

# The effect of online teaching attendance and lecturer performance in the learning progress of art master students

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## Abstract

The study aimed to investigate the relationship between online teaching attendance, lecturer performance, and learning progress in the online teaching of art master students at the university. A quantitative approach was the method used in the research. The correlational research design was used. The first and second-year master's students of an art university were selected to be used in the study. Correlational research design and an online questionnaire to get primary data were used in the study. The study revealed a high positive correlation between online teaching attendance and learning progress in online teaching variables ( $r = .812$ ). It is also revealed that lecturer performance explains 75.7% of the variance of learning progress in online teaching. This indicates that online teaching attendance and lecturer performance influence strongly learning progress in online teaching.

**Keywords:** online teaching attendance, lecturer performance, learning progress

## Introduction and Literature review

Online teaching attendance and lecturer performance are meant to be important variables that influence the learning progress of art master students. The purpose of the study is to investigate the relationship between online teaching attendance, lecturer performance, and learning progress in the online teaching of art master students at the university. The research questions include: (1) Is there a statistically significant relationship between online teaching attendance and learning progress in the online teaching of art master students? (2) Is there a statistically significant relationship between lecturer performance and learning progress in the online teaching of art master students?

### Conceptual framework

The theoretical framework is based on an extensive review of existing evidence about multiple intelligences and learning styles through ERIC, Sage, and EBSCO, using the keywords *online teaching attendance*, *lecturer performance*, and *learning progress*. Figure 1 summarizes the results from the review and proposes a set of relationships among three main constructs: online teaching attendance, lecturer performance, and learning progress.

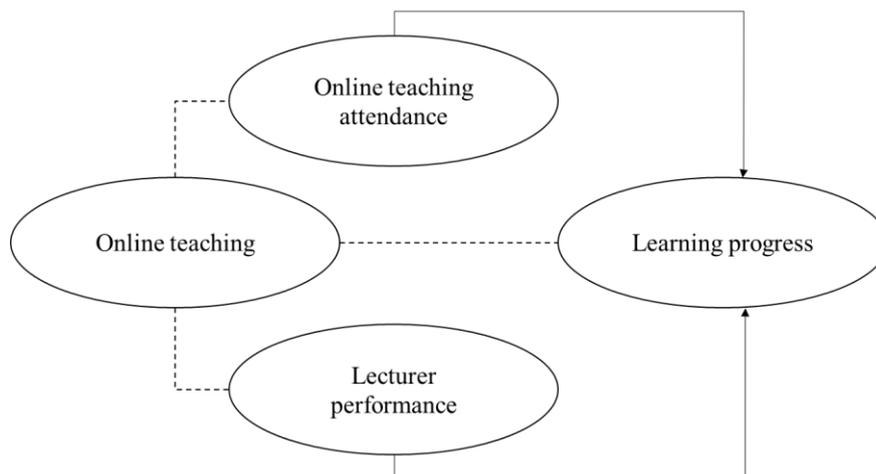


Figure 1: Conceptual framework

### *Relationship between online teaching attendance and academic performance*

Moore, Birdi, & Higson (2019) showed that attendance of university students at their timetabled teaching sessions is usually considered to reflect students' level of engagement with their course and to be critical to student success; and Marazzi (2019) indicated that Moodle's characteristic features, such as accessibility, flexibility, and customization affect the range of self-learning activities to meet learners' new expectations and attitudes. Barrett (2015), as well as Gordon, Nick, Marion, & Rebecca (2011), found a significant positive relationship between class attendance and student performance; meanwhile, David, Janet & Steven (2021) found out that attendance is a situated decision that can be articulated about university imperatives, and to the complexities of students' lives. Azionya, & Nhedzi (2021) showed that results revealed that network coverage, device type, time of day, socio-economic status, and digital competence negatively affect synchronous lecture participation and attendance; meantime, Golding (2011) revealed a positive correlation between attendance and performance; and prior knowledge, problem-based teaching, the comprehensive learning approach, and assessment explained 50% of the variance in the levels of basic-learning skills (Xhomara, 2020).

According to Mukorera, & Nyatanga (2017) students' attendance and engagement with teaching and learning practices is perceived as a critical element for academic performance; meanwhile, Ozdemir, & Ugur (2021) found out that distance education provides benefits for learning anytime and anywhere with the support of educational technologies.

Carroll's model of school learning, theorizes about the relationship between time and learning, to motivate the design of a large, where students have the choice to attend lectures and watch online videos is a significant tool to support academic performance (Meehan, & McCallig, 2019); and distance education is not as efficient as face-to-face education especially in applied

courses (Ozer, & Ustun, 2020). Lin, Hung, Kinchuk, & Chen (2019) found out that students who watched more pre-recorded video lectures tended to participate in the synchronous learning activities more actively and obtained a higher semester grade; and O'Callaghan, David Liz, & Peter (2017) showed that the lecture recordings have some demonstrated benefits to student learning outcomes. According to Xhomara (2022), student-centred teaching and previous education achievements are strong predictors of critical thinking skills; meanwhile, Lin, T. Y., & Jou, M. (2013) revealed that students had higher learning motivation and participation when using the proposed web application supported learning environment during and after class as it gave them access to adequate learning support; but, Horton, Wiederman, & Saint (2012) indicated that the relationship between lecture attendance and learning is surprisingly weak. Thus, it is evidenced that, the investigation of the relationship between online teaching attendance and academic performance in previous research, is important. Therefore, based on previous research it is hypothesized that:

*H: 1- There is a statistically significant relationship between online teaching attendance and learning progress in the online teaching of art master students.*

### ***Relationship between lecturer performance and academic performance***

Khalid, A. S., Rahman, A. N., Darus, A. N., & Shahrudin, S. (2021) indicate that lecturer performance behavior has the potential to contribute to organizational and individual performance; and, Idrizi, Filiposka, & Trajkovijk (2021) found out the impact of personality traits, learning styles, gender, and online course factors: course difficulty, group affiliation, provided materials, in the academic success of students taking online courses and their overall success rate through traditional classes. According to Wilkinson (2019), Teaching Excellence Framework is a new scheme, which aims to recognize and reward excellence in teaching, learning, and outcomes, and helps to inform student choice; meanwhile, Metzgar (2021) indicated that the performance of transfer students in online classes versus in-person classes, can be part of the success of transfer students for an in-person semester to an online semester. Lecturers need improvement in utilizing smart boards for improving students engagement, motivation, and learning outcomes (Bakare, Ariyo, & Ojo, 2021); and there is a positive significant relationship between the lecturers' capability and students' performance (Edy, Sugeng, Pahlawansjah & Ahyar, 2017); meanwhile, Xhomara (2020) revealed that students' academic success has been explained strongly by individual study work and lecturer support. Fanguy, M., Costley, J., & Baldwin, M. (2017) revealed that lecture videos have become an increasingly prevalent and important source of learning content; meanwhile, Andrade, S. M. (2015) showed that interaction between the instructor and learner and among learners affects the quality and success of online learning, and the learner's ability to master the outcomes associated with the targeted content or skill area as well as the broad outcomes of higher education such as critical thinking, problem-solving, and communication.

Li, Johnsen, & Canelas. (2021) revealed that goal setting is an important component in successful teaching and learning, but relatively little is known about its impact on course persistence and achievement in massive open online courses; and Meepung, Pratsri, & Nilsook (2021) showed that developing an interactive tool in a digital learning ecosystem support online learning performance. O'Hara, E. R. (2020) showed that to bolster the student's motivation and improve their performance in online courses, should be following four key themes and suggested exercises: set a schedule; create a study space; ask for help; and be accountable; meanwhile, Spencer, & Temple (2021) revealed that students exhibited positive views towards

their instructors' skill level and use of technology to support academic success. University students care about learning and have positive attitudes towards learning, and think that their teachers have the most influence on their learning process (Cumhur, 2021); meantime, Hamilton (2016) showed that distance learning students identified 4 key themes: preparing faculty to teach online, engaging students in the online classroom, course design, and delivery, and supporting and advising students. Xhomara (2019) found that school management increase the prevention of disruptive behaviors and students' life skills, and collegial school management predicts the prevention of disruptive behaviors and students' life skills; and Zhuojia, Hua, & Qishan (2021), as well as Bismala, & Manurung (2021) showed that blended learning offers the possibility of individualized teaching for teachers, but few studies have verified the predictability of learning performance in such a scenario to explore individualized teaching; meantime, Meşe, & Sevilen (2021) showed that motivation is one of the key factors learners' success and performance. Teaching styles have significant impacts on students' learning styles and academic performances (Chetty, Handayani, Sahabudin, Ali, Hamzah, Rahman, & Kasim, 2019; Blackburn (2017); meanwhile, Gyll, & Hayes (2021) showed that students' Knowledge, Confidence, and Experience have notably different impacts on study behavior and performance outcomes. The academic performance of students is affected by many factors, including effectiveness in teaching, the subjects taught and the environment as well as the facilities provided, including digital technologies (Amalina, Liyana, Fazliana, Hayati, Mohd, & Shelda, 2017; Zhou, & Milecka-Forrest, 2021).

Thai, Wever, & Valcke (2020) showed that four learning environments: face-to-face learning (F2F), fully e-learning (EL), blended learning (BL), and flipped classroom (FC) concerning students' learning performance; and Howard, Winkelmes, & Shegog (2020) indicated that transparent teaching methods help mitigate the negative effects of the virtual classroom for underserved students. Tanis (2020) showed that effective online teaching and learning requires a carefully designed classroom that promotes student engagement with faculty, peers, and course content; meantime, Hayward (2020) showed that active teaching and academic self-efficacy were positive predictors of course grade while task avoidance was a negative predictor of the course grade. Students have better performance and more positive perceptions in the flipped version of the course (Watkins, Fedesco, Marshall, 2019; Xia, & Liitiäinen, 2017); meanwhile, Cakiroglu, Erdogdu, Kokoc, & Atabay (2017) found out that in the constructivist approach, various self-assessment techniques are being developed to enable students to assess themselves in the learning process. Cho, Melloch, & Levesque-Bristol (2021) indicated that increasing students' engagement in their learning processes and making connections with students through teaching sessions can facilitate improvements in students' motivation and academic success' meanwhile, social loafing can have a positive impact on learning if the task is appropriately designed (Yang, Ghislandi, & Dellantonio, 2018; Siciliano, 2021). Hence, it is evidenced that, the investigation of the relationship between lecturer performance and academic performance in previous works, is important. Therefore, based on previous research it is hypothesized that:

*H:2- There is a statistically significant relationship between lecturer performance and learning progress in the online teaching of art master students.*

## Methodology

### *Method*

A quantitative approach was the method used in the research. The correlational research design was used. The first and second-year master's students of an art university were selected to be used in the study.

### *Sample and data collection*

A random cluster sample of the experimental group of students (N=107) was used in the study. A breakdown of the sample of students included 66 females (61.1%) and 42 males (38.9%). Also, 56 students or 51.9% of them studied in the 1<sup>st</sup> year, and 52 students or 48.1% of them studied in the 2<sup>nd</sup> year. The random cluster sample of the students included students from three main study programs of arts at the university. An online questionnaire was used to gather the primary data.

### *Statistical analyses*

Pearson product-moment correlation coefficient was used to assess the relationship between online teaching attendance, lecturer performance, and learning progress in the online teaching of art master students. Linear multivariate regression was used to assess the ability of one control measure to predict the total score of learning progress by online teaching attendance and lecturer performance. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity, and homoscedasticity.

### *Results Descriptive analysis*

Table 1: Frequencies of online teaching attendance variable

<b>Online teaching attendance</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non attendance	13	12.0	12.0	12.0
	Low attendance	26	24.1	24.1	36.1
	Medium attendance	9	8.3	8.3	44.4
	High attendance	40	37.0	37.0	81.5
	Very high attendance	20	18.5	18.5	100.0
	Total	108	100.0	100.0	

As shown in Table 1, 36.1% of the respondents are evidenced to have a non-attendance or low attendance of online teaching; 8.3% of the respondents are evidenced medium attendance, and according to 55.5% of them are evidenced high attendance or very high attendance of online teaching. Therefore, most of the students (55.5%) evidenced high attendance or very high attendance of online teaching.

Table 2: Frequencies of lecturer performance in online teaching variable

<b>Lecturer performance in online teaching</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor performance	7	6.5	6.5	6.5
	Low performance	18	16.7	16.7	23.1
	Medium performance	11	10.2	10.2	33.3
	High performance	43	39.8	39.8	73.1
	Very high performance	29	26.9	26.9	100.0
	Total	108	100.0	100.0	

As shown in Table 2, 23.2% of the respondents is evidenced to have poor performance or low performance of lecturers during online teaching; according to 10.2% of the respondents is evidenced medium performance of lecturers, and according to 66.7% of them has evidenced high performance or the very high performance of lecturers during online teaching. Therefore, most of the students (66.7%) evidenced high performance or the very high performance of lecturers during online teaching.

Table 3: Frequencies of learning progress in online teaching variable

<b>Learning progress in online teaching</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No progress	13	12.0	12.1	12.1
	Low progress	31	28.7	29.0	41.1
	Medium progress	15	13.9	14.0	55.1
	High progress	35	32.4	32.7	87.9
	Very high progress	13	12.0	12.1	100.0
	Total	107	99.1	100.0	
Missing	System	1	.9		
	Total	108	100.0		

As shown in Table 2, 40.7% of the respondents is evidenced to have no-progress low progress of learning during online teaching; according to 13.9% of the respondents is evidenced medium progress, and according to 44.4% of them is evidenced high progress or very high progress of learning during online teaching. Therefore, a great number of students (44.4%) evidenced high progress or very high progress of learning during online teaching.

***Inferential analyses***

***H1***

There is a statistically significant relationship between online teaching attendance and the academic performance of art master students.

Table 4: Pearson correlation outputs of the relationships between online teaching attendance and learning progress in online teaching variables

**Correlations**

		Learning progress in online teaching	Online teaching attendance
Pearson Correlation	Learning progress in online teaching	1.000	.812
	Online teaching attendance	.812	1.000
Sig. (1-tailed)	Learning progress in online teaching	.	.000
	Online teaching attendance	.000	.
N	Learning progress in online teaching	107	107
	Online teaching attendance	107	107

As indicated by Pearson correlation outputs, there is a high positive correlation between online teaching attendance and learning progress in online teaching variables,  $r = .812$ ,  $N = 107$ ,  $p < .005$ , where increases in online teaching attendance points were associated with increases in learning progress in online teaching score values.

Table 5: Bivariate regression outputs of the relationships between online teaching attendance and learning progress in online teaching variables

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. Change	F
					R	Square	F Change	df1		
1	.812 <sup>a</sup>	.660	.657	.74183	.660	203.644	1	105	.000	

a. Predictors: (Constant), Online teaching attendance

The  $R^2$  value of the relationships between online teaching attendance and learning progress in online teaching is 66.0 %,  $F(1, 203.644)$ ,  $p < .005$ . This result indicates that 66.0% of the data fit the regression model. The F value, that is the ratio of the mean regression sum of squares-an estimate of population variance that accounts for the degrees of freedom indicates that the null hypothesis is false (regression coefficients are different from zero).

Table 6: Beta standardized coefficients of the relationships between online teaching attendance and learning progress in online teaching variables

**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	.531	.190		2.802	.006			
	Online teaching attendance	.773	.054	.812	14.270	.000	.812	.812	.812

a. Dependent Variable: Learning progress in online teaching

As shown in Table 6, the Beta Standardized coefficient (.812) of online teaching attendance points explains 81.2% of the variance of learning progress in online teaching. The result was consistent with previously reported works, which argued that online teaching attendance predicts learning progress in online teaching. In conclusion hypothesis # 1: *There is a statistically significant relationship between online teaching attendance and academic performance of art master students*, is supported.

**H2**

There is a statistically significant relationship between lecturer performance and learning progress in the online teaching of art master students.

Table 7: Pearson correlation outputs of the relationships between lecturer performance and academic performance variables

<b>Correlations</b>		Learning progress in online teaching	Lecturer performance in online teaching
Pearson Correlation	Learning progress in online teaching	1.000	.757
	Lecturer performance in online teaching	.757	1.000
Sig. (1-tailed)	Learning progress in online teaching	.	.000
	Lecturer performance in online teaching	.000	.
N	Learning progress in online teaching	107	107
	Lecturer performance in online teaching	107	107

As indicated by Pearson correlation outputs, there is a high positive correlation between lecturer performance and learning progress in online teaching variables,  $r = .757$ ,  $N = 107$ ,  $p < .005$ , where increases in lecturer performance points were associated with increases in learning progress in online teaching score values.

Table 8: Beta standardized coefficients of the relationships between lecturer performance and learning progress in online teaching variables

<b>Model Summary</b>		<b>Change Statistics</b>									
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. Change	F
1	.757 <sup>a</sup>	.574	.570	.83038	.574	.574	141.328	1	105	.000	

a. Predictors: (Constant), Lecturer performance in online teaching

The  $R^2$  value of the relationships between online teaching attendance and learning progress in online teaching is 57.4 %,  $F (1, 141.328)$ ,  $p < .005$ . This result indicates that 57.4% of the data fit the regression model. The F value, that is the ratio of the mean regression sum of squares-an estimate of population variance that accounts for the degrees of freedom indicates that the null hypothesis is false (regression coefficients are different from zero).

Table 9: Beta standardized coefficients of the relationships between lecturer performance and learning progress in online teaching variables

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients		Correlations			
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	.199	.252		.790	.431			
	Lecturer performance in online teaching	.783	.066	.757	11.888	.000	.757	.757	.757

a. Dependent Variable: Learning progress in online teaching

As shown in Table 9, the Beta Standardized coefficient (.757) of lecturer performance points explains 75.7% of the variance of learning progress in online teaching. The result was consistent with previously reported works, which argued that lecturer performance predicts learning progress in online teaching. In conclusion hypothesis # 2: *There is a statistically significant relationship between lecturer performance and learning progress in the online teaching of art master students*, is supported.

### Conclusion and implications

The purpose of the study is to investigate the relationship between online teaching attendance, lecturer performance, and learning progress in the online teaching of art master students at the university. The prior assumption was that online teaching attendance and lecturer performance influence learning progress in online teaching. According to 36.1% of the respondents are evidenced to have a non-attendance or low attendance of online teaching; 8.3% of the respondents are evidenced by medium attendance, and 55.5% of them have evidenced high attendance or very high attendance of online teaching. According to 23.2% of the respondents is evidenced to have poor performance or low performance of lecturers during online teaching; according to 10.2% of the respondents is evidenced medium performance of lecturers, and according to 66.7% of them has evidenced high performance or the very high performance of lecturers during online teaching. According to 40.7% of the respondents is evidenced to have no-progress low progress of learning during online teaching; 13.9% of the respondents are evidenced medium progress, and 44.4% of them are evidenced high progress or very high progress of learning during online teaching.

The study revealed a high positive correlation between online teaching attendance and learning progress in online teaching variables ( $r = .812$ ). The study also found that online teaching attendance explains 81.2% of the variance of learning progress in online teaching. This indicates that online teaching attendance influence strongly learning progress in online teaching. It is found a high positive correlation between lecturer performance and learning progress in online teaching variables ( $r = .757$ ). It is also revealed that lecturer performance points explain 75.7% of the variance of learning progress in online teaching. This indicates that online teaching attendance, and lecturer performance influence strongly learning progress in online teaching. The results of this study also have important implications for practice. The important interventions should be designed to support art master students because it is confirmed by this study that online teaching attendance and lecturer performance impact learning progress in online teaching. Overall, the findings of this study enhanced theoretical and practical understanding as online teaching attendance and lecturer performance are important variables that impact learning progress in online teaching.

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