

ASSESSING MANDARIN LECTURERS' QUALITY ON ROLE-PERFORMANCE IN MARA EDUCATION INSTITUTIONS (IPMA)

^{*1}Mohd Asyraf Abdul Rahman, ²Abdul Jazie Mohd Akbar, ¹Raja Rosemawati Raja Abdullah,
¹Norfarahin Amat @ Adnin, ³Lai Siew Yoon, ⁴Muhammad Asyraf Mohd Adzhar & ⁵Syafiqah
Osman

¹ Faculty of Education, Humanities and Arts (FEHA),
Kolej Universiti Poly-Tech MARA (KUPTM), Kuala Lumpur, Malaysia.

² Faculty of Business, Accountancy and Social Sciences (FBASS),
Kolej Universiti Poly-Tech MARA (KUPTM), Kuala Lumpur, Malaysia.

³ Student Development Section, Malaysian Institute of Information Technology,
Universiti Kuala Lumpur (UNIKL), Kuala Lumpur, Malaysia.

⁴ Sekolah Kebangsaan Ampang,
Kuala Lumpur, Malaysia.

⁵ Kolej Profesional MARA Beranang,
Selangor, Malaysia.

*Corresponding Author: asyralph@kuptm.edu.my

Received: 01.10.2022

Accepted: 30.01.2023

ABSTRACT

Background and Purpose: The initiatives to improve the students' competency level are closely related to the quality of the lecturers. Lecturers play a crucial role because they teach students of higher education institutions. A high-quality lecturer is believed to influence their students' ability and competency greatly. This study aims to identify the level of lecturers' quality based on role performance in teaching Mandarin in MARA Education Institutions (IPMA), specifically in Kolej Profesional MARA (KPM), Kolej Universiti Poly-Tech MARA (KUPTM) and Universiti Kuala Lumpur (UNIKL).

Methodology: This descriptive study used a survey method to collect data. The respondents comprise a population of students who study Mandarin as a third language course in IPMA, which is represented by Universiti Kuala Lumpur (UNIKL), Kolej Universiti Poly-Tech MARA (KUPTM), and Kolej Profesional MARA (KPM). 150 students were selected as respondents in the present study using purposive rather than random sampling. A Likert scale questionnaire was used to gather the data, and SPSS software was used to analyze the data statistically.

Results: Based on the mean value interpretation, the findings revealed that the lecturers' quality on role performance falls under a Very High level ($M=4.63$, $SD=0.49$). This indicated that these Mandarin lecturers had the desired professional qualities and were committed to high-quality teaching practice.

Contributions: The findings provide a better insight into the teaching of Mandarin in tertiary-level education in Malaysia and, in turn, can help tailor professional learning activities to lecturers' professional development needs.

Keywords: Lecturer quality, role-performance, Mandarin language, IPMA.

Cite as: Abdul Rahman, M. A., Mohd Akbar, A. J., Raja Abdullah, R. R., Amat, N., Yoon, L. S., Mohd Adzhar, M. A., & Osman, S. (2023). Assessing Mandarin lecturers' quality on role-performance in MARA education institutions (IPMA). *Journal of Nusantara Studies*, 8(1), 140-157. <http://dx.doi.org/10.24200/jonus.vol8iss1pp140-157>

1.0 INTRODUCTION

Many believe Mandarin is an important and useful language besides English and has become a prominent language in the 21st century. The emergence of China in the global economy and politics has resulted in this situation. Learning Mandarin might help you expand your business chances in China and other Asian countries. In reality, the capacity to learn this historical language is one of the most crucial multidisciplinary talents for a modern individual, and it is required for both professional and personal fulfilment (IBO, 2014). Given the importance of learning Mandarin, many schools and universities offer Mandarin courses to students. Most MARA Higher Education Institutions, such as Kolej Profesional MARA (KPM), Kolej Universiti Poly-Tech MARA (KUPTM), and Universiti Kuala Lumpur (UniKL), provide basic Mandarin communication classes as part of their curriculum. These higher education institutes provide basic

Mandarin classes at one to three levels. The lecturers have Mandarin studies degrees and qualifications from local and international universities.

In basic Mandarin communication courses, lecturers play a very important role as Mandarin is a foreign language for students. The lecturer's quality of role performance does matter. Richards and Rodgers (2014) state that 'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks and the social and interpersonal relationships between the participants. From this, a good lecturer should be able to perform his or her roles effectively depending on different circumstances. According to Harmer (1990), a teacher has six roles in managing a class: controller, assessor, organiser, prompter, participant, and resource. Additionally, Sanjaya (2007) states that the teacher has six roles in managing a class during the teaching and learning process: the teacher is a learning source, facilitator, manager, demonstrator, guide, and motivator. These roles are being adapted into this study about the government's *Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2)*.

It is the single most critical element impacting student progress at school (Rice, 2003). Some students have difficulty learning Mandarin because of the influence of their mother tongue in pronunciation or because they have difficulty understanding how the language is used in writing, reading, and listening. As a result, the ability to perform their roles as a lecturer efficiently is the most important factor in teaching and guiding students' learning abilities to improve their achievement. Students' learning interests and abilities to study a language are highly influenced by high-quality instructors. The study aims to identify the level of lecturers' quality based on role-performance accomplishment from the student's perspective in teaching Mandarin in MARA Education Institutions (IPMA), specifically in Kolej Profesional MARA (KPM), Kolej Universiti Poly-Tech MARA (KUPTM) and Universiti Kuala Lumpur (UNIKL) that focuses on five roles of lecturers, which are: 1) lecturer as organiser, 2) lecturer as controller, 3) lecturer as a guide, 4) lecturer as a prompter and 5) lecturer as an evaluator.

2.0 LITERATURE REVIEW

2.1 Definition of Quality

Quality is the benchmark in evaluating processes; thus, the definition of quality differs in different aspects. According to the Oxford Dictionary, the term quality is taken from the work 'qimatun' or 'nau'yyat', which means excellent. Ahmad Sarji (1991) defined quality as an excellent or good

condition, but the good is not limited and changeable. As cited in Mohd Noor (2002), Busher and Saran (1995) stated that quality in service is the ability to fulfil clients' demands. In terms of production, quality means to follow the standard and achieve the objectives. Thus, quality is seen as an excellent condition, on the standard level, fulfilling demands.

From the aspect of education, quality in education is the effort to provide quality education by developing an education system that focuses on effective service for the client (Arcaro, 2007). Meanwhile, Damon (2010) felt that quality education is related to the readiness of teachers, complete infrastructure, curriculum that tackles future challenges, and development of well-being. This means quality in education involves various levels, such as administration, teachers and curriculum, in providing top-notch education to students.

2.2 Educators

Teachers and lecturers can be defined similarly, as both professions are educators, providing education to learners at different levels. Fauziah et al. (1990) defined teachers as those who teach, nurture and impact the development of the learners' mental, physical and personality. Jasmi (2010) in his study explains that teachers are a person who is experts in various teaching and learning techniques, have excellent personalities, has the competency and ability to make professional decisions that are responsible for preparing and planning teaching and learning. Educators are individuals who are responsible for education, guiding, shaping and training the students.

2.3 Educators' Quality

The importance of educators' quality is often a hot topic for discussion. The quality of educators does have a positive impact on students' mastery of a field. Goe (2007) concluded that there are four main aspects in defining the quality of lecturers: qualification, character, effectiveness and practice in the classroom. Previous research also stated that personal factors such as gender, age, training experience, level of education, specialisation, teaching experience and contribution to community activities could impact the quality of a teacher (Farrant, 1964; Dunkin & Biddle, 1974; Jasmi, 2010). Meanwhile, Vallance (2000) stated four characteristics of quality educators: their commitment to improving themselves constantly, loving students, commitment to their students and good classroom management. In addition, Durr (2008) explained that those working in the teaching field in the United States believe that quality educators are those who are committed to

students and teaching, skilled in managing and supervising students, knowledgeable in subject content and methods for teaching and always reflect on their teachings.

In Malaysia, several studies related to the quality of teachers have produced initiatives to further improve the quality of educators in carrying out their respective responsibilities. In 2009, the Malaysian Teacher Standards were formulated by the Teacher Education Division (BPG) to play a role as a guideline to ensure that teachers' quality is always optimal. The Malaysian Teacher Standards include three standards: the practice of teacher professionalism, knowledge and understanding, and learning and learning skills. The first standard explains the level of value practice of teacher Professionalism that teachers should have. The second standard states the teachers' understanding and level of knowledge about education, specialisation subjects, curriculum, and co-curriculum, which need to be mastered. The third standard has mentioned the level of teaching and learning skills that teachers should have.

Educators' quality has always been a focus in line with implementing the world's best education system. This makes the teaching profession the backbone of excellence in education because educators are important individuals in achieving the country's educational aspirations. Various initiatives were developed to further improve the quality of educators, including the creation of the Education Development Master Plan (PIPP) 2006-2010 (KPM, 2007), Malaysian Education Quality Standards 2010 (KPM, 2010), Malaysian Education Development Plan (PPPM) 2013-2025 (KPM, 2013) and Malaysian Education Quality Standards Wave 2 (MOE, 2017). This step is taken to improve the quality of educators further and align with student excellence in education.

Thus, it is clear that the quality of educators is very important and plays an important role in improving students' education levels. Therefore, research on the quality of lecturers based on role performance could be conducted to improve the quality of teaching from time to time.

2.4 Role-Performance Model

2.4.1 Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2)

Teachers' quality is an important aspect of further improving students' success in their learning. To see the quality of Chinese language teachers in schools, this study will use the indicators found in the Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2). Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 has been developed by the MOE, which sets out several

strategies to further improve the quality of the national education system to align with current needs. This caused the development of SKPMg2, which was specifically used as a guide for school children.

The SKPMg2 was developed to ensure that the country's education level is in line with the needs of international standard education. This document is used as a guide for educational management in schools. It serves as a reference to help each organisation in the school perform its respective tasks, such as planning, implementing, reviewing, monitoring, and improving its respective task methods. The instruments in SKPMg2 are action-oriented and emphasise quality. This instrument emphasises the role of principals and headmasters in practising leadership practices at the school level, while teachers emphasise the role of facilitators. The instruments in SKPMg2 include five (5) main standards as follows:

Standard 1: Leadership

Standard 2: Organizational Management

Standard 3: Curriculum Management, Co-curriculum and Student Affairs

Standard 4: Learning and Facilitation (Pdpc)

Standard 5: Student Achievement

To see the quality of Chinese teachers in carrying out their duties to improve student excellence further, this study will use Standard 4 in the SKPMg2 Document, which emphasises learning and facilitation that teachers play a role as facilitators in teaching and learning (PdP), which is effective in developing students' abilities comprehensively as well as improving student performance at the optimum level on an ongoing basis. Standard 4 emphasises five main aspects:

I. Teachers as planners:

Teachers are planners who ensure readiness and thorough preparation when planning learning and facilitation (PdPc). Through this aspect, the quality of the teacher is assessed through the role of the teacher himself to make plans to implement PdPc professionally and make thorough preparations to ensure they are always in a state of readiness before starting the teaching session with students.

II. Teacher as guardian:

Teachers are controllers in implementing PdPc to ensure the learning process runs smoothly according to plan. Teachers need to control the atmosphere and the learning process in a planned and professional manner.

III. Teachers as mentors:

Teachers play a role as mentors to encourage students to master knowledge and skills and practice values based on lesson objectives. The quality of a teacher is assessed through his role in guiding students in a planned and professional manner.

IV. Teachers as motivators:

Teachers are motivators to increase students' motivation and soft skills. As a motivator, the teacher plays a role by encouraging the emotions and minds of students when carrying out learning activities in a planned and professional manner.

V. Teachers as assessors:

The teacher acts as an assessor to monitor the students' level of mastery. Teachers are important in assessing their respective students' performance or mastery level. As an evaluator, teachers must always evaluate students in a planned and systematic manner.

3.0 METHODOLOGY

This descriptive study used a survey method to collect data. The respondents comprise a population of students who study Mandarin as a third language course in IPMA, which is represented by Universiti Kuala Lumpur (UNIKL), Kolej Universiti Poly-Tech MARA (KUPTM), and Kolej Profesional MARA (KPM). According to Gay, Mills, and Airasian (2009), a survey method is quite effective because it does not require a lot of money and effort.

One hundred fifty students were selected as respondents in the present study using purposive rather than random sampling. The sample was purposive sampling. As shown in Table 1, 150 students from the three IPMA participated in this study, with 50 students from each school answering the survey willingly. Those who registered for and completed Mandarin level 1 as their third language subject during their studies were chosen as respondents. Because the population

was separated into three institutions with an imbalance in the number of students, the sampling approach utilised in this study was stratified sampling. Even though the population was lopsided, this sampling ensured that all institutions were well-represented (Creswell, 2014). Table 1, 150 students from the three IPMA participated in this study, with 50 students from each school answering the survey willingly.

Table 1: Number of respondents based on
institutions

Institutions	UNIKL	KUPTM	KPM	Total
No. of respondents	50	50	50	150

The survey is a set of questionnaires with closed-ended questions divided into two sections: Section A (demographic background) and Section B (role-performance accomplishment of Mandarin lecturer). Section B's five key components or variables are: the organiser, controller, guide, prompter, and evaluator. The questionnaire used a five-item Likert scale ranging from 1 to 5, with 1 referring to Never, 2 referring to Seldom, three referring to Sometimes, 4 to Frequently, and 5 to Strongly Always. The study's findings were analysed to answer the study's research questions. The questionnaires were delivered via Google Forms to make it easy for respondents to reply and for researchers to analyse the data.

To assess the reliability of the items in the questionnaire, a pilot test was conducted on 30 students who had already finished the level 1 Mandarin course. The purpose of this test is to guarantee that the instrument is effective. The questionnaire had 32 items to assess the lecturers' quality for each role-performance component of the lecturers. The Cronbach's Alpha values obtained for the reliability test are shown in Table 2. According to the reliability study, the items were found to have outstanding internal consistency, ranging from .65 to .95 (Chua, 2013).

Table 2: Reliability of research instruments

Item	No. of item	Cronbach's alpha
Lecturers' roles (organizer, controller, guide, prompter and evaluator)	32	0.947

The means for role-performance accomplishment were compared based on the items in the questionnaire for data analysis. As a form of statistical data, data was interested in finding the frequency, mean, and standard deviation. The mean was interpreted using scales from Darusalam and Hussin (2018) to make data analysis easier. Table 3 shows the range of scales used to assess lecturers' roles.

Table 3: Mean value interpretation

Mean value	Interpretation
1.00 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.40	Average
3.41 – 4.20	High
4.21 – 5.00	Very High

4.0 FINDINGS AND DISCUSSION

Researchers will clearly explain the descriptive statistical analysis to answer the research's purpose in this section and discuss the findings of Mandarin lecturers' quality in IPMA based on the five components of role-performance accomplishment as mentioned in the previous section.

4.1 Mandarin Lecturers' Quality

Table 4 summarises all the components of the lecturers' role performance measured in this paper. The summary was determined by calculating the mean score for each question for every component. Based on the result analysis, the overall mean score indicated that Mandarin lecturers' role-performance ability in IPMA falls under a Very High level ($M=4.63$, $SD=0.49$). The role of

the lecturer as controller recorded the highest mean score ($M=4.68$, $SD=0.49$), while the lowest mean score ($M=4.58$, $SD=0.58$) is set by the role of the lecturer as the evaluator. In addition, the rest of the roles are reported at a very high level.

Table 4: Mandarin lecturers' quality based on role-performance

#	Components	Mean	Standard Deviation (<i>sd</i>)	Level
A	Lecturer as organizer	4.60	0.59	Very High
B	Lecturer as controller	4.68	0.49	Very High
C	Lecturer as guide	4.64	0.53	Very High
D	Lecturer as prompter	4.66	0.49	Very High
E	Lecturer as evaluator	4.58	0.58	Very High
(A-E) Lecturers' quality		4.63	0.49	Very High

From the student's perspective, the above result shows that the Mandarin lecturers in IPMA have demonstrated good practices in teaching Mandarin to the students. This concluded that IPMA students believe that their Mandarin lecturers have embraced all five components in delivering the role of an excellent lecturer.

4.1.1 Lecturer as Organizer

Table 5 summarises all the measured components in the role of the lecturer as an organiser. The summary was derived by calculating the mean score for each question tested for every component. Based on the result below, item 1: '*Prepare the lesson that includes objectives and suitable learning activities*,' scores the highest mean, under a Very High Level ($M=4.63$, $SD=0.62$). Meanwhile, item 3: '*Prepare Teaching Aids / Learning Aids / ICT*' scores the lowest mean, yet it still falls under a Very High Level ($M=4.56$, $SD=0.72$). Lastly, item 2: '*Clearly state the course's evaluation components throughout the learning process*' scores the mean under another Very High Level ($M=4.62$, $SD=0.64$).

Table 5: Lecturer as organizer

No	Item	Mean	Standard Deviation (<i>sd</i>)	Level
1	Prepare the lesson that includes objectives and suitable learning activities	4.63	0.62	Very High
2	Clearly state the course's evaluation components throughout the learning process	4.62	0.64	Very High
3	Prepare Teaching Aids / Learning Aids / ICT	4.56	0.74	Very High

The above result shows that organising and preparing the lessons beforehand is very helpful in conducting a well-organized class. Preparing the objectives and planning suitable learning activities are crucial. On the other hand, stating evaluation components clearly and preparing teaching tools seem as important as setting up the right objective with less significance in the mean differences between the three instruments.

4.1.2 Lecturer as Controller

Table 6 shows the summary of all the measured components in the role of the lecturer as a controller. The conclusion was derived by calculating the mean score for each question tested for every component. Based on the result below, item 4: '*Provide opportunities for the students to take part in the learning activities*,' indicates the highest mean, which falls under a Very High Level (M=4.75, SD=0.53) and is followed up closely by item 2: '*Manage the learning activities effectively*' (M=4.73, SD=0.52). Meanwhile, item 6: '*Monitor students' behavior throughout the P&P*' scores the lowest mean, yet it still falls under a Very High Level (M=4.60, SD=0.61). However, the remaining items carry out a Very High Level mean score as well.

Table 6: Lecturer as controller

No	Item	Mean	Standard Deviation (<i>sd</i>)	Level
1	Manage the teaching content effectively.	4.69	0.58	Very High
2	Manage the learning activities effectively	4.73	0.52	Very High
3	Manage the P&P period effectively according to the activities	4.69	0.59	Very High
4	Provide opportunities for the students to take part in the learning activities	4.75	0.53	Very High
5	Monitor students' communication throughout the P&P	4.67	0.56	Very High
6	Monitor students' behavior throughout the P&P	4.60	0.61	Very High
7	Create a conducive environment for P&P	4.65	0.59	Very High

The above result shows that providing opportunities for the students is the key to controlling well and being a better controller in completing the lesson. Then, the executed activities in class should be managed thoroughly to achieve effective results and outcomes. Monitoring students' behavior seems to score the lowest mean, yet it is believed to be due to factors such as the students-lecturer ratio. However, it is still significant and must be taken by the lecturer to ensure a good class ambience through a good monitoring approach.

4.1.3 Lecturer as Guide

Table 7 explains the role of the lecturers as a guide to the students learning Mandarin in IPMA. From the table below, it can be seen that item 2: '*Assist students to master the skills in learning activities*' recorded the highest mean score ($M=4.69$, $SD=0.62$) for this component of a lecturer delivering a role as a guide to the students while item 4: '*Assist students to effectively utilize academic materials*' recorded the lowest mean score ($M=4.61$, $SD=0.57$). Despite the small differences in the produced mean value, based on the mean value interpretation proposed in this study, all items indicate a Very High level.

Table 7: Lecturer as guide

No	Item	Mean	Standard Deviation (<i>sd</i>)	Level
1	Assist students to master the content (e.g.: facts, concepts and theories)	4.64	0.62	Very High
2	Assist students to master the skills in learning activities	4.69	0.56	Very High
3	Assist students to make decisions and solve learning-related issues	4.67	0.56	Very High
4	Assist students in effectively utilizing academic materials	4.61	0.57	Very High
5	Integrate learning content with daily life	4.64	0.61	Very High

It can be seen that the lecturers did deliver the role successfully. By referring to the mean scores, every item reported is at a Very High level. The lecturers occupied their skills in providing the best aid for the students to master the language efficiently. The mean value shows that the students were satisfied with the help their respective lecturers gave in assisting them in the teaching and learning process. The lecturers put a world-class effort into ensuring the students get the best experience mastering the language.

4.1.4 Lecturer as Prompter

The level of the mean score for each item is portrayed in Table 8 below. Compared to other components, this component has the most items listed in the questionnaire. It can be seen that there is only a small difference in the recorded mean value for this component of the lecturer as a prompter. The highest mean score was from these two items: ‘*Encourage collaboration within students*’ (M=4.75, SD=0.51) and ‘*Enhance students’ confidence in asking and responding*’ (M=4.75, SD=0.52). The lowest mean value score (M=4.56, SD=0.66) is identified by item 5: ‘*Create opportunities for students to experience leadership with appropriate activities*’. Other items in this component recorded a mean value score of 4.56 to 4.75, which indicates that all of these items are at a Very High level.

Table 8: Lecturer as prompter

No	Item	Mean	Standard Deviation (<i>sd</i>)	Level
1	Encourage students to communicate	4.73	0.53	Very High
2	Encourage collaboration within students.	4.75	0.51	Very High
3	Ask critical and creative skill-related questions.	4.57	0.65	Very High
4	Ask decision making and problem-solving skill related questions.	4.65	0.59	Very High
5	Create opportunities for students to experience leadership with appropriate activities.	4.56	0.66	Very High
6	Encourage learning-related questions from students.	4.65	0.59	Very High
7	Encourage students' independence in acquiring knowledge and skills.	4.61	0.61	Very High
8	Reward positive behavior (e.g.: praise)	4.67	0.59	Very High
9	Appreciate great works/ideas	4.73	0.54	Very High
10	Enhance students' confidence in asking and responding	4.75	0.52	Very High
11	Concern towards students' wellbeing	4.70	0.59	Very High

These findings show that the lecturers always responded as prompters to stimulate the learning process to be as active as it should be. The lecturers were also willing to develop a sense of responsibility in identifying the student's progress in learning Mandarin. This shows that the lecturers can encourage or motivate the students during the teaching and learning process. The lecturer should encourage students to participate in the learning process, and from the result, it is clear that the lecturers deliver the role of prompter efficiently.

4.1.5 Lecturer as Evaluator

Each item in the lecturer's components as the evaluators recorded a Very High mean value. Item 6: '*Review students' assignments by providing appropriate assessment*', has the highest mean score ($M = 4.65$, $SD = 0.60$), while item 2: '*Conduct remedial activities for low-achieving students*', reported the lowest mean score ($M = 4.51$, $SD = 0.71$). This indicates that these lecturers have always evaluated the level of student proficiency in mastering Mandarin, reflecting on their

teaching and conducting various methods to improve their student proficiency in Mandarin. The table below shows the mean value of lecturers as evaluators.

Table 9: Lecturer as evaluator

No	Item	Mean	Standard Deviation (<i>sd</i>)	Level
1	Utilize various evaluation methods in P&P	4.61	0.62	Very High
2	Conduct remedial activities for low-achieving students	4.51	0.71	Very High
3	Conduct enrichment activities for high-achieving students	4.55	0.66	Very High
4	Provide reinforcement activities (e.g.: exercises	4.61	0.63	Very High
5	Conduct a reflection session after class/tutorial	4.59	0.68	Very High
6	Review students' assignments by providing appropriate assessment	4.65	0.60	Very High

It is well-known that an evaluator is the one who must grade the students and correct learners' mistakes by giving them feedback in various ways. The mean score reflects that the students were actively happy with the evaluation process done by the lecturers. From the result, the Mandarin lecturers in IPMA have played a good role in evaluating the students before, during, and after learning Mandarin. It is crucial to identify how the students are doing so that improvements can be made to achieve the learning outcomes proposed efficiently.

5.0 CONCLUSION

This research has empirically shown that Mandarin lecturers in these selected IPMAs, Kolej Universiti Poly-Tech MARA, Kolej Profesional MARA and UNIKL have applied all the five roles of lecturers' quality efficiently, which are as an organiser, controller, guide, prompter and evaluator in managing the class during the teaching and learning process in supporting the student-centred based learning.

On top of that, the quality of education can be determined by the quality of teaching. The result of this study may be extended further towards potential positive consequences as mentioned in the previous research where the effect of good quality teaching can enhance satisfaction amongst students, which is deemed to result in good academic performance (Bijami, Md Taib, & Md

Shahbudin, 2018). Moreover, as Suwarni et al. (2020) stated, there is a significant positive direct correlation between perceived teaching quality and students' satisfaction. Therefore, this study has strengthened past research, especially on how important lecturers' quality is in ensuring students' competency level is met.

Due to that, continuous improvement, which is the key to quality assurance, should be adopted and practised consistently in maintaining a functional teaching and learning environment. It is challenging for any educational institution to serve the needs of its students efficiently and effectively without any quality assurance measures.

This study also suggests that future researchers develop a new set of research designs or variables and carry out this kind of study in a bigger area, which provides more subjects on this matter. Furthermore, future researchers can look at the lecturer's motivation or attitude instead of the lecturer's quality and its relationship with students' satisfaction or competency. This will surely help provide the best teaching and learning process for future generations.

ACKNOWLEDGEMENTS

This article was funded by Kolej Universiti Poly-Tech MARA, Grant No. URG-05-20.

REFERENCES

- Ahmad Sarji, A. H. (1991). *Perkhidmatan awam yang berkualiti: Daripada perspektif Ahmad Sarji bin Abdul Hamid*. Institut Tadbiran Awam Negara.
- Arcaro, J. S. (2007). *Pendidikan berbasis mutu. Prinsip-prinsip perumusan dan tata langkah penerapan*. Pustaka Pelajar.
- Bijami, M., Md Taib, F., & Md Shahbudin, A. S. (2018). Motivating factors for the quality of teaching: Students' perceptions. *Science International (Lahore)*, 30(6), 899–904.
- Busher, H., & Saran, R. (1995). Managing with support staff. In H. Busher & R. Saran (Eds), *Managing teachers as professionals in schools* (pp. 187-205). Kogan Page Limited.
- Chua, Y. P. (2013). *Mastering research statistics*. McGraw Hill Education.
- Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Damon, W. (2010). The bridge to character. *Educational Leadership*, 67(5), 36-39.

- Darusalam, G., & Hussin, S. (2018). *Metodologi penyelidikan dalam pendidikan*. University of Malaya Press.
- Dunkin, M. J., & Biddle, B. J. (1974). *The study of teaching*. Rinehart & Winston.
- Durr, A. J. (2008). Teacher education's critical issues with teacher quality. Paper presented at the Annual Meeting of the MWERA Annual Meeting. www.allacademic.com/meta/p275298_index.html.
- Farrant, J. S. (1964). *Principles and practice of education*. Longman.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications* (9th ed.). Prentice Hall.
- Goe, L. (2007). *The link between teacher quality and student outcomes: A research synthesis*. National Comprehensive Center for Teacher Quality.
- Harmer, J. (1990). *The practice of English language teaching. Twelfth impression*. Longman Inc.
- IBO. (2014). The IB middle years programme. http://www.ibo.org/globalassets/publications/becomeanibschool/ibmyp_en.pdf
- Jasmi, K. A. (2010). *Guru cemerlang pendidikan Islam sekolah menengah di Malaysia: Satu kajian kes*. (Unpublished doctoral thesis). Universiti Kebangsaan Malaysia.
- KPM. (2007). *Kad laporan pelaksanaan pelan induk pembangunan pendidikan 2006-2010*. Kementerian Pendidikan Malaysia.
- KPM. (2010). *Standard kualiti pendidikan Malaysia (SKPM)*. Kementerian Pendidikan Malaysia.
- KPM. (2013). *Pelan pembangunan pendidikan Malaysia 2013-2025*. Kementerian Pendidikan Malaysia.
- MOE. (2017). *Malaysia education blueprint 2013-2025*. Kementerian Pendidikan Malaysia.
- Mohd Noor, N. (2002). *Kualiti pengajaran dari persepsi pelajar di sebuah institusi pengajian tinggi awam*. (Unpublished master dissertation). Universiti Malaya.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attribute*. Economic Policy Institute.
- Sanjaya, W. (2007). *Strategi pembelajaran* (3rd ed.). Prenada Media Group.

- Suwarni, S., Moerdiono, A., Prihatining, I., & Sangadji, E. M. (2020). The effect of lecturers' competency on students' satisfaction through perceived teaching quality. *KnE Social Sciences*, 4(9), 1–14.
- Vallance, R. (2000). Excellent teachers: Exploring self construct, role and personal challenges. Paper presented at the Australian Association for Research in Education (AARE) Conference. <https://www.aare.edu.au/data/publications/2000/val00341.pdf>