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A Comparison of Female and Male English Lecturers' Working Performance and Competence: A Research-Based on Students' Perspective

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Abstract

This study is a report on a comparison of female and male English lecturers' working performance and competency. It was aimed to find out a comparison of female and male English lecturers' working performance and competence. It is a mix method study with qualitative and quantitative design, and it was conducted at a private university in East Jakarta. The subjects of this study were the English education students who were consisted of 50 students. The instruments of this study were two sets of questionnaire, and these questionnaires are used to measure lecturer performance (consisting of 28 statements) and to measure lecturer competency (consisting of 28 statements). Likert Scale was used to analyze the data taken through the questionnaire after the data were analyzed, then they were described descriptively. The finding of this research was drawn that the majority of senior high school students said that female and male English lecturers' language instruction is very different and they prefer males' language instruction rather than females' language instructions. So it is concluded that the profession of lecturers should be more cover by male or female language instruction should be more specific and more precise as males' language instruction.

Keywords: *female, male, comparison, language instruction*

Introduction

Male and female also have the same rights in education, for example, male and female students have the same right to be able to attend education up to certain formal education levels (Nadeem et al., 2011). Indeed, it is not fair if in this global era, females tend to be at the second compared to males in getting the education, especially if females have intelligence or ability. In essence, education is also a right for every individual ¹ of the nation's children ¹ to be able to ³ enjoy it. Education is a conscious effort made by humans to develop their potential through the learning process of learning. The existence of this essential education has been recognized and at the same time has very strong legality, which states that "Every citizen has the right to education" (Yphantides, 2019). ³

The history of the development and development of nations teaches us that advanced, modern, prosperous and prosperous countries are countries that have quality education systems and practices. ³ Meanwhile, quality education is highly dependent on the existence of qualified lecturers, ² namely lecturers who are professional, prosperous, and dignified. The lecturer is one of the human element in the education process. In the process of education in schools, lecturers hold a dual-task that is as a lecturer and educator. As a lecturer, the lecturer is tasked with pouring several learning materials into the brains of students, educating as educators, the lecturer is tasked with guiding and fostering students to become capable, active, creative, and independent human beings.

Lecturers are a profession whose progress is always demanded along with the changing times. Therefore lecturers are jobs that require particular expertise in the field of education. So the task carried out by a lecturer is not light because they have to be responsible for the next generation of young people. It shows that the ability or professional competence of a lecturer dramatically determines the quality of education. Lecturers are needed to manage the environment that leads to better behaviour change for students because lecturers play the primary role. The role of the lecturer is vital, so the lecturer is required to have a standard of quality ability and professionalism to conduct quality learning.

Lecturer quality can be viewed from two aspects, namely the element of the process and terms of results. Lecturers are said to be successful if they can actively involve most students both physically, mentally, socially as well as passion and enthusiasm in teaching. Whereas in terms of results if the learning that is carried out can change the behaviour of most students towards better mastery of essential competencies (Nadeak & Lamhot, 2019). Therefore lecturers must

be able to create learning that is creative, professional, and fun. The current teaching conditions of lecturers are quite sufficient to show excellent performance and quality (Nadeak et al., 2019; Alsalem et al., 2017). The quality of teaching of female lecturers is no less useful than that of male lecturers. However, some facts show that there are some striking differences between male and female English lecturers. Psychomotorally, male lecturers are more agile, fast, and have more energy compared to female lecturers. It is due to the anatomical structure of a woman's body, which influences why women's space is more limited compared to men (Asio, 2019; Batang, Dayag & Medriano, 2018).

This research, of course, is inseparable from the problems so, these problems must be studied, analyzed and solved. After knowing and understanding the background of the problem, the problem in the study are arranged in the form of questions as follows: "How are the differences between female and male English lecturers' working performance and competence" (Leong & Ahmadi, 2017; Wu, 2011). With the aim of the research is to find out in-depth female and male English lecturers' working performance and competence (Igberadja, 2016; Shahzadi et al., 2014).

Theoretical Review

Management system of students still uses conventional methods and emphasizes the development of intelligence in the narrow sense and does not pay attention to the development of students' creative talents. Marmah (2014) argues that there are some characters that prospective educators need to know or for someone who is just an educator about the quality of lecturers. The characters meant are as follows: a) positive thinking; b) communicative; c) can be trusted; d) attractive personality; e) organized; f) firmly keep promises; g) motivated; h) generous; i) flexible; j) astute; k) relies on value; l) broad-minded; m) patient; and n) has a sense of humour. Lecturer performance determines success in the learning process. Learning is an activity carried out consciously and intentionally. Thus the learning objectives will be achieved, the purpose of learning itself is to help students gain various experiences and with that experience students increase, both quality and quantity (Olufemi et al., 2018; N. G & Feldman, 2009).

Besides, the lecturer's performance can also be seen from the implementation of his primary duties. The lecturers' primary responsibility is compiling a teaching program, presenting teaching programs, evaluating learning, analyzing learning outcomes, and arranging improvement programs. Besides, lectures are also responsible in organizing, implementing, evaluating and analyzing the guidance programs (Sanyal & Hisam, 2018; Nadeak, at al., 2019;

Al-Mzary et al., 2015; Sultan & Shafi, 2014). So that lecturer performance can be done well and always be improved and reach a standard, it requires performance management. "Performance management is a process of continuous communication and is carried out in partnership between an employee and a direct appraiser" (Terrazas, 2018). So the leading lecturer performance management related to the principal's task to always carry out continuous communication, through the fabric of partnerships with all lecturers in the school. "Competence is a set of smart and responsible actions that a person has as a condition to be considered capable by the community in carrying out tasks in specific fields of work" (Olatunji, 2013). Lecturer competence is an effort that is done to advance and improve the quality, expertise, abilities, and skills of lecturers for the perfection of their work assignments. Qualified and professional lecturers are the demands of society, and so far, the lecturer has given the best to their students (Gee, 2018). Professional lecturers should have four competencies, namely:

Pedagogic Competence - Pedagogic competence is the ability to understand students. "Understanding of students includes an understanding of insight or the foundation of leadership, knowledge of students and the psychology of child development while learning that consists of the ability to design learning, implement learning, assess the learning process and outcomes, and make improvements continuously" (Long, Ibrahim & Kowang, 2014). The lecturers should be aware of "the level of intelligence, creativity, physical disabilities and cognitive development, learning planning, learning implementation, learning which educates and dialogues, utilizes learning technology, evaluates learning outcomes and develops students" (Polnaya, Nirwanto & Triatmanto, 2018). From some of these opinions, it was concluded that pedagogical ability is the ability of lecturers in managing and organizing the student learning, such as, the understanding of students, planning and implementing learning, evaluating learning outcomes and developing students to actualize the various potentials they have.

Personality Competencies - Lecturers have a reliable and authoritative personality competency, but still wise, their personality must be stable, must not be angry, let alone emotional (Bin & Rinanti, 2016). Objectively able to evaluate their performance and develop themselves independently and sustainably. Lecturers as educators whose main task is to teach have personality characteristics that are very influential on the success of human resource development. A stable personality of the figure of a lecturer will provide a good role model for children and society so that the lecturer will appear as a figure who should be innocent and emulated (Vo, 2017). That personality will determine whether he becomes an excellent

educator and coach for his students, or will be a destroyer or destroyer for the future of his students. From these descriptions, the authors conclude that personality abilities are attitudes and behaviours (morals) possessed by a lecturer so that they can set an example for students and the community is also the most crucial factor for students' successful learning. With a good personality, noble character, wisdom and authority, it becomes a role model for students and outside the community.

Professional Competence - Professional competence “is the ability of lecturers in mastering broad and in-depth learning material that enables them to guide students in mastering subject matter” (Dafouz, 2014; Asemanyi, 2015). Professional competencies include: a) professional development (Mah & Ifenthaler, 2018); b) understanding insight; and c) mastery of academic study materials (Puncreobutr, 2016).

Social Competence - Social competence is “the ability of lecturers as part of the community at least to communicate and interact effectively with students and the surrounding community” (Studer, 2015). To be able to carry out social roles, the lecturer must have: a) The normative aspect of education, that is not only to be dependent on talent, intelligence, and skills but must also have good intentions so that this is related to norms that are used as the basis for implementing as expected; b) considerations before choosing the position of lecturer; and c) has a program that leads to improving the progress of society and the progress of Education (Anari, 2012). Social competence include the ability to adapt to the demands of work and the environment when carrying out his tasks as a lecturer. The social competence requires that lecturers have excellent social communication skills with students, fellow lecturers, principals, and administrative staff and even with community members. The teaching and learning process is a combination of two activities, namely teaching activities and learning activities. Teaching activity involves the role of a lecturer in the context of trying to create a fabric of harmonious communication between the instructor himself and the student. Learning is a form of growth, changes in a person expressed in new ways of behaviour thanks to experience and training (Clifford, 2015).

Methodology

The design of the study used in this research was quantitative with comparative design; it is used to examine the symptoms of a group or individual behaviour. The variable in this study is the quality of teaching male and female English lecturers. The quality of teaching referred to two aspects assessed in this research, namely aspects of lecturer competency quality and aspects of performance quality. The aspects of lecturer competency quality that must be

possessed by English lecturers, namely: personality competence, pedagogical competence, professional competence, and social competence. While for the aspect of performance quality consists of seven aspects, namely: preparation of teaching, ability to open lessons, ability to ask questions, ability to hold variations of learning, clarity in delivering material, ability to manage classes, ability to close lessons, and accuracy between time and subject matter. The population of this study was 50 students who were also used as samples in this study. The sampling technique used is cluster sampling; it is done due to the limited number of the students, so all the students were directly taken as the sample of the study. The instruments used to collect research data were two sets of the questionnaire. One set of questionnaire was used to measure lecturer performance, and the other set was used to measure lecturer competency. Each questionnaire consists of 28 statements with three alternative answers. These questionnaires were analyzed by using Likert Scale. After the results are analyzed, the scores obtained were interpreted by referring to the following Interpretation Value Score:

Tabel 1. Score Interpretation Value

Score Range	Interpretation
80 – 100	Very high
60 - 79	High
40 - 59	Neutral
20 – 39	Low
0 - 19	Very low

Result and Discussion

Data processing of research results from students' answers to the questions contained in the questionnaire about differences in performance and competence between male and female lecturers is processed quantitatively, and the results are described qualitatively. The results that have been found have been described as follows. As explained in the "theoretical review" section of this paper, lecturer competency consists of 4 parts: professional, pedagogic, personality, and social. The results of the questionnaire data processing that measures the competence of male and female English lecturers are described as follows:

Table 2. Female and Male English Lecturers' Personality Competency

No	Interval	Personality Competence	Male Lecturer		Female Lecturer	
			f	%	F	%
1	80 - 100	Very good	44	88	45	90
2	50 – 79	Good	6	12	1	2
3	30 – 49	Poor	0	0	4	8
Total			50	100	50	

The data shows that male and female English lecturers are: a) having outstanding personalities, namely discipline; b) acting following agreed norms; c) being polite in speaking; d) behaving politely; e) behaving appropriately according to situations and conditions; f) being respected by students; g) having the authority as an educator, and h) having the commitment.

Table 3. Male and Female English Lecturers' Pedagogic Competency

No	Interval	Pedagogic Competence	Male Lecturer		Female Lecturer	
			f	%	F	%
1	80 - 100	Very good	45	90	40	80
2	50 – 79	Good	3	6	18	16
3	30 – 49	Poor	2	4	2	4
Total			50	100	50	

The data shows that male and female English lecturers are: a) having excellent pedagogical skills because they can make the students become more enthusiast during teaching and learning; b) learning is done on time in carrying out and submitting the results of the evaluation of learning; c) opening up to establish familiarity with students; d) being able to act wisely, and e) overcoming the juvenile delinquency.

Tabel 4. Male and Female English Lecturers' Professionalism Competency

No	Interval	Professionalism Competence	Male Lecturer		Female Lecturer	
			f	%	F	%
1	80 - 100	Very good	44	88	40	80
2	50 – 79	Good	4	8	8	16
3	30 – 49	Poor	2	4	2	4
Total			50	100	50	

The data shows that male and female English lecturers are: a) having excellent professionalism because they can be role model for the students; b) learning is done through exciting ways; c) having the ability to manage the class; d) having the ability to motivate students.

Table 5. Male and Female English Lecturers' Social Competency

No	Interval	Social Competence	Male Lecturer		Female Lecturer	
			F	%	F	%
1	80 - 100	Very good	48	96	38	76
2	50 – 79	Good	2	4	10	20
3	30 – 49	Poor	0	0	2	4
Total			50	100	50	

The data shows that the male English lecturer is more capable of cooperating with the students, communicating ideas/thoughts with clear sentences, being more actively involved in social activities at school than female English lecturers. Then, the questionnaire data that measured the working performance of male and female English lecturers was described as follows.

Table 6. Differences between Male and Female English Lecturer Working Performance

Aspects	G	Mean	Criteria	Questionnaire				D
				Alternative Frequency (%)				
				VG	G	B	VB	
Preparation in teaching	MT	93	VG	37 (74%)	11 (22%)	1 (2%)	1(1%)	3
	FT	90	VG	35 (70%)	12 (24%)	2(4%)	1(1%)	
Opening activity	MT	90	VG	35 (70%)	13 (26%)	2 (4%)	0(0%)	2
	FT	88	VG	34 (68%)	12 (24%)	3 (6%)	1(1%)	
questioning	MT	89	VG	38 (76%)	11 (22%)	1 (2%)	0(0%)	9
	FT	80	VG	30 (60%)	16 (32%)	4 (8%)	0(0%)	
Variation in learning	MT	72	VG	30 (60%)	14 (28%)	4 (8%)	2(4)	-6
	FT	78	VG	37 (74%)	11 (22%)	1 (2%)	1(1%)	
Explanation and Presentation Clarity	MT	95	VG	38 (76%)	10 (20%)	2 (4%)	0(0%)	7
	FT	88	VG	29 (58%)	11 (22%)	6(12%)	4(4%)	
Class management	MT	78	VG	27 (54%)	13 (26%)	6(12%)	4(8%)	-7
	FT	85	VG	29 (58%)	11 (22%)	6(12%)	4(8%)	

Closing activity	MT	86	VG	28 (56%)	12 (24%)	7(14 (6%)	3	4
	FT	82	VG	26 (52%)	14 (28%)	7(14 (6%)	3	
Time and topics accuracy	MT	88	VG	28 (56%)	12 (24%)	8(16 (4%)	2	8
	FT	80	VG	26 (52%)	14 (28%)	7(14 (6%)	3	
Totality	MT	85	VG	29 (58%)	11 (22%)	6(12 (8%)	4	10
	FT	75	good	25 (50%)	15 (30%)	7(14 (6%)	3	

Description: G (gender) MT (male teachers), FT (female teachers), VG (very good), G (good), B (bad), and VB (very bad), D (description)

The table shows that 74% of the students said that the male lecturer made an excellent preparation in teaching English, 22% of the students said that lecturer made a proper preparation in teaching English, and 2% of the students said that the male lecturer made an inadequate preparation in teaching English and the last, 1% of the students said that a male lecturer made a poor teaching preparation. While 70% of the students said that the female lecturer made an excellent teaching preparation, 24% of the students said that female lecturer made proper teaching preparation, 4% of the students said that female lecturer made an inadequate teaching preparation and the rest, 1% of the students said that female lecturer made a poor teaching preparation.

There are 70% of the students said that the male lecturer made an excellent opening activity in teaching English, 26% of the students said that lecturer made a good opening activity in teaching English, and 4% of the students said that the male lecturer made a weak opening activity in teaching English. The last, 0% of the students said that a male lecturer made a weak teaching opening activity. While 68% of the students said that the female lecturer made an excellent opening activity in teaching English, 24% of the students said that female lecturer made good opening activity in teaching English, 6% of the students said that female lecturer

made weak opening activity in teaching English and the rest, 1% of the students said that female lecturer made a weak opening activity in teaching English.

There are 76% of the students said that the male lecturer made an excellent questioning in teaching English, 22% of the students said that lecturer made a good questioning in teaching English, and 6% of the students said that the male lecturer made a wrong questioning in teaching English and the last, 0% of the students said that a male lecturer made a very bad questioning in teaching English. While 68% of the students said that the female lecturer made an excellent questioning in teaching English, 24% of the students said that female lecturer made good teaching questioning, 6% of the students said that female lecturer made a wrong questioning in teaching English and the rest, 1% of the students said that female lecturer made a very bad questioning in teaching English.

There are 60% of the students said that the male lecturer made a significant variation in learning in teaching English, 28% of the students said that lecturer made a unique variation in learning in teaching English, and 8% of the students said that the male lecturer made a bad variation in learning in teaching English. The last, 4% of the students said that a male lecturer made a weak variation in learning in teaching English. While 74% of the students said that the female lecturer made a significant variation in learning in teaching English, 22% of the students said that female lecturer made good teaching variation in learning, 2% of the students said that female lecturer made a bad variation in learning in teaching English and the rest, 1% of the students said that female lecturer made poor variation in learning in teaching English.

There are 76% of the students said that the male lecturer made an excellent explanation and presentation in teaching English, 20% of the students said that lecturer made a good explanation and presentation in teaching English, and 4% of the students said that the male lecturer made a lousy explanation and presentation in teaching English and the last, 0% of the students said that a male lecturer made a weak explanation and presentation in teaching English. At the same time, 58% of the students said that the female lecturer made an excellent explanation and presentation in teaching English, 22% of the students said that female lecturer made good teaching explanation and presentation, 12% of the students said that female lecturer made an inadequate explanation and presentation in teaching English and the rest, 8% of the students said that female lecturer made inadequate explanation and presentation in teaching English.

There are 54% of the students said that the male lecturer made excellent class management in teaching English, 26% of the students said that lecturer made proper class management in teaching English, and 12% of the students said that the male lecturer made bad class

management in teaching English and the last, 8% of the students said that a male lecturer made poor class management in teaching English. While 58% of the students said that the female lecturer made excellent class management in teaching English, 22% of the students said that female lecturer made proper teaching class management, 12% of the students said that female lecturer made bad class management in teaching English and the rest, 8% of the students said that female lecturer made poor class management in teaching English.

There are 56% of the students said that the male lecturer made an excellent closing activity in teaching English, 24% of the students said that lecturer made an excellent closing activity in teaching English, and 14% of the students said that the male lecturer made a weak closing activity in teaching English. The last, 6% of the students said that a male lecturer made a weak closing activity in teaching English. While 52% of the students said that the female lecturer made an excellent closing activity in teaching English, 28% of the students said that female lecturer made good teaching closing activity, 12% of the students said that female lecturer made a weak closing activity in teaching English and the rest, 6% of the students said that female lecturer made a poor closing activity in teaching English.

There are 56% of the students said that the male lecturer has a perfect time and topics accuracy in teaching English, 24% of the students said that lecturer has a good time and topics accuracy in teaching English, and 16% of the students said that the male lecturer has a lousy time and topics accuracy in teaching English and the last, 4% of the students said that a male lecturer has a poor time and topics accuracy in teaching English. In contrast, 52% of the students said that the female lecturer has a perfect time and topics accuracy in teaching English, 28% of the students said that female lecturer has good teaching time. Topics accuracy, 14% of the students said that female lecturer has a poor time, and topics accuracy in teaching English and the rest, 6% of the students said that female lecturer has poor time and topics accuracy in teaching English.

There are 58% of the students said that the male lecturer has a perfect totality in teaching English, 22% of the students said that lecturer has a good totality in teaching English, and 12% of the students said that the male lecturer has a bad totality in teaching English and the last, 8% of the students said that a male lecturer has a very bad totality in teaching English. While 50% of the students said that the female lecturer has a perfect totality in teaching English, 30% of the students said that female lecturer has good teaching totality, 14% of the students said that female lecturer has a bad totality in teaching English and the rest, 6% of the students said that female lecturer has a very bad totality in teaching English.

To make the comparison of female and male English lecturers' working performance more understandable, look at the following diagrams:

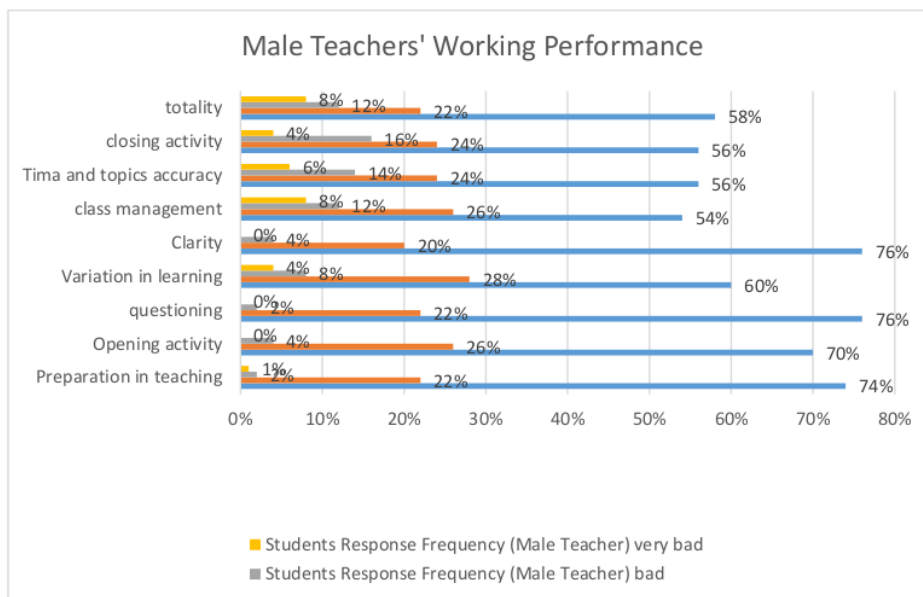


Diagram 1. Male Lecturers' Working Performance

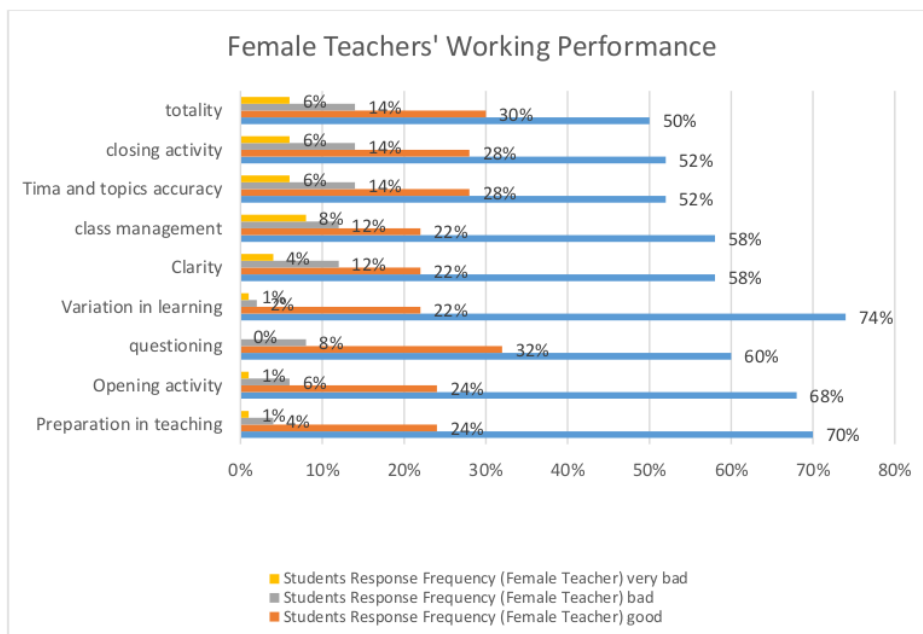


Diagram 2. Female Lecturers' Working Performance

From the diagrams above, it can be concluded that: a) in terms of preparing teaching material, and male English lecturers are more thorough and organized than female English lecturers. The male English lecturer is superior in terms of preparing the lesson plan program that is sourced from the syllabus, adjusted to the abilities of students, includes the form of assessment procedures used, determine the time allocation for each part of the lesson; b) English lecturers both male and female can open lessons in an excellent way because they do greetings, pray, checking the attendance, reviewing the last lesson, explained the standard competence objectives, explained the primary competence objective and warm up before the lesson starts; c) English lecturer encourage the students to ask questions and to express an opinion about the material delivered by the lecturer; d) female English lecturer can do more significant variation in learning than male English lecturers. Empirical evidence, if there are incomplete facilities and infrastructure, the lecturer looks for alternative ways to deliver the material to be taught. Female lecturers are also able to modify tools if school equipment is inadequate, modify rules if actual rules cannot be applied. Submission of the material provided is based on the sourcebook and provide explanations and practice all material to be taught; e) male and female English lecturers can explain material in a loud and clear voice, easily understood by students; f) the classroom management of female English lecturers is much better than male English lecturer; g) male English lecturer has a better ability to end the class compared to female English lecturers because the male English lecturer provides remedial for students who get low average grades, correcting student mistake is done individually, and conducting a post-test at the end of the class; and h) male English lecturer is better in managing time and material compared to female English lecturer.

Conclusion

Based on the results of research and discussion, then conclusions are drawn, that there is no difference in the quality of female and male English lecturer competence (in terms of personality, pedagogical, social, professionalism) in learning to teach English. Nevertheless, in terms of working performances in teaching English, there are significant differences between female and male English lecturer. The working performance of male English lecturer is better than female lecturers in terms of learning planning, asking questions, learning variations and ending the class. So, it is suggested that there should be better management on organizing the human resources that should be improved by the university in terms of improving the working performance of the female English lecturers by giving training,

attending conferences, or attending workshops that might improve their working performances.

Pedagogical Implication

This research gives theoretical and practical significances. Theoretically, this research contributes to the development of teaching English theories that are proven scientifically. Practically, this research contributes to the lecturers' development to improve their competences and working performances. Besides, the result of this research also encourages the universities to improve their English lecturers' ability by facilitating them to attend the training, conferences, and workshops.

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