



Determinants of Lecturers Commitment and Students Performance: Role of Communication as Mediator

Study on determinants of lecturers commitment and students performance: role of communication as the mediator in the faculty of Economics and Business in the university of Jenderal Soedirman, Purwokerto.

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Abstract

In every educational institutions it is important to know the factors that influences lecturers commitment and students performance and how communication can affect them. The study of lecturers commitment and students performance and the role of communication is facinating and somewhat challenging due to many search regarding this topic. This research aims to know the influence between standards of teaching on lecturers commitment and students performance and the role of communication as the mediator in the faculty of Economics and Business in the university of Jenderal Soedirman, Purwokerto. The research method used in this study is quantitative with hypothesis testing research using questionnaires given out to the students. Convenience sampling technique is used to collect the data. The sample of this research is 218 respondents from the batches 2015 – 2018 active number of students in the faculty. The result of this study indicate that standards of teaching on lecturers commitment, lecturers commitment to students performance, lecturers commitment to lecturers communication on students performance, lecturers communication on lecturers commitment and students performance all have a positive and signifacant relationship. This result could give evidence that standards of teaching and lecturers commitment and lecturers communication and students performance all have a positve influence on each other.

Keywords

Standards of Teaching; Lecturers Commitment; Lecturers Communication; Students Performance.

INTRODUCTION:

In every educational institutio, it is important to know the factors that influences lecturers commitment and students performance and how communication affects them. The commitment of lecturers towards their teaching strategies in class is also vital because it determines the success and performance of every individual student. Therefore, the commitment of the lecturers have an influence in the learning process for studentss (Adeyemi & Adeyemi, 2014). In an educational context, professional commitment and organizational commitment are two forms of lecturers commitment, usually recognized as commitment to profession teaching and commitment to the institution. Lecturers

commitment can be measured according to the context to which individuals recognize organizational goals and values, work to achieve the goals of the organization and regard them as part of the organization. Furthermore, research has found that individuals personal characteristics do not usually play an essential role in determining employee commitment (Morris, Lydka & O'Creevy, 1993). However, Job characteristics such as professional skills needed, employee involvement and stress experienced have been found to influence motivation, performance and satisfaction (Hackman & Oldham, 1980). Higher job involvement as experienced by the lecturers in higher education typically builds employee

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commitment (Parker & Jary, 1995). According to Chen, Tsui and Farh (2002) employees are also influenced by levels of organization support, style of leadership, human resource management practices and perceived external prestige. Bojuwon and Bojuwon, 2014; has stated lecturer's commitment in the form of commitment to the students, commitment to the profession, commitment to the organization that determines teaching and learning outcomes. That is why lecturer's commitment plays a significant role in the teaching and learning process of every student and organization. In this study we examine the effect of Faculty Of Economics and Business lecturers commitment on teaching strategies and students performance in Unsoed.

The commitment of lecturer's towards student's academic performance has been of great interest during the last decades. Lecturer's commitment towards the faculty and university as a whole is vital because through the lecturer's commitment the faculty and the university achieves its goal. Previous researchers have also demonstrated that lecturer commitment is a critical predicator of lecturers work performance, absenteeism and turnover (Cheng, 1990) and Park, Henkin, and Egley (2005) found that teacher commitment is the most effective method to improve organizational success. Moreover, in the teaching profession, lecturer's commitment and engagement has been identified as one of the most critical factors in the success and future of education (Huber, 1999, Nias, 1981).

Standards of teaching Hodgkinson and Jephcote (1996) stated that, it is necessary for all lecturers to be familiar with and know of using great many material technique, ideas and specific skills referred to as teaching methods. Traditionally, lecturers in college verbally communicate information to students and students passively received and encoded it in their memories (Boyer, 1990, Michel, Cater III, & Varela, 2009; Stewart-Wingfield & Black, 2005). Active teaching techniques includes, demonstrations, structured activities, journaling, small group discussions, quizzes, interactive lecture cues, videos, humors stories to get students involved and active in the learning process (Bonwell & Eison, 1991; Cook & Hazelwood, 2002; Ebert-May, Brewer, & Allred, 1997; Hackathorn, et al., 2010; Michel et al., 2009; Peck, et al., 2006; Sarason & Banbury, 2004). According to Tomcho & Foels, 2008, "while it is important to understand how the students perceive and

appreciate active teaching, a cognitive outcome offers concrete evaluation of the degree to which students have learned a given concept".

Lecturer's Communication is a skill that is critical in university teaching. Communication in educational context refers to the lecturer's ability to explain complex concepts clearly and skillfully (Greiniel – Fuhrmann & Geyer, 2003).). Recent studies about important attributes of lecturer's carried out in many countries is summed up in six key constructs identified by Barnes and Lock (2010) as well as Herfernan, Morrison, Sweeney and Jarratt (2009). These include; rapport, dynamic delivery, knowledge and credibility, communication skills of a lecturer, fairness and organization and preparation. Furthermore, an overwhelming body of research found and argued that communication, defined as "the formal and informal sharing of meaningful and timely information" is closely related to trust in the organizational context as "an expectancy held by an individual or group that the word, promise, verbal and written statement of another individual or group can be relied upon" (Rotter, 1976; Anderson & Narus 1984). With proper communications the student and professor relationship is established and desired and efficient teaching is possible. Recent studies conducted have shown that professor's characteristics such as openness, humility, mystery and trust (Obeidi N 2010), Educational and moral characteristics of professor's such as oral presentation, teaching skills, academic level, experience and respect for students (Ghademi A, Salehi B et al. 2007) and providing a suitable atmosphere (Aliasghapour M, Monjamed Z et al. 2010) are the most important factors in the communication between professors and students from the students perspective.

Student's performance is defined as how well the students are prepared for and perform in class activities and how well the students has mastered the material presented. Galihier (2006) and Darling (2005), used GPA to measure student performance because the main focus is on the student's performance for a particular semester. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi and Naqvi, 2006 and Hake, 1998). In addition, student performance could be perceived as increases in student knowledge and experience; student freedom; student behavior change; student

problem solving skills in the knowledge area, and the number of occasions of passing, credit or higher grades in the assessment indicate (Noordink and McArthur 1996; Keup and Barefoot 2005; Ingleby (2014). However, Vansteenkiste et al. (2005) argued that motivation has shown to positively influence study strategy, academic performance, adjustment and well-being students in domains of education. In other words, motivation is a key factor that influences students to do well in their studies.

LITERATURE REVIEW AND HYPOTHESES

1. Lecturer Commitment

Bojuwn and Bojuwon (2014), has stated lecturer's commitment in the form of commitment to the organization, lecturer's commitment to the students, lecturer's commitment to teaching, and lecturer's commitment to profession.

- a) Lecturer's Commitment to the organization Lecturer's commitment to the organization is where an individual decides to behave as they believe that is right and is in accordance with the morals, goals and interests of an organization (Meyer and Allen, 2011). Lecturers commitment to the organization is working attitudes, emotions, beliefs, willingness that reflect the desires, needs, responsibilities, alignments and engagement to the work hard, definite desire to stay in an organization and give our best effort, energy and time for a job or activity.
- b.) Lecturer's commitment to students.
One of the most important parts of classroom management is the relationship between students and their lecturers. Improving this relationship can have a positive and long lasting relationships on student's academic and social development and can support students attain higher levels of achievement (Ayemi and Yusuff 2012; Laksy and Estes 2009; Lessard et al. 2010). As a result, students show more engagement with their learning and perform better academically. Lecturer's commitment to students is one way a good relationship is established among both parties. A lecturer needs to understand what students needs and wants in order to deliver the learning and experience that will enable the students to

achieve their goals and objectives through the effective acquisition of knowledge and skills (Chung & McLarney, 2000). A lecturer cannot understand and provide to help the students without knowing them. A relationship first needs to be established between the lecturer and students in order for a common understanding and openness and trust is achieved. When there is trust and understanding among the lecturer and a student, the lecturer will spend more time and exert more effort in helping the student to achieve higher attainments. The committed lecturer is more likely, therefore, to demonstrate superior work performance and achieve higher student attainment. It was stated that students will sense if a lecturer is interested in their academic performance and welfare and if the lecturer does not seem motivated, it is more likely that students will also not be motivated or committed to their studies (Xiao, J. and Wilkins, S, 2015).

- c.) Lecturers Commitment to Teaching
Commitment to teaching in tertiary institution play a significant role in the academic success of a student. Lecturer's commitment to their teaching work is the process by which each person shows how they seriously engaged with their lecturing (Rawls & Herman, 2009). The echoes over lecturer's willingness to employ their effort in giving effective teaching is subject to bestow more time to student in order to achieve a high level of academic success (Silva, 2005). Moreover, it is the willingness of lecturers to their teaching. Which means, the lecturer wants to do it as they feel it is their passion or something that they like doing or something that they would like to do.
- d.) Lecturers Commitment to Profession
Lecturer's commitment to their profession is the process where "ones" attitudes are linked towards one's profession, vocation and specialization (Rice, 1986). Jepsen, Varhegyi, and Edwards (2012) defines commitment to the profession as the progress of individual occupational goals and determination that is accompanied with its success. In other words, lecturer's commitment to profession is the enthusiasm and participation to work and

to progress in their area of expertise, understanding and lecturing capability. A professional tends to be highly committed to performing an excellent job (Nelson, 1968).

2. Standards of teaching

Teaching standards refers to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. All these methods help to enhance the way in which lecturer teachers and students learning in class. McKinsey & Company (2007)). Hodkinson and Jephcote (1996) stated that, it is necessary for all lecturers to be familiar with and know of using great many material technique, ideas and specific skills referred to as teaching methods. Having to mind that, lecturers have immense influence in a student's academic performance, it is vital for instructors to know which method best suits the class they teach. article text here article text here article text here article.

3. Lecturer's Communication

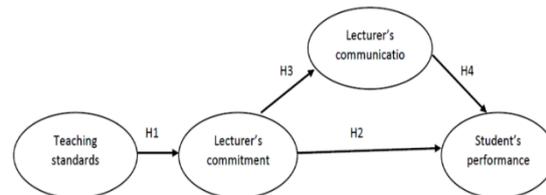
Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). Communication in educational context refers to the lecturer's ability to explain complex concepts clearly and skillfully (Greiniel-Fuhrmann & Geyer, 2003). Recent studies about important attributes of lecturer's carried out in many countries is summed up in six key constructs identified by Barnes and Lock (2010) as well as Herfernan, Morrison, Sweeney and Jarratt (2009). These includes; rapport, dynamic delivery, knowledge and credibility, communication skills of a lecturer, fairness and organization and preparation.

4. Students Performance

Performance of the students is defined as how well the students are prepared for and perform in class activities and how well the students have mastered the material presented. The students at all cost must be ready and prepared for the class everyday as the lecturers might be giving quizzes and or tests without letting the students know to study

for it. Galiher (2006) and Darling (2005), used GPA to measure student performance because of the main focus is on the student's performance for a particular semester. Some other researchers used tests or previous year results since they are studying performance for the specific subject or year (Hijazi and Naqvi, 2006 and Hake, 1998).

Figure 1. Research Model



H₁: Teaching standards influence the lecturer's commitment

H₂: Lecturers commitment influences the student's performance

H₃: Lecturers Commitment influences Lecturers Communication

H₄: Lecturers communication influence student's performance

H₅: Lecturers Communication mediates the relationship between Lecturers Commitment and Students Performance.

METHODS

Type of this research is quantitative with hypothesis testing research using questionnaire method to collect the data. Data in this research is in the form of numbers and analytical use statistics. Quantitative method is called traditional method, because this method is used for long enough as a method for research. In addition, for quantitative method, primary and secondary data collections are needed. This type of research has been chosen because the researcher wants to examine the relationship among organizational culture, transformational leadership and perceived organizational on organizational commitment. However, the current study is purposed to test the hypothesis. According to Sekaran, (2003) hypothesis testing study is a study that explains the nature of a certain relationship, or establish the differences among groups or the independence of two or more factors in a situation. Furthermore, Sugiyono, (2011) stated that quantitative method can be interpreted as a research method which is based on the philosophy of positivism, used to

examine on the population or certain samples, loading technique sampled generally done in random data collection using research instrument, were quantitative analysis or statistics with the purpose of testing the hypothesis that can be established.

The measurement scale used in this study Likert 5 point scale. Questionnaires will be used as the instrument to collect data. In processing the data, the researcher will use SEM. Statistical Equation Model (SEM) is a statistical model that seeks to explain the relationship among multiple variables (Mudalige et al., 2012). Thereby this study will use SEM, the minimal sample size of 100. To qualify the minimum sample size by using the SEM analysis techniques.

RESULTS AND DISCUSSION

a. First hypothesis testing

From the results of structural equation modeling analysis, it is obtained the P value of standards of teaching on lecturers commitment is 0.057 which means significant. Thus, the Ho is rejected and Ha is accepted. It is known that the standards of teaching has a positive and significant effect on lecturers commitment.

Therefore, the first hypothesis which states the standards of teaching influences lecturers commitment is accepted.

b. Second hypothesis testing

Following the results of structural equation modeling analysis, it is obtained the P value of lecturers commitment on students performance is 0.249 which means significant. Thus, Ho is rejected and Ha is accepted. It is known that lecturers commitment has a positive and significant influence on students performance.

Therefore, the second hypothesis which states that lecturers commitment influences the students performance is significant.

C. THIRD HYPOTHESIS TESTING

Results of structural equational modeling analysis, it is obtained the CR value of lecturers commtiment on lecturers communication is 8.516 which means significant. Thus, Ho is rejected and Ha is accepted. It is known that lecturers commitment has a positive and significant influence on lecturers communication.

Therefore, the third hypothesis which states the lecturers commitment influences lecturers communication is accepted.

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C. Fourth hypothesis testing

Refers to the results of structural equation modeling analysis, it is obtained the CR value of lecturers communication mediation on lecturers commitment and students performance is which means very signifant. Thus, Ho is rejected and Ha is accepted. It is known that lecturers communication has a positive and significant influence on students performance.

Therefore, the fourth hypothesis which states the lecturers communication influences students performance is accepted.

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e. fifth hypothesis testing

Based on the results of structural equation modeling analysis, it is obtained the P value of lecturers communication on lecturers commitment and students performance of 0.047 is less than the P value criteria (0.05). Thus, the Ho is rejected and Ha is accepted. It is known that lecturers communication has a positive influence on lecturers communication and students performance.

Therefore, the fifth hypothesis which states that lecturers communication influences lecturers commitment and students performance is accepted.

CONCLUSION

There is an influence lecturers commitment on lecturers communication. Organizations who have clear methods and procedures and systems helps to guide the lecturers in their teaching profession. In order to achieve the goals of the organization, the organization must set a realistic and standardised systems for the lecturers to follow and be align with.

There is an influence between lecturers commitment and students performance. With the lecturers commitment, the students are expected to learn and abstract new knowledge that are been passed by the lecturers to the students. In order to educate the students the lecturers are dedicated, enthusiasm and hard working so that the students get an education. There is an influence between lecturers commitment and lecturers communication.

Dedicated lecturers are known as hard working and strives to help educate a child. However, lecturers who are dedicated needs to have a good communication skills in order to be effective in their teaching profession.

There is an influence between lecturers communication on students performance. A lecturer with a good communication can influence the students learning through the way the material or information is explain in a way which is simple and easy to understood by the students.

there is an influence between lecturers communication as the mediating variable on lecturers commitment and students performance. Communication is a vital tool in the learning and process of the students. Lecturers who are committed needs good communication skills in order to transfer the right knowledge and informations the students needs to solve the real life situations.

There is also an influence between lecturers communication as the moderating variable on lecturers commitment and students performance. With the good communication skills one has, the informations can be processed and put into practice in achieving the goals of the organizations.

LIMITATION AND FURTHER RESEARCH

In gathering primary data, the researcher will directly meet with the respondents while some of the questionnaires will be distributed by friends in their respective classes. With that the researcher can be able to note a few research limitations.

The respondents of this research are the active students from batches 2015-2017 and some of them returned the questionnaires took a long time to be returned. Another limitation of this research was the timing of the students. It was quiet hard to meet them all in one place as it was their exam period.

The research is hoping that in the near future, there are variables that can be included in this study such as performance of the lecturers,

Journal article

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List of Tables

Table 4.10 Standardized Regression Weight to Hypothesis Testing			C.R.	P
Lecturers Commitment	<--	Standards of Teaching	-1.906	0.057
Lecturers commitment	<--	Standards of teaching	8.516	***
Student Performance	<--	Lecturers commitment	-1.154	0.249
Lecturers communication	<--	Lecturers Communication (Moderator)	4.509	***
Student Performance	<--	Lecturers communication	1.483	0.138
Lecturers commitment and students performance	<--	Lecturers Communication (0.000	***

Figure 2.1 Research Framework

