

**A Survey On Quality In Education:
Lecturers' Performance**

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ABSTRACT

This study attempts to grapple with one of the central questions related to faculty performance; lecturers' performance. Educators must concern themselves with how a high level of performance can be aroused, directed and sustained. Accordingly, the major purpose of this study is to determine the factors that contribute to lecturers' performance. This study replicates part of the research done by Rowan et al.(1997) and Schon (1987). The model was developed upon examining both the education literature and organizational behavior literature, in order to identify factors associated with lecturers' performance.

This study deals exclusively with all the accounting lecturers in five different universities in the Klang Valley. Examination of the research and literature on the factors contributing to lecturers' performance reveals that researchers frequently study the effects of each of the variables in isolation from the others.

This study seeks to fill the gap by looking at the effects of the variables on lecturers' performance. It also identifies the variables that are considered important in influencing lecturers' performance. This study hypothesizes that lecturers' performance depends on motivation, stress, personality traits, related working experience and job satisfaction.

The findings reveal that there is a significant relationship between motivation, stress, personality traits and job satisfaction and lecturers' performance. However, the results did not show a significant relationship between related working experience and lecturers' performance. The results of this study also indicate that attainment or non-attainment of the "Cemerlang"(outstanding) award, had no influence on lecturers' performance. Although there is a positive relationship between performance and award received, however it is not significant. In fact, the findings reveal that in order to

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

There is a need for quality educators and quality education today in light of the eroding confidence of society in the ability and /or competence of the educators. Institutions of higher education have been called upon to defend not only what they teach and how they teach it but also who is doing the teaching and to what end.

To most people, the quality of education is almost synonymous with the quality of teaching. Accordingly, the quality of teaching depends largely on the characteristics of individuals serving as educators, their training background, aspirations, teaching experience and their general state of physical and emotional well being.

Teaching is highly valued especially because the success of the next generation depends on today's teaching. Indeed, many comments were given to stress the importance of education and the role of educators (Esteve, 2000 and Naugle, 2000).

Research on teaching has shown that educator performance such as use of time, handling of materials, questioning, providing feedback, emphasizing and maintaining discipline relate to improvements in student achievement and conduct. Educator performance can lead students to acquisition of higher order thinking skills – the kinds of skills that help students to reason, to think critically and to solve problems (Peterson et. al., 1990).