

Critical Review of Lecturers' Attitudes towards Quality of Teaching and Learning in Malaysian Public Universities

Devi Priya Murgan^{1*}, M.I. Rohayati¹

¹ National Higher Education Research Institute, Universiti Sains Malaysia, 11900 Penang, Malaysia

* Corresponding Author: dvipriyaa20@student.usm.my

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Abstract: *This literature review aims to investigate how lecturers' attitudes impact the quality of teaching and learning in public universities in Malaysia. It provides the insights on understanding the relationship between lecturers' attitudes (responsiveness, professionalism, and accountability) and their influence on quality (effectiveness, efficiency, and productivity). The study addresses issues such as limited curriculum development, ineffective monitoring of curriculum activities, job stress among academic staff, and the perception that public universities are less favourable compared to private institutions. Analysis of studies reveals that lecturers' attitudes such as responsiveness, professionalism and accountability significantly impact teaching and learning quality by lecturers. Positive attitudes are associated with improved effectiveness, efficiency, and productivity. The review identifies various dimensions in which these attitudes affect quality and highlights the need for further exploration of these relationships. This review involved analysing 28 peer-reviewed journal articles related to lecturers' attitudes and quality measures. While not all studies focused specifically on public universities in Malaysia, the selected literature was relevant to the study's themes. To improve teaching and learning quality, public universities should focus on enhancing lecturers' attitudes, particularly in responsiveness, professionalism, and accountability. Further research is recommended to explore these dimensions more specifically within the context of public universities in Malaysia.*

Keywords: Lecturers' Attitudes, Quality, Teaching and Learning, Public Universities, Literature review

1. Introduction

Higher education is crucial globally, as it offers the advanced knowledge and skills of tertiary education necessary for cognitive, social, and emotional development. The quality of education at this level is vital, influencing not only individual success but also professional growth. Lecturers are the heart of this educational process as they are responsible for providing high quality education that prepares students for the demands of a technology driven world. The Ministry of Education in Malaysia has worked significantly with many efforts to make higher education more quality. There are 20 public universities in Malaysia According to Malaysian Qualification Agency (MQA) as of July 24, 2024, present Malaysia as a top spot for higher education in Asia. Public Universities play an important role in creating knowledgeable individuals who contribute across various sectors. According to Opatha (2020), universities influence the intellectual development process via teaching; it enables students to gain

knowledge, skills and attitudes. Lecturers are central to student success and the advancements of society. Positive lecturer attitudes are integral to enhancing the quality of education (Selvanathan et al., 2017). Lecturers' attitudes include how they act, the effort they put in, and how they teach, which all influence how students grow and learn. Their attitudes are a significant and can make a real difference in education (Robertson et al., 2007; Ferguson et al., 2007;). Tella (2008) stated, not having right qualifications can negatively impacts teaching. Noori et al. (2020) suggest that a positive and enthusiastic lecturer role encourages student engagement, leading to improved grades and some professors becoming role models. Narimawati (2005) emphasizes that enhancing lecturer quality is pivotal for higher education improvement, fostering motivation, job satisfaction, and institutional dedication. Evertson et al. (1985) highlight the lack of a widespread agreement on lecturer qualifications as a barrier to maintaining quality education. Organizational performance criteria include efficiency, effectiveness, and productivity (Azar et al., 2013). Lecturers are deemed high-quality when they effectively, efficiently, and productively advance pedagogy, combining these aspects for comprehensive assessment (Azadi et al., 2015). The attitudes of lecturers such as their responsiveness, professionalism and accountability are important in determining their effectiveness, efficiency and productivity of the teaching-learning in public universities in Malaysia. Lecturers who are responsive boost their effectiveness by focusing and ensuring students' participation and their needs with good engagement and communication timely, enhance efficiency through adapted teaching and learning strategies according to real-time feedback, and build up the productivity by helping students with tailored guidance and consistent support to achieve better academic outcomes. Similarly, Professional lecturers develop their effectiveness by providing lesson that structured and well-prepared, boost efficiency by ensuring minimal resources usage to provide high quality education. and improve productivity by cultivating a disciplined and goal-oriented learning atmosphere that boost student's achievement. Lecturers who are accountable regularly assessing and refining their teaching methods can influence their effectiveness, ensuring that educational goals are met on time can enhance efficiency, and by tracking progress and making necessary adjustments to support student success can increase productivity. Despite the identified importance of lecturers' attitudes and their quality relationship in teaching and learning in public universities in Malaysia, there is a gap in the existing literature. Most studies focus generally on lecturers' attitudes and quality without split into the specific dimensions of responsiveness, professionalism, and accountability as attitudes, or their effects on effectiveness, efficiency, and productivity as quality. This review aims to address these gaps by examining how specific lecturers' attitudes such as responsiveness, professionalism, and accountability impact their quality of teaching and learning in public universities in Malaysia. While this review explored various studies, some are relevant to our research variables directly and indirectly, as many do not comprehend deeply into these specific variables' dimensions. By reviewing these studies and aligning their findings to our study variables, this review provides a more detailed understanding of lecturers' attitudes and quality relationship. The primary objective of this study is to determine the relationship between lecturers' attitudes (responsiveness, professionalism, and accountability) and lecturers' quality (effectiveness, efficiency, and productivity) in research universities in Malaysia. The study seeks to answer three key questions: how lecturers' attitude (responsiveness, professionalism, and accountability) of public universities in Malaysia influence their effectiveness; how lecturers' attitude (responsiveness, professionalism, and accountability) of public universities in Malaysia influence their efficiency; how lecturers' attitude (responsiveness, professionalism, and accountability) of public universities in Malaysia influence their productivity. Addressing these questions is vital, as public universities in Malaysia continue to face challenges such as limited curriculum expansion, insufficient supervision of academic activities, and the perception that

they are less favourable compared to private institutions. In light of these challenges, understanding how lecturers' attitudes contribute to their quality of teaching and learning is vital. This study not only contributes to the academic discourse on lecturers' attitudes but also has practical implications. Insights gained from this research can inform lecturers training programs, guide public university administrators in developing support systems for educators, and help policymakers design interventions aimed at improving the quality of higher education. The structure of this article is as follows: The next section outlines the study's methodology, followed by findings and discussion which includes conceptual framework and a review of relevant literature and the. The results and discussion section synthesizes the findings, and the article concludes with key insights and recommendations for future research and practice.

2. Methodology

In this review paper, 28 peer-reviewed journal articles that focus on lecturers' attitudes and quality were examined and analysed to align the findings with this study. These past studies were selected based on their core themes relevant to this study, namely the impact of lecturers' attitudes such as responsiveness, professionalism, and accountability on lecturers' quality dimensions such as effectiveness, efficiency, and productivity. A systematic search for relevant literature was conducted using academic databases like Google Scholar, ResearchGate, ScienceDirect, MyCite, and Scopus that focused on peer-reviewed journal articles published between 2018 and 2024. The search terms employed included keywords and phrases such as 'Lecturers' Attitudes,' 'Lecturers' Quality of Teaching and Learning,' 'Lecturers' Quality in Public Universities in Malaysia,' 'Lecturers' Responsiveness,' 'Lecturers' Professionalism,' 'Lecturers' Accountability,' 'Lecturers' Effectiveness,' 'Lecturers' Efficiency,' and 'Lecturers' Productivity.' It should be noted that although the focus of this review is on public universities in Malaysia, not all selected articles exclusively describe studies within this context. However, the insights gained from those studies could inform elements of research themes and necessary models to better understand how lecturers' attitudes translate into their quality of teaching and learning in public universities.

3. Findings and Discussion

The lecturers' attitudes (responsiveness, professionalism and accountability) impact their quality of teaching and learning in Public Universities in Malaysia. This literature review synthesises previous research findings on these themes.

3.1 Conceptual Framework

The conceptual framework for this systematic review is formed around two main dimensions; Lecturers' Attitudes and Lecturers Quality in Malaysian public universities. Hence, this framework analyses the interrelationships between various aspects of lecturers' attitudes namely, responsiveness, professionalism, and accountability and how these attitudes impact lecturers' quality, measured through effectiveness, efficiency, and productivity. Responsiveness refers to the ability and willingness of lecturers to engage with students' needs, adapt to different learning styles, and provide timely feedback. It is crucial in creating an interactive and supportive learning environment that can enhance students' academic performance. In online settings, responsiveness is characterized by availability, accessibility, and flexibility, which students perceive as acts of kindness (Levenberg, 2023). Studies by Byrd (2016) and Tanase (2020) show that culturally responsive practices positively impact academic success and student engagement (Cuffee, 2020; Okoye-Johnson, 2011). Culturally responsive teaching ensures that all students have a fair and equal educational experience (Cuffee, 2020).

Professionalism encompasses adherence to ethical standards, commitment to continuous improvement, and the ability to maintain constructive relationships with students and colleagues. Lecturer professionalism is crucial for enhancing the quality of higher education and developing human resources (Purba, 2021; Novika, 2020). Professionalism involves effective teaching preparation, continuous self-improvement, and collaboration with colleagues (Purba, 2021). However, many lecturers lack professional skills, and various factors such as government policies and university conditions influence professionalism (Novika, 2020). Improving lecturer professionalism is essential for strengthening national competitiveness and ensuring quality education in higher learning institutions (Rahmah & Fadhli, 2021; Prasetyo et al., 2022). Accountability involves a lecturer's responsibility for their teaching outcomes, including the effectiveness of their teaching methods and the academic success of their students. It also includes transparency in assessment and evaluation processes. School accountability can positively impact learning outcomes, though its effectiveness is context-dependent (Ordofa & Asgedom, 2022). The roles of lecturers have expanded beyond teaching to include research, innovation, and industry collaboration, forming a quadrant model of responsibilities (Rahmat, 2021). This multifaceted responsibility requires a reevaluation of lecturer accountability to ensure effective teaching and learning outcomes. Effectiveness is measured by the extent to which lecturers achieve desired educational outcomes, such as student understanding, retention, and application of knowledge. It is closely linked to how well lecturers plan and deliver their lessons and engage students in the learning process. Key factors influencing teaching effectiveness include lecturers' abilities, course characteristics, and teaching methods (Sahudin, 2021). Effective teachers can be evaluated through various methods, including supervisors' ratings, student evaluations, and peer reviews. Effective teaching has a significant impact on student learning outcomes (Fauzi & Johan, 2024). Efficiency relates to the optimal use of resources such as time, materials, and effort—to achieve educational goals. An efficient lecturer can deliver high-quality education while minimizing wasted resources, thus maximizing productivity. Efficiency is closely connected with effectiveness and involves achieving objectives with optimal resource utilization (Daskalaki et al., 2020; Alkaf et al., 2021). Efficient teaching positively influences students' educational experiences and satisfaction. Productivity is defined by the lecturer's ability to produce measurable educational outcomes within a given time frame. It encompasses both the quantity and quality of outputs, such as research publications, student performance, and contributions to the academic community. Lecturer productivity in teaching and learning includes roles beyond teaching, such as research and industry collaboration (Hadry Harahap et al., 2020; Rahmat, 2021). Productivity is also influenced by individual professionalism and contributes to organizational productivity (Suhardi et al., 2020; Musharianto & Aditya, 2022). Responsiveness, which involves adapting to students' needs and providing timely feedback, significantly enhances teaching effectiveness. By being responsive, lecturers can better engage with students, thereby improving their learning outcomes. Research indicates that lecturers' expertise and their ability to cater to diverse learning needs positively influence student motivation and learning achievements. Baber (2020) found that responsive teaching practices lead to higher student engagement and better academic performance. Similarly, Opatha (2020) supported this view, demonstrating that responsiveness in teaching methods boosts students' motivation and contributes to their success. Effective teaching methods that address students' needs and adapt to their learning styles enhance their understanding of the course material. Saxena et al. (2021) observed that responsive teaching practices significantly improve students' comprehension and interaction with the material. Patras and Hidayat (2020) also noted that responsiveness in teaching boosts students' receptiveness and fosters better engagement with instructors. This interaction not only helps in clarifying course content but also motivates students to actively participate in the learning process, thereby enhancing overall effectiveness.

Professionalism in teaching is crucial for ensuring that educational practices are well-prepared, ethical, and foster a structured and respectful learning environment. This dedication to professionalism positively impacts teaching effectiveness. Prasetyo et al. (2022) found that enhancing the professional competency of lecturers in higher education institutions significantly improves both institutional effectiveness and the quality of graduates. Their research underscores the importance of professionalism in creating an effective educational environment. Similarly, studies by Bashori, and Husaini highlight the benefits of improving lecturers' professional skills. Bashori et al. (2020) and Husaini (2021) indicate that better professional skills among lecturers lead to higher quality graduates and improved effectiveness in higher education settings. Their findings suggest that a commitment to professionalism enhances teaching quality, which in turn contributes to better educational outcomes and institutional success. Accountability plays a crucial role in achieving clear educational outcomes by ensuring transparency and fairness in teaching practices. It drives lecturers to be more diligent in their responsibilities, which can enhance teaching effectiveness. Recent studies have highlighted both positive and negative aspects of accountability in higher education. Al-Abri et al. (2023) and Ordofa & Asgedom (2022) found that accountability can improve administrative systems and student performance, thereby enhancing teaching effectiveness. These studies indicate that when lecturers are held accountable, it can lead to more structured and transparent teaching processes, which positively impact learning outcomes. However, excessive accountability can also have adverse effects. Al-Abri et al. (2023) noted that high levels of accountability might lead to increased stress and tension among educators. This stress can, in turn, negatively affect their teaching performance and overall effectiveness. Therefore, while accountability is important for maintaining high standards, it must be balanced to avoid undue pressure on educators. Responsiveness in teaching is crucial for optimizing the use of resources and enhancing efficiency. By tailoring teaching methods to meet students' needs, responsiveness helps minimize wasted time and effort. This aspect of teaching has become increasingly significant in online learning environments. Recent research has explored how lecturers' responsiveness influences teaching efficiency, particularly during the COVID-19 pandemic. Koh & Daniel (2022) examined various strategies employed by lecturers to maintain educational continuity, such as providing asynchronous resources and utilizing online engagement techniques. Their study highlights the importance of responsiveness in adapting teaching methods to meet evolving student needs effectively. Ranadewa et al. (2021) identified several factors that affect online learning efficiency, including academic issues, accessibility, technological skills, and lecturer commitment. Their findings underscore the impact of these factors on learner satisfaction and engagement. The research suggests that to enhance teaching efficiency, lecturers need to develop adaptable online teaching competencies, and educational institutions must address the associated challenges in online learning environments. Professionalism in teaching ensures that educational practices are well-organized and focused, which contributes significantly to the efficient use of resources. A lecturer's professionalism can greatly influence the overall efficiency within an educational setting. Prasetyo et al. (2022) found that professionalism is a critical factor in shaping organizational efficiency. Their research highlights that professional behavior not only impacts the internal workings of an organization but also enhances its overall efficiency. Additionally, Hidayati & Siswati (2018) demonstrated a positive correlation between lecturer professionalism and students' academic self-efficacy, accounting for 7.3% of this factor. This correlation underscores the role of professionalism in boosting student confidence and engagement, which in turn contributes to more efficient teaching and learning processes. Accountability in teaching plays a crucial role in motivating lecturers to manage resources wisely and effectively, thereby achieving educational goals with minimal waste. It ensures that educational processes are transparent and that lecturers are responsible for their resource utilization. Ricardo (2022) highlights that

accountability, when combined with responsiveness and efficiency, contributes to effective corporate governance within organizational settings. This link underscores the importance of accountability in fostering a well-managed and efficient educational environment, where resources are optimally utilized to meet academic objectives. The relationship between lecturers' attitudes and productivity pertains to the quantity and timeliness of educational outputs. Responsiveness enhances productivity by facilitating timely and relevant responses to students' needs. Lecturers who demonstrate attributes such as knowledge, competency, motivation, responsiveness, and clear communication significantly boost student satisfaction (Maulana & Arli, 2022). By addressing students' queries effectively and adapting their teaching methods to meet students' evolving needs, responsive lecturers contribute to more productive educational outcomes. Professionalism ensures consistent, high-quality teaching and academic contributions, thereby sustaining productivity over time. Research by Suhardi et al. (2020) highlights a highly significant and positive correlation between lecturers' commitment to their profession and their level of productivity. Similarly, Parameswari et al. (2020) found that professionalism significantly influences work productivity, with their study emphasizing the impact of professionalism on productivity in various organizational settings. Musharianto and Aditya (2022) also emphasize that professionalism among lecturers enhances student satisfaction, further contributing to overall productivity. Accountability drives lecturers to achieve tangible outcomes, such as improved student performance and increased research outputs, within a specified timeframe. According to O'Mahony (2020), there is a growing need for credible productivity measurements to assess institutional accountability in higher education. This focus on accountability ensures that lecturers meet educational goals efficiently, aligning their efforts with institutional standards and expectations.

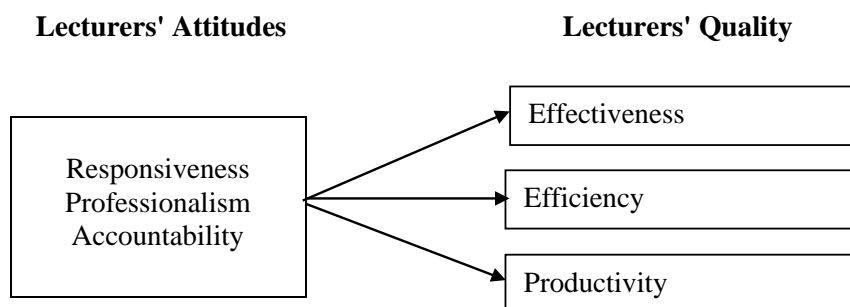


Figure 1: Conceptual Framework

3.2 Review of Literature

i. Analysis on Relationship between Lecturers' Attitudes (responsiveness, professionalism and accountability) and Effectiveness of Teaching and Learning

a) The Impact of Lecturers' Responsiveness on Their Effectiveness

In Malaysia, lecturers' responsiveness is one of the most fundamental attitudes in teaching that contributes to high-quality teaching effectiveness and work performance at public universities. Responsiveness refers to the ability of lecturers in responding and adapting their instructions towards students' needs, feedback or challenges. This principal touches on teaching effectiveness since it impacts student engagement and learning experiences. Munna and Kalam (2021) in the article 'Teaching and Learning Process to Improve Teaching Effectiveness: Literature Review,' they examined on impacts of instructional communication and academic service quality on student interest. The findings revealed that effective communication positively affects student interest, indirectly reflecting teaching effectiveness. Although it emphasizes the importance of feedback and communication of lecturers, its findings do not explore how lecturers' responsiveness in public universities (specifically Malaysian) impacts teaching effectiveness. This gap in understanding exposes a very important factor which is the

direct effect of responsiveness on their effectiveness. In a study of Molyanti and Sunarto (2020), for example, they explored the effects of instructional communication and academic service quality on student interest to study titled of "The Influence of Lecturer Instructional Communication, Academic Service Quality, And Higher Education Reputation on Student Study Interest." In addition, they also noted that it appears effective communication is positively related with student interest and can implicitly help to reflect on teaching effectiveness. The study does not directly measure responsiveness though it picks up on correlates of such as communication strategies. This article, Lecturer Responsiveness in Online Learning – Availability, Accessibility and Flexibility: A Matter of Kindness by Levenberg (2022), focuses on the role kindness or a similar characteristic like responsiveness plays concerning students' learning experience within online contexts. Availability, accessibility and flexibility are important in the student satisfaction in the concept of responsiveness. While it suggests kindness more than anything, this kind of activity can also strengthen the ability to learning with better in teaching-learning effectiveness. Nevertheless, the study was limited because it only considered online contexts and not traditional physical classrooms. In a way, these studies collectively point to the significance of responsiveness but they merely touch briefly on its effect towards effectiveness in teaching at Malaysian public universities. Further research is needed to explicitly measure how responsiveness impacts teaching effectiveness across various academic settings.

b) Lecturers' Professionalism influence on their Teaching Effectiveness

Professionalism: such as the professionalism of expertise, enthusiasm and continuous pedagogical practices are significant in promoting effective teaching. Therefore, understanding the impact of professionalism in lecturers on teaching effectiveness is crucial for improving and developing both lecturers themselves as well as their institutions especially public universities in Malaysia. In a study by Yan (2023) on "Improving Teaching Effectiveness in Higher Education," it was found that both pedagogical skills and the enthusiasm of effective university lecturers explain their teaching effectiveness. Even though the study serves to highlight characteristics that professionalism exhibit, it does not necessarily investigate into what constitutes an effective higher learning institution in Malaysia — public ones alike. This reflects a gap in understanding how professional traits of the individual relate to effectiveness at teaching. Sahudin et al. (2023) in "Effectiveness of Undergraduate Engineering Programmes" review factors affecting teaching effectiveness, including lecturers' abilities and teaching methods. This paper found that the professionalism can be thought of regarding expertise and pedagogical capacity. However, it does not measure the relationship between professionalism and effectiveness as directly, dealing with more general aspects of performance but limiting particular dimensions of professionalism. The research 'Teaching Effectiveness: A University Students' Perspective', explored the perceptions of students towards teacher professionalism, conducted by Ajmal, Durrani, and Mohammad (2020). They discovered that students appreciate the good subject knowledge and effective classroom management. Yet the study speaks to perceptions of professional characteristics rather than directly accounting for how these factors correlate with teaching effectiveness. As a result, we have limited understanding of how the perceived professionalism ultimately manifests in their real effectiveness. Prasetyo, Ilham dan Asvio (2023) targeted to examine lecturers professionalism in organizational effectiveness by using a qualitative approach is interviews, observation and documentation. According to the study, lecturer professionalism—knowledge and skills as well as attitudes is a significant predictor of education quality and university performance. Key themes that emerged from the research included both good HR governance and maintaining resource standards, particularly seen as important for enhancing lecturer effectiveness leading to an enhanced overall educational quality. This work underscores that

faculty professionalism is central to the improvement of outcomes and organizational effectiveness. It underscores that targeted professional development and good management are required to improve teaching quality and institutional performance. Further research across different educational settings could provide a broader understanding of how professionalism impacts teaching effectiveness. While existing studies explore professionalism-related traits, there is a need for direct measurement of how professionalism influences teaching effectiveness, particularly in Malaysian public universities.

c) Lecturers' Accountability influence on their Effectiveness

Lecturers' accountability impacts teaching effectiveness by impacting their pedagogic competencies and management practices. Understanding this relationship is important for improving educational quality. Research by Sahidin et al. (2022) titled "The Effect of Lecturers' Pedagogic Competency on Accountability of Management in Islamic Religious Higher Education" investigate how pedagogic competencies affect management accountability. The study revealed that greater pedagogic competencies are connected to higher accountability in educational management. This emphasizes a link between teaching practices and accountability but focuses on Islamic religious institutions, limiting broader applicability. A study by Ruslim et al. (2020) titled "The Correlation Between Teaching Evaluation and Lecturers' Performances" research the relationship between teaching evaluations and lecturers' performance. The study found no significant correlation, highlighting potential issues with traditional evaluation methods. This revealed that current evaluation systems may not effectively measure or enhance teaching effectiveness. Furthermore, Bothma and Rossouw (2019) in "The Accountability and Professional Security of the South African Higher Education Lecturer" explore how accountability and professional security impact teaching performance. The study underscore that clear accountability frameworks contribute to effective teaching practices. Although focused on South Africa, it gives insights into how accountability perceptions can influence teaching effectiveness. The studies reveal issues with traditional evaluation methods and the need for more reliable systems to assess teaching effectiveness. Further research could explore how different accountability frameworks impact teaching effectiveness across various contexts.

ii. Analysis on Relationship between Lecturers' Attitudes (responsiveness, professionalism and accountability) and Efficiency of Teaching and Learning

a) Lecturers' Responsiveness influence on their Efficiency

When we say that teaching is responsive, this means receiving information about what learners need/have already learned and adjusting accordingly to provide an optimal learning experience. Lecturers can enhance their teaching efficiency by adjusting the strategies in accordance to what they hear from students, when responding effectively. Through this flexibility, it eliminates the necessity of repeated lessons and enhances resource utilization thereby resulting in better educational performance. Kim et al. (2024) investigated this relationship in their study 'Promoting Culturally Responsive Teaching in Online Learning: Experiences and Challenges for Instructors and Students in Higher Education. Research from 30 faculty members and 30 students found that culturally responsive teaching (CRT) may improve teaching efficiency by better catering to various student needs. Study findings included examples of successful CRT strategies and the difficulties encountered such as minimal faculty training, technology challenges. Although this study fills an important void in the literature and provides foundational knowledge of how responsiveness increases efficiency, it is qualitative-based responses from just one institution. The potential effect of CRT on efficiency was furthermore not measured; this extended knowledge could have given a concrete answer to the issue. Similarly, Kim et al. (2021) study, 'Responsive Teaching in Online Learning Environments'

examined the impact of specialized instructional roles on formative assessment and community building in online courses. This study demonstrated revealed the impact of using dedicated instructional roles to support formative assessment and community building among students taking classes online. This survey indicated that specialized roles such as online learning researchers and instructional managers significantly increased teaching effectiveness and responsiveness. But it stops short of providing quantitative data on how these roles directly relate to teaching efficiency and suffers from being a single institution study. Tang et al. (2020) study, 'Efficiency of Flipped Classroom with Online-Based Teaching under COVID-19,' investigated the effectiveness of combining online and flipped classroom models. The results of the study indicate the integration strategy can also enhance learning outcomes and student engagement having a positive impact on efficacy. However, the study's emphasis on engineering students and its limited examination of variation in lecturer responsiveness may make it less applicable to other contexts.

b) Lecturers' Professionalism influence on their Efficiency

Lecturers' professionalism plays a crucial role in determining the efficiency of teaching practices and overall educational quality in public universities. Professionalism, which included continuous development, adherence to academic standards, and commitment to pedagogical excellence, directly influences teaching efficiency. In institutions where resources and support systems can differ, the role of lecturers as professionals is even more important. Professionalism has shown to improve teaching efficiency among other benefits; it helps in maximizing resource utilization for the better results of students. This relationship is particularly significant in public universities in Malaysia, where understanding how professionalism impacts teaching efficiency can provide insights into enhancing educational quality and addressing challenges faced in diverse academic environments. A study by Kara et al. (2020) titled 'Lecturer Quality in Public Universities in Kenya' identified a strong correlation between lecturers' professional attributes and their instructional practices. The study's findings emphasize how professionalism enhances teaching efficiency. However, its focus on Kenya may limit generalizability to other regions, and it lacks a detailed exploration of strategies for improving instructional efficiency. A study by Ukabi & Enang, (2021) titled 'Professional demands of lecturing job on human capacity development: Implication for raising professional business educators in Nigerian tertiary institutions' highlights the importance of professional development in enhancing lecturers' efficiency. The research underlines the necessity for ongoing professional development across a range of programs to enhance teaching efficiency. Yet, it is predominantly tied to a Nigeria perspective and does not present enough evidence-based claims connecting particular personal development events with real efficiency gain

c) Lecturers' Accountability influence on their Efficiency

In public universities, accountability is an essential component of teaching quality and administrative effectiveness. Lecturers are held accountable for adhering to course requirements, contacting students, and delivering high-quality instruction. This sense of being answerable often makes them plan better, be more regular in their teaching and effective with resources usage. In the context of public universities, where institutional pressures and resource constraints are prevalent, the impact of accountability on teaching efficiency becomes particularly pronounced. Understanding how accountability measures influence lecturers' efficiency can provide valuable insights into improving educational outcomes and optimizing the use of available resources in public higher education settings. This relationship highlights the importance of robust accountability systems in enhancing both teaching performance and overall institutional effectiveness. Shweta Mishra and Satyendra Gupta (2022) conducted a study, titled 'Accountability of Teacher Educators and Students towards Attendance

Assurance,' to explore how accountability affects student attendance and teaching efficiency. The study found that increased accountability for attendance improved student engagement and teaching quality. However, the study's focus on attendance and its limited scope regarding broader accountability measures suggest a need for further research on how comprehensive accountability practices influence teaching efficiency. Muhie et al. (2020) study about, 'Improving Quality of Education by Evaluating the Capacity of Lecturers Using a Web-Based System', developed a web-based system for evaluating lecturers' performance. The study found that this system improved performance monitoring and accountability, which positively affected teaching efficiency. However, it lacks a detailed discussion on how these accountability measures specifically translate into enhanced teaching practices. Mariya and Anwar (2021) study, titled 'Assessment of Lecturer Certification in University' investigated the impact of lecturer certification on teaching efficiency. The SMART (Simple, Modern-More Innovative, Accountable, Responsive, Transparent) certification system positively influenced lecturers' accountability and teaching practices. Lecturers who underwent certification reported improved adherence to professional standards and more effective teaching practices. It aligns with the subtopic of how lecturers' accountability affects their efficiency in teaching and learning by demonstrating that structured accountability measures improve teaching outcomes. This study is relevant as it provides evidence on how accountability through lecturer certification can influence teaching efficiency. Despite its relevance, the study's focus on immediate impacts rather than long-term effects and its emphasis on a single institution may limit its broader applicability.

iii. Analysis on Relationship between Lecturers' Attitudes (responsiveness, professionalism and accountability) and Productivity of Teaching and Learning

a) Responsiveness influence on their Productivity

Responsiveness in teaching means that lecturers in public universities had to improve their line of instruction based on the needs, feedback and diverse learning strategies which can be used for better classroom situation. This flexibility can have a significant impact on both student learning experiences and outcomes. When teaching is responsive, lecturers are using different methods to instruct that will work with students learning in various ways and engaging the standards more for not only achieve better academic results but also a streamlined approach. The study by Seau et al. (2018) titled "A Responsive Pedagogical Initiative for Multimodal Oral Presentation Skills: An Action Research Study," illustrates this relationship. Conducted over 13 weeks with 20 ESL (English as a Second Language) students, the study utilized multimodal tools such as videos, feedback, and collaborative learning to enhance students' presentation skills. The findings revealed that responsive teaching methods positively impacted students' abilities and learning experiences. However, the study primarily focuses on student outcomes rather than directly measuring how lecturers' responsiveness affects their own productivity. Similarly, Falola et al. (2020) explore the impact of institutional support on faculty responsiveness and productivity. Their study finds that research, pedagogical, and technical support initiatives significantly enhance faculty responsiveness. This improved responsiveness is linked to higher research productivity, better knowledge sharing, and greater administrative efficiency. The study highlights that effective support systems are crucial for fostering an environment where faculty can excel and contribute meaningfully. The findings emphasize the value of comprehensive support mechanisms in boosting productivity and suggest that investing in such initiatives can lead to tangible improvements in faculty performance and institutional success. This gap highlights the need for research that directly links lecturers' responsiveness to their productivity, exploring how their adaptability in teaching impacts their effectiveness and efficiency in the classroom.

b) Lecturers' Professionalism influence on their Productivity

Professionalism is more than just competence, education standards and ongoing professional development. Such characteristics are important in that it helps lecturers on the one hand to be more productive, and hence adopt better academic practice leading by improved learning environment for students while at same time ensuring resources deployed were effectively utilized. It effects productivity, through administrative support channels peer collaboration and most importantly it opens up bridge for professional growth. For instance, Encarnacion et al. (2023) in their study, 'Enhancing Teacher Productivity Through Instruction Related Support' assessed the impact of instructional support on productivity in Trinidad, Bohol. The results showed that better administrative and peer support, as well as professional development, contributed to better teaching practices and output. Thus, although the study provides useful findings it has limitations with respect to its geographical focus and how particular types of support practices might drive specific productivity metrics. Also, the study has stressed on support mechanisms but it does not delve into how these supports benefit lecturers in terms of a quantifiable productivity. Future research could address these gaps by providing a more detailed analysis of how different support systems specifically affect productivity outcomes. Further, A study by Novika (2021), 'Building a Professionalism a Lecturer Strengthening the Competitiveness of the Nation' examine the role of professionalism in enhancing productivity. The study identifies key factors such as competence, academic climate, and infrastructure as essential for boosting lecturer productivity. Although the study provides a framework for understanding the link between professionalism and productivity, it places less emphasis on the role of individual initiative in professional growth. Additionally, the proposed strategies for enhancing professionalism need further empirical validation. Future research should focus on exploring how individual contributions to professional development impact productivity and provide more evidence on the effectiveness of the proposed strategies. Lastly, the study 'The Excellence of Lecturer HR in Increasing Competition in Research-Based Higher Education Services' by Fitria et al. (2023) highlights the impact of enhancing lecturer human resources (HR) on productivity. The research underscores the importance of professional development and research activities in boosting productivity. However, the study lacks a detailed exploration of specific strategies for improving HR and their direct impact on various productivity outcomes. Further research could address these gaps by offering more detailed mechanisms through which enhanced HR practices translate into improved productivity and effectiveness.

c) Lecturers' Accountability influence on their Productivity

Accountability involves lecturers being responsible for their teaching practices, research outputs, and adherence to institutional policies and standards. It plays a crucial role in influencing productivity by ensuring that lecturers maintain high standards in their work and effectively utilize available resources. Accountability in educational settings can enhance productivity by encouraging lecturers to be diligent in their teaching, research, and administrative responsibilities. The study by Ayankola and Busari (2024), titled "Media Resources' Utilisation and Productivity of Lecturers in Public Polytechnics, South-west, Nigeria," investigates how the use of media resources affects lecturers' productivity. The study found a significant positive relationship between the utilization of media resources and productivity, suggesting that responsible use of resources can enhance productivity. However, while the study implies that accountability in resource use is linked to higher productivity, it does not explicitly address the broader concept of accountability. This highlights a gap in the literature, emphasizing the need for research that explores how different dimensions of accountability beyond just resource utilization affect lecturers' productivity in public universities. Future studies should aim to provide a more comprehensive understanding of how accountability impacts productivity by examining various aspects of lecturers' responsibilities

and their direct effects on productivity outcomes. Al-Abri et al. (2023) investigates the relationship between accountability, job satisfaction, and productivity among educators. The study finds that accountability can have a dual impact on teacher performance. On one hand, enhanced accountability mechanisms are linked to improvements in administrative systems and student outcomes, suggesting a positive influence on productivity. On the other hand, the study also highlights potential negative effects, such as increased stress and pressure on teachers, which can adversely affect their job satisfaction and productivity. The findings underscore that while accountability measures can drive improvements in educational performance, they also carry risks that need to be managed. The study emphasizes the importance of balancing accountability measures to maximize their benefits while mitigating negative effects on educators' well-being and effectiveness.

4. Conclusion

This study highlighted the importance of lecturers' attitude towards quality of teaching and learning within public university settings in Malaysian. This research emphasizes lecturers' attitudes in the dimension of responsiveness, professionalism and accountability to present contextually-specific interpretations of how such attitudes may affect their effectiveness, efficiency and productivity. The results have been significantly positive in term of lecturers' attitudes and quality relationship when align with some past studies although most of studies explored different criteria's and in different context. The dimension of lecturers' attitudes and quality that measured in past studies significantly positive relationship and relatable for our study. This review found that lecturers who have these attitudes are necessary in order to educate students who are the future generation. Responsive lecturers will engage and empower students, professional lecturers are key to delivering a consistent high-quality teaching and learning atmosphere and accountable lecturers ensure student success and continuous development. Addressing these attitudes can significantly develop the quality of education, addressing challenges such as curriculum expansion and institutional perceptions by having a much better impact on helping students learn, than by simply expanding curriculum and changing institutional perceptions. The insights gained from this study can inform policy-making, lecturer training programs, and institutional practices aimed at fostering a more effective learning environment. However, there is a lack of research addressing these specific dimensions in depth, and specifically examining them in the public universities in Malaysia. Future research should continue to explore these relationships in greater depth, particularly within the context of Malaysian public universities. This will help bridge existing gaps in the literature and provide actionable recommendations for improving teaching quality and educational outcomes.

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