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THE RELATIONSHIP BETWEEN WORK EXPERIENCE AND THE JOB PERFORMANCE OF TECHNICAL LECTURERS. A CONCEPTUAL FRAMEWORK

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ABSTRACT

The challenge of TVET institutions is to gain people's acceptance of the quality of the ecosystem that develops competent graduates who benefit the nation and industry. However, the competencies of teaching staff gain people debate on the reform of improving the qualification of teaching staff. This study presents the idea and relationship between work experience and job performance of technical lecturers in an organisation. It is recommended that more experienced teachers be employed to be more positive on people's acceptance of TVET institutions and work performance. The performance of the lecturers in TVET is important to make the Technical Schools and Colleges in Malaysia select institutions for parents to send their children to and choose the TVET field as a carrier path. This paper discusses the issues of improving TVET lecturers with experience and strategies introduced to overcome the negative perception toward the competencies of technical teaching staff as curriculum relevancy. Based on the literature, this study attemt to find the link of improving the quality of teachers in TVET is related to raising the quality of technical and vocational education and enhance its job performance.

Abstrak:

Cabaran institusi TVET adalah untuk mendapatkan penerimaan rakyat terhadap kualiti ekosistem yang membangunkan graduan kompeten yang memberi manfaat kepada negara dan industri. Walau bagaimanapun, kecekapan kakitangan pengajar mendapat perdebatan orang mengenai pembaharuan meningkatkan kelayakan tenaga pengajar. Kajian ini membentangkan idea dan hubungan antara pengalaman kerja dan prestasi kerja pensyarah teknikal dalam sesebuah organisasi. Adalah disyorkan agar guru-guru yang lebih berpengalaman diambil bekerja untuk menjadi lebih positif terhadap penerimaan orang ramai terhadap institusi TVET dan prestasi kerja. Prestasi pensyarah dalam bidang TVET penting untuk menjadikan Sekolah Teknik dan Kolej di Malaysia memilih institusi untuk ibu bapa menghantar anak-anak mereka dan memilih bidang TVET sebagai laluan pembawa. Kertas kerja ini membincangkan isu-isu peningkatan pensyarah TVET dengan pengalaman dan strategi yang diperkenalkan untuk mengatasi persepsi negatif terhadap kecekapan tenaga pengajar teknikal sebagai relevan kurikulum. Berdasarkan literasi, kajian ini mencari hubungan dalam meningkatkan kualiti guru dalam bidang TVET mempunyai hubungan dengan peningkatan kualiti pendidikan teknikal dan vokasional dan meningkatkan prestasi kerja..

1 Introduction

1.1 Background of the study

Malaysia's Technical Vocational Education and Training (TVET), is an educational and training process with a job directly with a major emphasis on industry practices. It aims to produce a competent workforce in certain areas. The scope of TVET should be based on recognised employment standards, emphasising practical components, psychomotor skills and exposure to training in the industry. The purpose of TVET is to meet the demands of the industry and contribute to economic growth in line with globalisation, a knowledge-based economy, technological advancement and global workforce mobility. TVET, by enabling an industry-led approach, is essential to provide the skilled human capital that the industry needs, primarily to support the transition of the economic sector towards knowledge-based activities, in line with the aspiration of becoming a developed country in 2020. However, to be part of the national agenda, TVET programs face many challenges, such as the governance of TVET, soft skills of graduates, competencies of teaching staff and perceptions towards TVET.

The competencies of teaching staff have become an issue that impacts the future of TVET graduates. To produce good quality TVET teaching staff at the school and college level, the focus is the teachers or lecturers who specialise in their field. The concept of competency is usually applied to define an employee's abilities, skills, behaviours and knowledge, oriented to effective performance in a particular working environment. The effective performance of the employees leads to the achievement of high performance by the organization. Job performance is a motivator that is needed and useful for future career advancement and job market success. In human resources, job performance refers to a person's contribution to achieving an organisation's goals. This word highlights the idea that performance is a conduct attribute. It is a trait combined with various individual behaviours that have occurred over time. Another essential idea is that performance relates to a behaviour's intended value to the organisation.

Many employed teaching staff possessed the necessary technical skills but no more opportunity to undertake professional training. TVET in Malaysia has a shortage of qualified technical and vocational teachers (Mohamad et al., 2009). Most teachers are recruited directly after they graduate from universities and colleges based on their academic qualifications and do not have industrial work experience. At the same time, qualified personnel with work experience are not willing to become teachers due to the unattractive salary scheme. Until today, there was a lack of information on the correlation between work experience and the performance of technical teaching staff.

Work experience has become an important asset in improving teachers' competencies in today's organisation. Employees have been found to assess work experience as the main source of their job competence (Paloniemi, 2006;Tikkanen and Kujala, 2000). Experience teachers are more effective in raising student achievement than their less experienced counterparts. Teachers with experience become increasingly adept at doing other important things – like reducing absences and encouraging students to read for recreational purposes outside the classroom. More experienced teachers often mentor young teachers and help to create and maintain a strong school community. There were many studies on the relationship between teaching experience and performance. However, there was a lack of research on

the correlation between TVET teachers' experience and job performance. This paper investigates the link between work experience and job performance of TVET teachers in Malaysia. This study focused on technical lecturers in MARA 1,313 out of 2,700 lecturers.

1.2 Problem Statement

In Malaysia, industries are an integral part of the TVET (Technical Vocational Education and Training) ecosystem that develops competent graduates who benefit the nation and industry. The main issues and challenges facing TVET in Malaysia are the governance of TVET, the graduates' soft skills, the teaching staff's competencies and perceptions towards TVET (Halik Bassah, N. A. S, 2022). The competencies of teaching staff gain people debate on the reform of improving the qualification of teaching staff. Hanapi et al. (2015) stated that inefficient teaching staff is one of the factors contributing to TVET student unemployment in Malaysia. Mahazani (2015) stated that competence in communication, pedagogical knowledge, and teaching methods affects the quality of TVET instructors in skills training institutions in Malaysia.

Job performance is an important factor in measuring effectiveness and success in an organisation.. Performance is the key differentiator for human capital management and leveraging competitive advantage. The employees valued work experience as the main source of their competence and performance.

Due to the problems, the researcher conducts a study to examine the factors that affect the job performance of technical lecturers in an organisation. This study also will suggest an organisation to improve teaching competencies by enhancing the working experience of technical lecturers.

2 LITERATURE REVIEW

2.1 Work Experience

Work experience is the experience an employee gains while working in a particular job, field, or profession (Guile & Griffiths, 2000). Work experience is the experience an employee gains while working in a particular field or profession. One of the most popular ways of assessing an applicant's suitability for a position has been termed "work experience." The duration of experience in a particular occupation has been defined as work experience. The most popular method was to gauge how much time people had spent working for the same organisation. Seniority was determined by the number of years a lecturer had worked for the organisation and the amount of time they had spent in their previous employment before switching jobs. By contrasting the duties of the old and new positions, inter-job comparability was evaluated (Hunter Jr San Francisco, 2017). In other words, high-complexity job knowledge can be picked up in school, while low-complexity job knowledge is gained through experience. Work experience can provide an opportunity to develop personal, social, and behavioural skills that support personal and organisational learning. This type of "horizontal development" goes far beyond what is usually referred to as "key skill development," since it is not simply concerned with problem-based "know-how."

Individual work experiences are relevant to the goals of organisations (Koopmans et al., 2016). It is correct to determine the effectiveness of maintaining and improving job performance. Work experience is also defined as an important assessment method for evaluating employees' job performance in an organisation. Based on that, the research explored by (Hunter Jr San Francisco, 2017) proves the relationship between work experience (firm experience, unrelated experience, and prior-related work experience) and job performance. The data was collected from 232 respondents, and the objective of this study was to find the factors of work experience that influence job performance among full-time employees in the United States. The respondents were asked to respond to questionnaires using a 5-point Likert scale. The finding shows that all the work experiences (firm experience, unrelated experience, and prior-related work experience) were positively correlated.

The study by (Obadiah, 2018), defined the relationship between a manager's work experience and job performance in the long run. The data was distributed among 125 samples of management in the hospital and the response was analysed using SPSS version 16.0. The results show a significant relationship between years of experience and vision creation in an organisation. Designing appropriate work experiences will give good steps and direction to job performance.

2.2 Job Performance

Performance is the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost, and speed that contribute to the achievement of a goal or set of goals within a position, role, or organisation. Employee knowledge, skills, abilities, and attitudes can be used to analyse performance based on current and future tasks that match organisational expectations (Nagarajah et al., 2021).

An excellent organisational culture is measured by good performance. An organisation's recruitment and retention in MARA can be improved by identifying the elements that affect job performance. Job performance can be measured by using key performance indicators (KPIs) and can be used to assess an individual's performance. KPIs outline the outcomes or results that have been determined to be essential for achieving high performance.

The performance of employees will contribute to achieving objectives and goals in an organisation. The analytic hierarchy process is used to evaluate employees' performance based on quantity and quality of the work; planning and organisation; initiative and commitment; teamwork and cooperation; communication; and external factors (Islam & Rasad, 2005). In line with the Public Service in Malaysia (JPA), a system has been introduced to public sector agencies, including MARA as a user, namely the Human Resources Management Information System (HRMIS), to monitor employees' performance yearly (Shaukat et al., 2015). Activities related to a job that are required of an employee, and how well they are done In an organisational setting, there are different types of resources that are used to enhance the smooth operations of an organisation, such as human capital, money, machinery, and raw materials (Gathungu et al., 2015).

3   METHODOLOGY

3.1   Introduction

This chapter focuses on the techniques and procedures using to analyse the research's data. It includes the design of the study, the demographic and sample, measurements, the design of the questionnaire, the pilot study, data collecting, method, and analytical procedures.

3.2   Research Framework

The conceptual framework shows the relationship between independent variables and dependent variables for this study, as shown in Figure 3. The dependent variable in the job performance becomes a main indicator. Understanding the variables, definitions, and foundations that enable operationalising these constructs will be beneficial in successful application of this model.
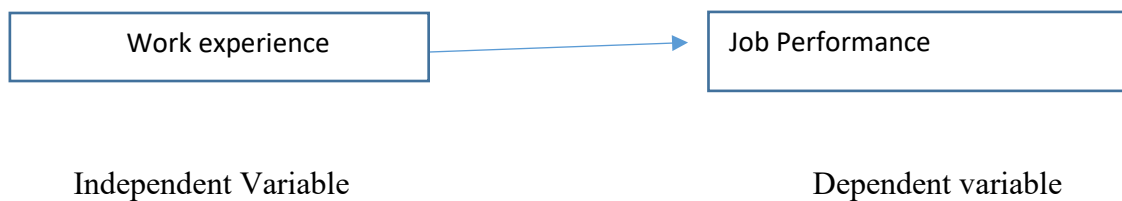
Work experience → Job Performance

Independent Variable   Dependent variable

Figure 3: Theoretical Framework Model

3.2   Hypothesis Development

Based on the independent variable (IV) and dependent variable (DV), there is

H1: There is a positive relationship between work experience and job performance.

3.3   Research Design

Research design is the framework for a study and the technique chosen by the researcher as a guide for data collection and analysis. Research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in the analysis, keeping in view the objective of the research and the audibility of staff, time and money (Akhtar, 2016). According to (Sekaran & Bougie, 2019) research design is a blueprint or plan for the collection, measurement, and analysis of data, created to answer the research questions. Data were collected using a questionnaire in this study and analysed using a cross-sectional design, which means data were collected at a single point in time. Then, analyse the data to test the hypothesis. See Table 3.1 for reference.

Table 3.1 Layout of the questionnaire

Section	Items
A	This section also includes demographic information on the respondents.
B	The work performance dimensions are covered in this section. 10 items in this section are rated on a five-point Likert scale.
C	The dimensions of job experience are discussed in this section. 10 items make up the five-point Likert scale in this section.

3.4   Operational Definition

Variables	Operational definition	Sources
Work experience	an experience an employee gains while working in a job, particular field or profession.	Guile, D., & Griffiths, T. (n.d.). Learning through work experience.
Job performance	Activities related to a job that is required of an employee, and how well these are done. In an organisational setting, there are different types of resources that are used to enhance the smooth operations of an organisation such as human capital, money, machinery and raw materials	Gathungu, E. W. M., Iravo, M. A., & Namusonge, G. S. (2015). Effect of Promotion Strategies on the Organizational Commitment of Banking Sector Employees in Kenya. IOSR Journal Of Humanities And Social Science Ver. I, 20(10), 36–45. https://doi.org/10.9790/0837-201013645

3.5   Measurement of Variables Instrumentation

For this research, primary data was used to carry out the research. A stratified random sample will be used by separating the 285 lecturers' samples into mutually exclusive sets or strata based on relevant characteristics, including 1) Age range, 2) Gender, 3) Level of education, 4) position and 5) Length of

service. Then, followed by 15 Likert scale questions with five points: "Strongly disagree,"Disagree", "Neither Agree nor Disagree", "Agree," and "Strongly agree". This study proposes that factors influence the succession plan for technical lecturers at MARA. The items in the questionnaires have been adapted from the Secretary's Commission on Achieving Necessary Skills (SCANS) (1991b), Management Survey Report (Fegley, 2006) and previous related journals. (Njiraine, 2019), (Pasae et al., 2021), (Ramos-Villagrasa et al., 2019), (Yamin et al., 2020), (WATETU, 2017), (Naseem et al., 2012) and modified according to the MARA context. The data will be tested for validity and reliability using the Statistical Package for the Social Sciences (SPSS). The correlation between independent variables (work experience, internal promotion, and training) and the dependent variable (job performance) was measured using regression analysis.

3.6 Data Collection

Primary data is data derived directly from the source according to personal information like i) age, ii) gender, iii) level of education, iv) position, and v) length of service. Second, questions will be developed to identify relationships, including four (3) dependent variables i) work experience, ii) internal promotion, iii) training, and an independent variable, iv) job performance. The research design of the study used a descriptive-quantitative approach and developmental research design through questionnaires. The scope of development in a research context is analysis and planning for development, evaluation, and utilisation. The items in the questionnaires will be adapted from the Secretary's Commission on Achieving Necessary Skills (SCANS) (1991b) and the Management Survey Report, modified according to Malaysia's context. According to the justification for the primary data as research methodology, the goal was to gather valid and reliable data to inform decisions and address the research question.

3.7 Sampling Techniques

The population size for this study includes all the technical lecturers in MARA. There are 1,313 technical lecturers out of 2,700 total technical lecturers, or 50% of the total staff in MARA. In total, about 285 lecturers will be chosen as a sample to complete the surveys, according to (Bougie & Uma, 2019).

3.8 Technique of Data Analysis'

Data analysis was conducted after receiving the completed surveys. Initially, descriptive statistics for all of the study variables were performed. The statistics included the means, standard deviations, and bivariate correlations. To evaluate the fundamental links between all of the study variables, bivariate correlations including fundamental links between all of the study variables were performed. The test used for analysing the data and calculate the results from the data is the reliability test using the IBM SPSS statistics application. In addition, the demographic variables of all lecturers by gender and sport were condensed. Reliability estimates (Cronbach's alpha) for each variable were also assessed.

3.9   Pre-Test

The pilot study was conducted on respondents with characteristics similar to the actual respondents of the study. For the purpose of this study, a total of 30 were selected as respondents. The pilot study aimed to measure the reliability and validity of each item contained in the study instrument used (Sekaran & Bougie, 2019). At the same time a study was conducted to examine whether the questionnaire was easy to understand, relevant for the objectives of the study, the appropriateness of the items with which the study was conducted, the relevance of the items, the accuracy and accuracy of each question posted in the instrument was proposed

3.9.1   Frequency of Respondent Demographic

This sub-topic is discussed about frequency of the 30 respondents are participated in this study for pilot test. For the age category, table 3.2 shows that 4 (13.3%) of the respondents were aged between 20 until 30 years old. For age 31 until 40, 12 (40%) of the respondents that involved. 14 (46.7%) of the respondents were aged between 41 until 50 years old. There is no respondent was aged between above 51 years old. See Figure 4 for reference.
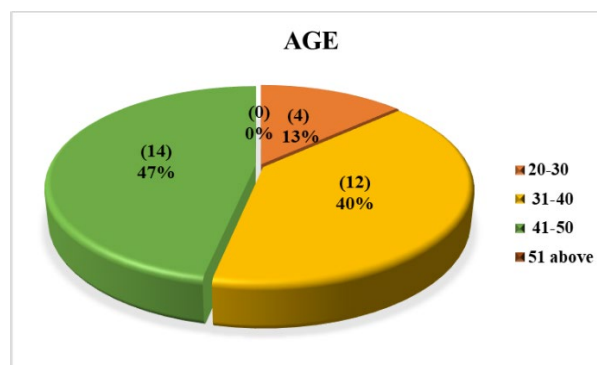

Figure 4 : Age Demographic

For the gender category, out of the 30 respondents, 24 (80%) of the respondents were male respondents and 4 (20%) were female respondents. See Figure 5 for reference.
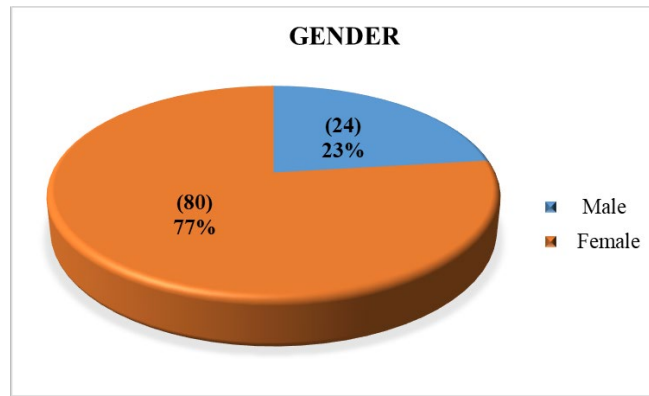
Figure 5 : Gender Demographic

For the education level category, table 3.2 shows that out of the 30 respondents, 1 (3.3%) of the respondents were in Certificate level. For Diploma, 9 (30.0%) respondents were involved. For Bachelor's Degree, 6 (20.0%) was the respondent involved. For Master's level, there were 14 (46.7%) respondents were involved while for PhD, they was no respondents involved. See Figure 6 for reference.
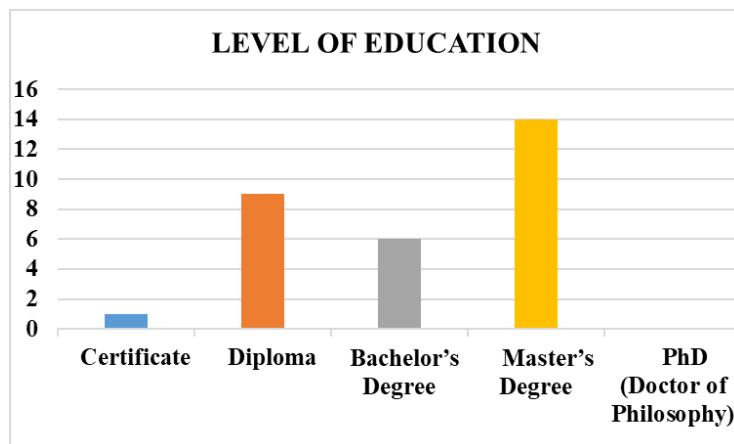

Figure 6 : Level of Education Demographic

For position category, table 3.2 shows that out of the 30 respondents, 10 (33.3%) respondents as a Assistant Vocational Training Officers ((DV29/30 - DV39/40), 14 (46.7%) respondents as a Lecturer/Vocational Training Officer (DG/DV41/44)- (DG/DV47/48) and 6 (20.0%) post as a Head of Program/Department. See Figure 7 for reference.
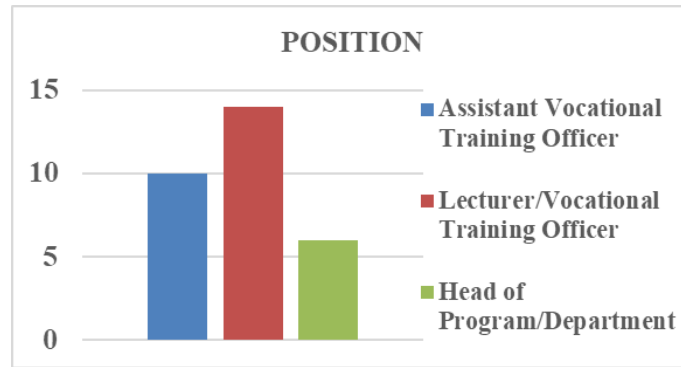
Figure 7: Position Demographic

In the category of length of service, table 3.2 reveals that 6 (20.0 %) of the 30 respondents had a service term of less than 5 years. 4 (13.3%) of the responders have between 5 - 10 years of service. 10 (33.3%) of the respondents had between 11 - 15 years of service. 6 (20.0%) have between 16 - 20 years of experience, while 4 (13.3%) of the respondents have worked for more than 20 years. See Figure 8 for reference.
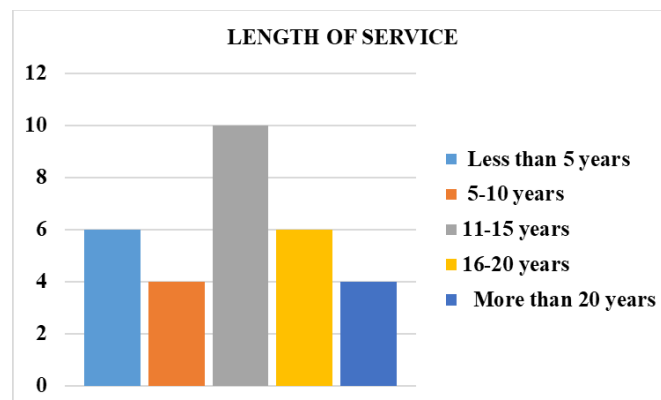

Figure 8: Length of service Demographic

3.9.2 Instrument reliability

To examine the reliability of the instrument, this study used Cronbach's alpha values that can measure the internal consistency of the instruments used for the purpose of this study. This study involved 3 independent variables namely work experience, internal promotion and training. Table 3.2 shown that the work experience show $\alpha = .977$. Next is related to the team Internal Promotion variable, the alpha value of this variable shows $\alpha = .967$. The last variable is related to Training variable. The alpha value

of this variable was $\alpha = .954$. Overall, the value of the Cronbach's alpha is acceptable for purpose of this study. See Table 3.2 for reference.

Table 3.2 Cronbach's Alpha for Pre-Test Analysis

Variable		Items	α
i)	Work Experience	10	.977
ii)	Job Performance	10	.954

3.9.3   Correlation Inter Item for Work Experience

Correlations between items depending on that study's variable were discussed in this section. For the purposes of this study, it was acknowledged that the correlation between the items for variable Work Experience was significant overall. Therefore, this goal hasn't changed at all. Table 3.3 provides a summary of the analysis. See Table 3.3 for reference.

Table 3.3   Correlation Inter Item for variable Work Experience

Item	Correlation Inter Item
1. I was able to plan my work so that I finished it on time	.883
2. I kept in mind the work result I needed to achieve	.860
3. I was able to distinguish main issues from side issues	.916
4. I was able to carry out my work well with minimal time and effort.	.893
5. I planned my work optimally	.848
6. On my own initiative, I started new tasks when my old tasks were completed	.886
7. I took on challenging tasks when these were available	.876
8. I worked on keeping my job-related knowledge up-to-date	.932
9. I came up with creative solutions for new problems	.895
10. I continually sought new challenges in my work	.891

3.9.6   Correlation Inter Item for Job Performance

This section discussed about correlations between items based on that variable of this study. Overall the correlation between items for variable Job Performance was significant and accepted for the purpose of this study. Therefore, no changes have been made to this purpose. The analysis is summarised in the table 3.6. See Table 3.6 for reference.

Table 3.6   Correlation Inter Item for variable Job Performance

Item	Correlation Inter Item
1. I understand the criteria of performance review of my organisation.	.540
2. The procedure for doing assigned tasks are good	.882
3. I easily completed number of daily tasks assigned to me.	.873
4. I feel comfort with given priorities to do different tasks.	.803
5. My job makes good use of my skills and abilities.	.881
6. I experience personal growth such as updating skills and learning different jobs	.790
7. I spent productive time while working on assigned tasks	.819
8. I have the tools and resources to do my job well.	.768
9. My job design is clear.	.843
10. I take part in solving problems in my organisation	.840

3.10 Summary

This chapter has discussed research design, type of research method, and unit of analysis, sampling, data collection process, and instrument development. An in-depth discussion of the methodology and data collection used in this study has been provided in this chapter. This study was carried out using a quantitative research approach, which was included in the research design. The use of questionnaire distribution will be used to acquire the primary data. The next chapter will be discussing the data analysis and findings.

4   Conclusion

As a summary, this study will help TVET recognise RQ: Does work experience affect job performance of technical lecturers in an organisation? This study is expected to produce statistically significant results for the hypothesis developed with job performance. From the finding, analysis will respond to RO: work experience have a positive relationship between dependent variables. Finally, the results of this research will be beneficial to the HR plans to systematically develop job performance among lecturers.

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