. (2013). Lecturers' Competences



and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*. Vol. 3, Issue. 1, 06-13.

Long, S.T., Kowang, T.O., Fei, G.C., & Jusoh, A. (2016). The Linkage of Lecturers' Competencies & Student Performance: A Case Study in Malaysia. *The Social Sciences*. Vol. 11, No. 3, 297-300.

Liakopoulou, M. (2011). The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness? *International Journal of Humanities and Social Science*. Vol. 1, No. 21, 66-78.

Muzenda, A. (2013). Lecturers' Competences and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*. Vol. 3, Issue. 1, 06-13.

Sultan, S. & Shafi, M. (2014). Impact of Perceived Teachers' Competence on Student's Performance : Evidence for Mediator/Moderating Role of Class Environment. *Journal on Educational Psychology*. Vol. 8, No. 1, 10-18.

*Undang-Undang R.I. Nomor 14 Tahun 2005 Tentang Guru dan Dosen*. (2006). Jakarta : BP. Dharma Bhakti.

Wamala, R., & Seruwagi, G. (2013). Teacher Competence and The Academic Achievement of Sixth Grade Students In Uganda. *Journal of International Education Research*. Vol. 9, No. 1, 83-90.

Yoon, K.S., Duncan, T., Lee, S.W., Scarloss, B., & Shapley, K.L. (2007). Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Regional Educational Laboratory, Southwest. No. 033.

Žeravíková, I., Tirpáková, A. Markechová, D. (2015). The Analysis of Professional Competencies of A Lecturer in Adult Education. *Springer Plus*. 4:234, 1-10.

### **Copyright Disclaimer**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).