
The Measurement Dimensions of Lecturer Performance in Higher Education: Impact of Covid-19 Pandemic

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Abstract

In pandemic conditions almost of universities need the ability to adapt in the condition of COVID-19 pandemic. Specifically, lecturers or professors require different performance measurements as general conditions of learning. The purpose of the study to investigate the dimensions of performance measurement dimensions for lecturers at universities at the time of the global pandemic. This study uses a quantitative method with a sample of respondents from several professional lecturers from several universities in East Java, Indonesia. The findings obtained several dimensions of measurement lecturer performance which appropriate for learning distance learning programs and open educational applications and platforms that universities and lecturers can use to reach learners remotely and limit the disruption of education.

Keywords: Lecturer Performance, Higher Education, Online Learnings, Pandemic Covid-19

INTRODUCTION

The COVID-19 pandemic was a health crisis that occurred and had an extraordinary impact on various countries in the world. This phenomenon also recommends a policy so that the outbreak is not widespread, with many countries (properly) deciding to close schools, higher education and universities. However, this crisis poses a dilemma for policymakers facing between closing schools reducing contact and saving lives and keeping them open allowing workers to work and protect the economy. Severe short-term disruptions are felt by many universities around the world: study from home by online system is not only a big surprise for students in universities and also lecturer productivity. Teaching and learning is moving online, student assessments also move online, with lots of trial and error and uncertainty for everyone. Importantly, for lecturer this disorder will not only be a short-term problem, but can also have long-term consequences for the affected groups and tend to increase inequality.

In pandemic condition, the education industry's move to remote instruction rhymes with the work-from-home move in enterprises. Video conferencing platforms such as Zoom and WebEx are being used heavily as are learning management systems like Instructure's Canvas, Blackboard and Google Classroom. In addition, there are enabling software such as a Google Chrome extension that monitors students taking exams online. Furthermore, some evidence suggests that higher education institutions are facing major challenges related academic staff performance management (Mapesela & Strydom, 2004) especially in global pandemic conditions. Therefore, with the existence of this pandemic as well as background, this research aims to overcome the problem is by finding solutions that can help leadership in higher education institutions or universities to face these challenges and conditions. Measurement of lecturer performance requires specific indicators to facilitate management to assess performance, and the need for empirical evidence to confirm the relevance of various performance measures.

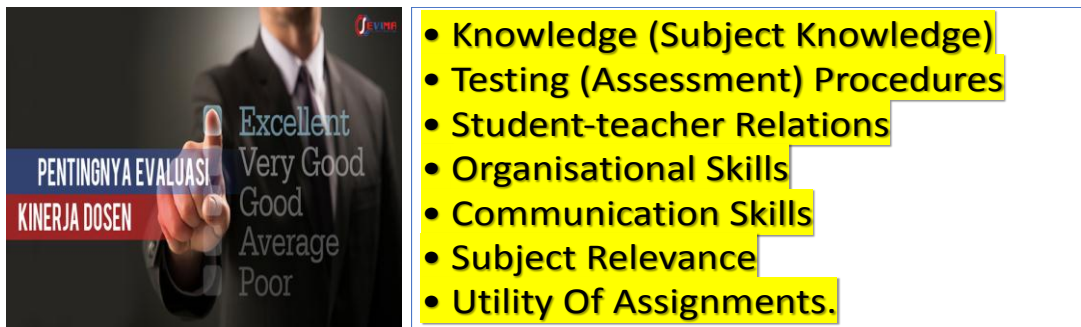
This research focus is to investigate seven performance postulates measurement dimensions for lecturers proposed by Robbins, Odendaal and Roodt (2007). The core research objectives of this study are therefore to investigate the relevance of Robbins, et al. (2007, p. 373) by examine seven performance measurement dimensions for lecturers. Therefore, this study explores and give empirically test the seven performance dimensions for lecturers at universities as suggested by

Robbins, et al. (2007) and thus contribute towards the creation of generally acceptable measures for assessing performance of lecturers by online learning at universities, especially in the pandemic condition

The Key Focus Is On Lecturer Performance Measurement At Universities with E-learning In Covid-19 Pandemic

The focus will fall on investigating the seven performance dimensions of the lecturer performance as posited by Robbins, et al. (2007) and several studies (Taruno et al. 2015; Judge & Picolo, 2016; Handayani, 2019)

Lecturer Performance focus on the seven dimensions in Pandemic Covid-19 condition:



The focus will fall on investigating the seven performance dimensions of the lecturer performance as posited by Robbins, et al. (2007) and also supporting with several studies (Taruno et al. 2015; Handayani, 2019). Lecturer Performance by online learnings focus on the seven dimensions due to pandemic Covid-19 condition:

1. Knowledge (subject knowledge)

Sinclair and Johnson (2000) posit thorough knowledge of the subject material as essential to accurate instruction and clear communication of content to students. The knowledge-based referred to may include the declarative knowledge of facts and concepts, procedural knowledge of what to do and the motivation which could include effort and persistence to excel (Aguinis, 2009). Sinclair and Johnson (2000) posit thorough knowledge of the subject material as essential to accurate instruction and clear communication of content to students. The performance measurement for lecturers should therefore include some mechanisms to measure the faculty member's expertise in the content area. Competencies in this regard include not only content knowledge, but also the ability to organize, integrate, adjust and adapt this content in ways that make it accessible and thought provoking to the learner (Arreola, 2000).

2. Testing (Assessment) Procedure

This dimension entails designing, developing and implementing tools and procedures for assessing students' learning outcomes and is part of instructional design. The required skills in this dimension are, amongst others (Arreola, 2000) The required skills in this dimension are, amongst others (Arreola, 2000): 1) designing tests, 2) preparing learning objectives 3) developing syllabi 3) preparing handouts and other supporting materials 4) properly using media and other forms of instructional technology, 5) organizing lectures and presentations for maximal instructional impact. Feedback to students during the sessions and assignments is of paramount importance under this dimension (Hill, Lomas & MacGregor, 2003).

3. Student-teacher relations

This dimension relates to the creation and maintenance of a student-centred environment that maintains and sustains learning and development. It is a dimension that is integral to high learner-performance. A teacher who can develop relationships that foster and encourage student engagement will enhance learning (Arreola, 2000)

4. Organizational skills

Organizing is a dimension that influences overall student experiences, as well as the quality of teaching (Sinclair & Johnson, 2000). It also relates to those bureaucratic skills utilised for operating and managing a course including arrangements for facilities and resources required in the teaching of the course

5. Communication skills

Communication is an important aspect in structural delivery skills. Structural delivery skills can be defined as those human interaction skills and characteristics, which: facilitate clear communication of information, concepts and attitudes, promote learning by creating an appropriate and effective learning environment. Characteristics such as clarity in exposition, demonstrated enthusiasm, ability to motivate, ability to capture and hold the interest and attention of learners and create an overall learning environment appropriate to the content being taught, are all included in the communication skills dimension. It is therefore essential that the lecturer communicates ideas clearly and interestingly to the learners (Arreola, 2000).

6. Subject Relevance

This dimension relates to the appropriateness of the content provided during the lesson and the way in which it is presented to the learners. Subject relevance should also entail accuracy of the facts encapsulated in the course content. The appropriate use of instructional methods and techniques used in the subject are also of vital importance. (Hill, et al., 2003; White, 2008).

7. Utility of assignments

It is important that assignments given to students are meaningful and enhance their learning and developmental needs. To further enhance utility, the assignment should reflect its learning objectives and make it interesting and challenging to the student (Layman, Williams & Slaten, 2007).

Survey questionnaire method was employed to explore the Performance Dimensions for lecturers at universities. Participants or respondent were permanently lecturers by their respective universities Respondents from several private higher educations in Surabaya of East Java Province. Thus, the questionnaire was distributed to respondents were selected by purposive sampling Collected by email and electronic questionnaire The questionnaire used a Likert scale, at intervals 1 (one) to 5 (five). Then all data is processed and analysed using a statistical approach

The Demographics Information of the Respondents

Information		N	Total	%	
Gender	Male	87	232	37.5	100
	Female	144		62.5	
Age	Under 30 years	53	232	22.8	100
	30-40 years	68		29.3	
	41-50years	63		27.1	
	50 years above	48		20.8	
Working period as Lecturer	10 years or below	103	232	44.3	100
	11- 20 years	97		41.8	
	More than 21 years	32		13.9	
Education Background	Bachelor degree	2	232	0.9	100
	Master degree	173		70.2	
	Doctorate/PhD	67		28.9	
Academic Position	Lecturer (AA)	94	232	40.5	100
	Lecturer (Lektor)	74		32.0	
	Associate Professor	43		18.4	
	Professor	21		1.21	



Performance measurements using 7 dimensions were tested and analyzed to produce appropriate dimensions and level of priority. Dimensions of these measurements were tested using correlation tests and statistical tests. The validity test results show that the question items have an adequate level. The reliability test results are shown by Cronbach’s Alpha values above 0.8.

Summary of results of scale reliability testing

Performance measurement dimension or construct	Items		Standardised Cronbach Alpha coefficient	Mean construct scores	s.d. mean construct scores
	Included	Excluded			
1. Knowledge	q.1, q.3, q3.4, q1.9.8	q3.2	0.70	4.10	0.71
2. Student-lecturer relations	q3q.5-q3.8		0.79	3.62	0.95
3. Communication skills	q3.9-q3.12		0.89	3.42	1.04
4. Organisational skills	q3.13-q3.16		0.87	3.16	1.00
5. Assessment procedures	q3.17, q3.18, q3.20	q3.19	0.82	3.17	1.08
6. Subject relevance	q3.21-q3.24		0.85	3.37	1.00
7. Utility of assignments	q3.25-q3.28		0.87	3.34	1.01

The construct mean scores presented in the **second to last columns** of the summary table represent a general measure on respondents' perceptions of **the Performance Measurement (PM) aspects**.

- The construct mean score for the **'knowledge'** dimension with a value of 4.10 (high on the perception rating scale) indicates that respondents perceived an academic's knowledge of subject matter as an important element of PM.
- The dimension means scores of 3.16 for **'organisational'** and 3.17 for **'assessment procedures'** indicate that respondents regarded these PM aspects as less important than subject knowledge.

The validity test results show that the question items have an adequate level. The reliability test results are shown by Cronbach's Alpha values above 0.8

Based on table above shows that the construct mean scores represent a general measure on respondents' perceptions of the Performance Measurement (PM) aspects. The construct mean score for the 'knowledge' dimension with a value of 4.10. This result indicates that respondents perceived an academic's knowledge of subject matter as an important element of PM. The dimension means scores of 3.16 for 'organizational' and 3.17 for 'assessment procedures' indicate that respondents regarded these PM aspects as less important than subject knowledge

CONCLUSION

Online learning is carried out by most of higher education and universities in the world to take action to comply with social distancing. Therefore, the need for different measurements of the lecturer performance in learning in these uncertain conditions. This study aims to investigate the dimensions of measurement of lecturer performance at the time of the covid-19 pandemic that outbreak almost the entire world. The method used in this study is a survey of professional lecturers in several colleges and universities in the province of East Java in Indonesia. The study obtained 232 respondents for analysis. The results obtained are 7 dimensions that can used as a measurement for conditions when online learning is fully adapted.

The results of this study become recommendations for college management as a reference in measuring the performance of lecturers in learning. The seven lecturer performance measurement dimensions could be used to assist universities in managing the performance of academic staff in conditions of online learning (covid-19 pandemic)

Recommendation: The seven lecturer performance measurement dimensions could be used to assist universities in managing performance of academic staff in condition of online learning. Hopefully (in the years to come) lecturers and professors in universities can be salvaged by having high lecturer performance

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