Lecturers’ Performance and Technology at Private Higher Education in South Sulawesi Indonesia

Sanusi Hamid*

*Muslim University of Indonesia, Makassar 90233, Indonesia

Abstract

Higher education institution is a part of society transformation element. Therefore, it is a need to see how the university ability especially lecturers as instrumental part of institution. This paper would like to discover the technology on satisfaction, motivation and lecturers’ performances at private higher education. This research was conducted in private higher education institution in South Sulawesi, Indonesia. The used data are primary data which was collected from 233 respondents. This exploration was performed in 46 private colleges in 139 accredited departments through National Accreditation Board of Education Ministry, The Republic of Indonesia. The analysis steps consist of first, confirmed factor analysis to investigate appropriate measurement and second step was the use Structure Equation Modeling (SEM) to verify the model. The research findings indicate that technology has a positive and significant effect on working satisfaction and motivation but insignificant to lecturers’ performances. In addition, ability, compensation, working environment, and leadership simultaneously have a positive and significant effect on lecturer’s performances. It shows that SEM analysis produces direct effect line coefficient of lecturer’s capability to performance of 0.101 with the value of critical ratio (CR) = 3.022 > 1.65 and the value of probability (P) = 0.002 < 0.05. It means that the higher the capability level based on lecturer’s research would result the lecturer’s performance would also tend to be high. Finally, this research shows that the lecturer’s capability in this case, the knowledge and skill possessed in performing the college tridarma (objectives) contributes to the improvement of lecturer’s performance.

1. Introduction

The progress and setback of a college is determined by its human resources and managements. Of course the educational workforce (lecturers) is the central point besides the administrative staffs and student institutions. The quality and commitment of the educative workforce supported by sufficient facilities and infrastructures, conducive environment would give unique satisfaction for the lecturers and this is the primary key for the success of college institution (Overland, 2005; Carmignami & Avom, 2010; Forsyth & Krizek, 2010).

Lecturer, as educative workforce in college, is a group of workers with the obligation to perform a not easy task because he must improve his/her performance in four aspects; they are (1) performing education and teaching, (2)
performing research, (3) performing dedication to communities, and (4) supportive elements of lecture’s activities. On the other hand, according to Amna (2010), lecturer is also demanded for his/her responsibility, cooperation, loyalty, leadership etc.

The mission of a college is two folds; they are quality improvement and quantity improvement. It means to produce quality human beings in a large quantity. The duty of a college is to produce creative human beings, having high competitive power, and productive. This quality improvement is important in human resources development therefore its development efforts must obtain serious consideration from all parties (Silva and Cabral, 2010).

One of the indicators for private college progress is the number and qualification of the lectures’ education they have. The efforts to improve the lecture’s quality in private college one of them is to participate in higher education running naturally. It means the initiative comes more by the awareness of the concerned lecturer not coming from the management party (Booth, 2010). The result is the qualification improvement running slowly. This is also because generally in private colleges they don’t prepare the budget for lecturer to earn further education. With the starting point the existence of problem on differences of study results (controversy) for the variables; capability, compensation, technology, work environment, leadership, satisfaction, motivation, and performance. For that reason based on the phenomenon of private college in South Sulawesi and theory gap, therefore the problem of research in this study is “whether the capability has its positive and significant effect to motivation and performance with the support of technology of lecturer both directly and indirectly in the program of private college accredited department in South Sulawesi?”

2. Literature Review and Previous Research

Pekdag & Le Marechal (2010) state that the basic component of an organization among them consists of: the human resources (people), technology, working process, organization structure. All those basic components in synergic and integrated manner are mutually related one to another in the effort to improve the performance of an organization or company. But it is necessary to be understood that of those four components, the people is the most important one, since an organization is activated by people, an organization is alive because it is made alive by its members, an organization develops and progresses because it is developed and progressed by the role of the performers or the organization human resources involved in it. In addition, Gerard (2010) stated that the development of human resources is an aspect increasingly important in an organization. The development of human resources prepares individuals to be responsible to the work in the period to come. Simultaneously, it is an effective means to confront several challenges, including worn out employees, socio technical changes and workforce cycle.

According to Gavotakis (2010), meeting financial compensation is the factor very specifically strongest in its effect to work satisfaction. The relation between compensation and satisfaction is not completely understood also static. The compensation would change because people and environment are changing. But there is an important consideration that can be used by the manager to develop and distribute compensation (Kalantzis & Cope, 2010). Another statement according to Yang, Sukwadi & Mu (2010), the effect of work satisfaction can be evaluated by relating it to the outputs resulted, they are: (1) Work satisfaction with its productivity, (2) Work satisfaction and turnover, (3) Work satisfaction and absence, (4) Work satisfaction with other effects such as physical-mental health, the capability to learn the new job and work accident.

Prieto (2010) states that individual satisfaction is positively related with high group performance for students, conversely individual satisfaction indirectly affects to the low student group performance. The writer is in line with what stated by Thomas Sav (2010), Akbulut, Sahin & Eristi (2010), and Carnegie (2010) stating that employee satisfaction would affect their performance. Furthermore, De Sa (2010) also says that employees not feeling satisfied in their work would not make them improve their motivation.

3. Research Method

This research is performed in 46 private colleges in 139 accredited study programs in South Sulawesi. As for the research time it was performed at the beginning of February to May 2011 in private colleges having accredited study
program. Secondary data is obtained from (1) The management of college, in order to obtain data related to the development of human resources, (2) The management of Foundation Managing Board as respondent, in order to obtain data related to the education level of permanent lecturers in the foundation, the criteria of permanent lecturer appointment and non-physical development, (3) The Coordination Office of Private College District IX Sulawesi, in order to obtain data on the implementation of college activities. As for the primary data they are directly obtained from respondents related to: a) the lecturers’ capability and lecturers’ performance. The use of questionnaire is aimed to meet two needs they are to obtain descriptive data and data to attest the hypothesis and model. For that purpose questionnaire mixed in manner is made (part close and part open) with alternative choices scaled 1-5 according to the method already developed by Likert (Shin, 2010; Robzkowski & Soven, 2010).

The population in this research is lecturers employed (public lecturers) and permanent lecturers of foundation already possessing functional offices teaching in accredited study program in private colleges in South Sulawesi. This research is only on fulltime lecturers and permanent lecturers of the Foundation. As for part time lecturers and guest lecturers are not included in this research because they don’t have the obligation to perform college activities. All private universities in South Sulawesi already having accredited departments are made as primary sampling unit. Therefore, in this research the number of sample is taken as much as 10% of the total number of population 2,329 persons therefore the number of sample is 233 persons.

4. Findings and Discussion

SEM analysis produces direct effect line coefficient of lecturer’ capability to performance of 0,101 with the value of critical ratio (CR) = 3,022 > 1,65 and the value of probability (P) = 0,002 < 0,05. The direct effect coefficient is positive, it means that the higher the capability level based on lecturer’s research, would result the lecturer’s performance would also tend to be high; conversely, if the lecturer evaluated with low level capability; with the assumption that other factors affecting the lecturer’s performance is assumed as constant. The results of this research show that the lecturer’s capability in this case the knowledge and skill possessed in performing the college activities contributes to the improvement of lecturer’s performance. The lecturer’s capability accompanied with great willingness would create motivation to work better and achieve the desired aims. Nonetheless when the capability is there but the willingness is lacking then the lecturer would not be motivated to perform dedications. The fact in the field shows that the lecturer’s capability to perform the college dedications is still deemed as low. Research activities, for example, lecturers are very rare in performing them because many lecturers don’t understand research method besides the fact of very limited funds for that. As for the educational and teaching activities, lecturers have the capability but by reason of the limited number of students resulting in the lecturers only perform the subjects of lectures under minimum standard of 12 credits (semester credit system) per semester. The community service is also similar, the knowledge and skill to perform community service is sufficient, it’s just this activity is rarely performed by lecturers by classic reason that is limited funds. The significance of capability effect on performance as finding in this research, is in line with the theoretical concept as expounded by Kimura (2010) stating that capability or skill is one of important factors in improving the performance of someone meaning how far someone can achieve satisfactory results at work depending on his/her capability or skill. While Kabir (2010) says that performance in the circle of academic community is affected by academic capability, research capability, and acting capability (dedicating and supporting) responsibly to community.

Furthermore, Khalil (2010) states that from individual perspective, performance can be formulated as the result of totaling or function of motivation and capability. The conceptual framework developed in this research, identifies the existence of indirect effect on the variable of capability to lecturer’s performance in private colleges through lecturer’s motivation. Based on analysis and test results of the first and second hypothesis, therefore it can be concluded that the capability level affects the lecturer’s performance directly with direct effect coefficient of 0.101, and indirectly through the variable of lecturer’s motivation with indirect effect coefficient of 0.010. Therefore, the total effect of capability to lecturer’s performance is 0.111, in the direction of positive effect. The result of descriptive analysis shows that lecturer’s performance in private college is in sufficiently good level (3.61). That condition shows that the lecturer’s performance teaching in accredited study program can still be improved up to
higher level that is very good level. For that reason, the management of private college must make the efforts to improve performance because improvement on lecturer’s performance would give effect to the performances of the private college itself. The significance of capability effect on lecturer’s performance is one of the answers in the efforts to improve the lecturer’s performance in private college, especially those teaching in accredited study program. Technology is a part of educational activities. It is instrumental tools in improving lectures performances.

The previous analysis results conclude that the management of private college has the opportunity to improve the lecturer’s capability level up to very high lecturer’s perception level. For that reason, the efforts of improvement for the lecturer’s performance in private colleges can be done through the management of capability latent variable dimension optimally. The implication on the result of this research is that the capability factor is one of the variables determining the low or high level of the lecturer’s performance. In other words: the capability factor is pertinent to be developed or can be used as instrument for policies in affecting the lecturer’s performance in private colleges. This means that the hypothesis stating that capability significantly has direct effect to lecturer’s performance in the direction of positive effect is supported by empiric evidences in accordance with the results of this research. The research shows that the coefficient of direct effect line of capability to lecturer’s motivation is 0.037 with the value of critical ratio (CR) = 1.308 < 1.65 (it should be CR> t-table) and the value of probability (P) = 0.096> 0.05 (it should be for the value of P < α=0.05).

The results of descriptive analysis show that lecturers generally state that their capability is on the sufficiently good level (3.31). Therefore, since the lecturer’s capability is still in medium category thus it does not affect significantly to the lecturer’s motivation. The fact in the field shows that lecturer’s capability to perform college dedications is considered as mediocrity. Research activities, for example, the lecturers rarely perform any research because there are still many lecturers do not understand research method besides the fact of very limited funds for that. As for the activities of education and teaching, the lecturers have the capability but by reason of limited number of students resulting in the lecturers only provide the subjects under minimum standard 12 credits per semester. It is the same case with community service, the knowledge and skill to perform community services are already sufficient by it’s just this activity is rarely performed by the lecturers by classic reason that is the lack of willingness and limited funds.

This finding is supported by the results of research by Chusak (2010) stating that motivation and capability as competence. Motivation is related with the creation of work willingness. Without working willingness, even though someone has work capability, then the performance expected will not be achieved. It is also so conversely, even though someone has working willingness but without working capability, then the performance expected also will not be achieved. Therefore, it has the capability to provide stimulus to the up and down of someone’s motivation.

Furthermore, the study of Booth (2010) states that individual with different level of capability also gives different response to a matter, for example, high level of stress by reason of high level of work load would give high level of work motivation for individual with high level of capability. Conversely, for individual with low level of capability, he/she would feel low working motivation when the stress experienced is high. Finally, it means that hypothesis stating that the capability of lecturer has positive and significant effects to lecturers’ motivation is turned down because it is not supported by empiric evidences in accordance with the findings of this research.

5. Conclusion

Capability has positive effect and significant effects on the lecturer’s performance but not significant in the lecturer’s motivation in the accredited departments in private colleges in South Sulawesi. The development of human resource is a must for every institution or company desiring the existence of survival and anticipation to environmental changes both in internal environment and external environment. Moreover, technology takes a vital role as a medium in teaching and learning. It promotes that they help lecture in performing their activities.

The implication on the result of this research is that the capability factor is one of the variables that cannot affect the ups and downs of lecturers’ motivation in performing their activities. In other words: Capability factor is not that important to be considered as the instrument of policies in affecting the lecturers’ motivation in private colleges in South Sulawesi, especially those teaching in accredited study program.
References

Akbulut, Y., Sahin, Y. L., & Eristi, B. (2010). Cyberbullying victimization among turkish online social utility members. *Educational Technology and Society*, 13(4), 192-201.

Anna, N. E. V. (2010). Information technology units in bachelor degree of library and information science (LIS) curriculum in indonesia. *Education for Information*, 28(2-4), 269-277.

Booth, A. (2010). 'The traditional standpoint of historians': Tradition and the construction of educational identity in late twentieth-century british higher education. *Contemporary British History*, 24(4), 493-509.

Carmignani, F., & Avom, D. (2010). The social development effects of primary commodity export dependence. *Ecological Economics*, 70(2), 317-330.

Carnegie, M. (2010). Living with difference in rural indonesia: What can be learned for national and regional political agendas? *Journal of Southeast Asian Studies*, 41(3), 449-481.

Chusak, N. (2010). An eLearning model in prevention of nutrition-related diseases for senior working adults. Paper presented at the *ICDLE 2010 - 2010 4th International Conference on Distance Learning and Education, Proceedings*, 42-45.

De Sá, J. (2010). Professional and cooperative education in portugal. [Formación profesional y cooperativa en Portugal] *Cuadernos De Desarrollo Rural*, 7(65), 147-171.

Forsyth, A., & Krizek, K. J. (2010). Promoting walking and bicycling: Assessing the evidence to assist planners. *Built Environment*, 36(4), 429-446.

Ganotakis, P. (2010). Founders' human capital and the performance of UK new technology based firms. *Small Business Economics*, 1-21.

Gérard, G. (2010). The constellation of being: Reading of heidegger's identity and difference. [La constellation de l'être: Lecture d'Identité et Différence de Heidegger] *Studia Phaenomenologica*, 10, 313-332.

Kabir, A. H. (2010). Neoliberal policy in the higher education sector in bangladesh: Autonomy of public universities and the role of the state. *Policy Futures in Education*, 8(6), 619-631.

Khalil, R. (2010). Prep year: A strategy for improving student performance in a British/Egyptian university context. *International Journal of Interdisciplinary Social Sciences*, 5(9), 467-479.

Kimura, E. (2010). Changing the rules: Historical conjuncture and transition in indonesia. *Asia Pacific Viewpoint*, 51(3), 248-261.

Overland, M. A. (2005). In indonesia, universities are transformed into relief centers. *Chronicle of Higher Education*, 51(20).

Prieto, A. B. S. (2010). Women education before the year 1000. is dhuoda a unique case? [La educación de la mujer antes del año 1000. Es dhuoda un caso único?] *Educacion XXI*, 13(2), 69-94.

Roszkowski, M. J., & Soven, M. (2010). Shifting gears: Consequences of including two negatively worded items in the middle of a positively worded questionnaire. *Assessment and Evaluation in Higher Education*, 35(1), 117-134.

Shin, Y. H. (2010). Development and psychometric evaluation of a scale to measure health behaviors of adolescents. *Journal of Korean Academy of Nursing*, 40(6), 820-830.

Silva, D. F. A., & Cabral, R. B. (2010). Maturity model for process of academic management. Paper presented at the *2010 International Conference on Information Society, i-Society 2010*, 444-448.

Thomas Sav, G. (2010). Managing public higher education restructuring: Understanding college and university cost structures. [Upravljanje restrukturiranjem javnog visokog obrazovanja: Razumijevanje troškovne strukture visokih učilišta i sveučilišta] *Management*, 15(2), 1-23.

Yang, C. -., Sukwadi, R., & Mu, P. - (2010). Integrating kano model into customer-oriented reputation model in higher education. Paper presented at the *2010 International Conference on Management and Service Science*, MASS 2010.

Yo, N. (2010). Development of tarbiyah among indonesian students: The people and the islamic learning system that drives the dakwah movements in indonesian universities. *Southeast Asian Studies*, 48(1), 25-45.