PROFESSIONAL LECTURER: A CASE OF STUDENT’S TRUST, SATISFACTION, ENHANCEMENT, AND LOYALTY FORMATIONS

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Abstract: This library research is based on the theory of Fred Selnes (1995). A professional lecturer should bear four important characteristics namely competency, communication, commitment and conflict handling to be ready to engage and manage lecturer – student interaction. Usually mastery in competence and communication would lead to student trust and communication, commitment and conflict handling mastery could lead to student satisfaction, meanwhile student satisfaction could lead to trust and student trust could lead to enhancement and the student enhancement could lead to loyalty. Nevertheless satisfaction could also lead directly to enhancement and satisfaction may be lead directly to loyalty.

Keywords: competency, communication, commitment, conflict handling, satisfaction, trust, enhancement and loyalty

The Student – Lecturer Common Practice

Students have their experienced and perceived regarding the lecturer practice daily class activities. Some lecturer often over and under estimate student’s capability, lecturer have monotone and one way communication, do some favoritism, authoritarian, lack of discipline and late arrival, rely on much photocopies assignment, lack of communication no explanation in lecture, never practice two ways discussion between lecturer and students, frequently absent and as a consequent students would bear extra courses disturb student’s study schedule. The lecturer practice is also too strict, no empathy no smile, book reading only a cause of student felt bored in daily class room experience. These conditions would deteriorate student’s motivation to study well.

In the contrary, student daily practice mostly are late arrival, lazy to read the books or getting some other information from many sources, reluctance to do home task, no class concentration, doing private things unrelated to class topic of discussion while in class, do nothing but eager to have a high grade in final exam. These conditions would even severe the study process become so boring and deteriorate student’s motivation to study well. Hence, there should be student – lecturer interrelation professionally done by both party in order to achieve scientifically excellence high goal of study.

Professional Lecturer

Lecturer is merely a service deliverer or service provider of scientific knowledge for the students as their customer. Professional lecturer should have scientific competency, excellent communication skills, high self-commitment to transfer of knowledge to the students and high ability to manage conflict handling (Selnes, 1995) wisely while class discussion or other transfer of knowledge activities is going on.
**Competency**

Competency is the first factor should be bear by the lecturer. Some understanding of competency factors as stated by some scholars that it is widely recognized in communications that the perceived expertise or competence of a source is a major determinant of the effect of any communication (Hovland and Weiss, 1951), whatever competency somebody’s able to master, the high communication skill is highly needed. Competence of a supplier is a complex concept that includes both technical expertise regarding service and service methods, and knowledge of the service deliverer (Cravens et al., 1992), hence competence of a lecturer is highly needed while conducting class services. The lecturer competency to science, and scientifically thinking maybe the first thing should be understood by every lecturer. They should always science up dating practice, aware to development and trend of education as a whole as well as the use of IT, telephone, fax, cellular phone, internet, and open mind to influence of foreign educational system which is more egalitarian. The lecturer should be prepared to help student to practice better study plan executing mind mapping, and proper scheduling of activities. Lecturer should also contributing to student problem solving study activities by practicing self-up dating research, conduct join research with students end up in scientific journal and Society services with students end up also in scientific journal.

The student should actively ask something that they do not understand at the meantime, so they can possibly improve their knowledge with cross information exchange with the lecturer. The student should also understand their competency in scientific knowledge exploration under the supervision of certain lecturer. Student should be able to show their willingness to work hard while study or conducting research under the supervision of their senior lecturer.

**Communication**

Communication be a strong determinant of trust (Anderson and Narus, 1990) (Zeffane and Tipu, 2011), the lecturer high level communication ability, clear and simply understand by the student is very crucial matter should be practiced by lecturer in order to motivate student and direct them to understand many scientific knowledge. The objective in relationship communication is to establish, maintain and enhance the relationship at a profit so that the objectives of both parties are met (Gronross, 1994), the relationship between lecturer and student should benefit to each other, and so lecturer-student relationship enhancement possibly created and may even improve. A decision to continue an interpersonal relationship is based on a trust satisfaction with the service provider (Ring and Van de Ven, 1994), the lecturer-student relationship would really base strongly from trust and satisfaction experienced by students while interacting with lecturer. The interactive process in that cooperation leads to trust, which in turn leads to greater willingness to cooperate in the future, which then generates trust… (Anderson and Narus, 1990), (Fred Selnes and Biong 1995), hence, lecturer high skill of communication is very crucial to entertain student to understand scientific knowledge that somehow to some extent may boring for the student. When doing communication lecturer should provide the most accurate and fastest access time information technology (IT), advising student how to be a good student with some examples and patronizing lecturer. To motivate student with private discussion, private contact, exchange address, mobile phone number, free time flexibility for student needs, openness to new ideas, logical, discussion or debate and provide most accurate info for student assignment difficulties experienced.

In return the students should have understood that “at will” adolescence behavior should have been avoided due they should have matured person when studying scientific knowledge at high grade level of study with the supervision of elderly people their lecturer. Student should
understand that they are fast but immature enough due lack of experiences, experience is difficult to understand more than the written knowledge, hence student should study hard from the experience of a lecturer whatever and whoever they are. Student should be able to motivate their self to engage with lesson and class discussion, class discussion is the best method for students to comprehend knowledge naturally and more imaginative and more benefit easier understanding certain knowledge within short time and would last longer in their mind. Student can do communication and discussion with their lecturer every time, everywhere.

The lecturer has the responsibility to help student find some informational access in order to understand some knowledge. The lecturer and student are probably and actually having almost the same knowledge; the difference is that lecturer read the book or does something in advance than the student due to lecturer advance existing rather than student who is younger than most lecturers. The lecturer should inform the student regarding their experience to make student knowledge broader and better. Hence, transfer of lecturer knowledge and experience is important for student additional and renew the student knowledge. The lecturer has functions to help student find such newest knowledge more systematic, easier and in a more shorten way of methods, help student to find most info access to their books, ready to help when any study problem occurred, willingness to help voluntarily, togetherness, egalitarian, provide fastest responds because students are eager to know something, understand what the student needs, fulfill strictly always all the promise to student, seminar as the class presentation of original research or intensive study of some students.

For this matter the student should actively asking some important question, work harder to solve the problem, student should not be hesitate to ask some question to the teacher, the student should have willingness to be an assistant of the lecturer at the first stage of study, the communication of lecturer-student should be easier, flexible, so the flow of information between lecturer-student would smoothly flows, clear, and easier to be understand.

**Commitment**

Commitment is a way of responding to customer needs and is a key dimension of being market oriented (Selnes, 1995; Kohli and Jaworski, 1990), commitment is a way responding to student as lecturer’s customer needs. Commitment has been identified as one of the key characteristics of successful relationship (Selnes, 1995; Dwyer et al., 1987; Rauyruen et al., 2007; Parasuraman et al., 1985). In an ongoing relationship, both parties expect each other to be committed to what they have in common (Selness, 1995) (Bonoma, 1976; Cook and Emerson, 1983), both parties in this case are relationship between lecturer and student. What lecturer should do in this kind of relationship? The lecturer should be able to give student freedom to choose what their future to be and develop their own self (Albert Einstein). Lecturer –student should have strong commitment to be able to seek win-win solution when solving the problem and provide student welfare. Lecturer should be able to provide some scientific knowledge to the student whatever conditions and flexibility when student can’t fulfill their assignment and asking another time to submit. Lecturer should have flexibility when student has decreased their study achievement, lecturer should be more understanding with the student problems. Lecturer should help the student when they are facing problems. Whatever condition is all about the lecturer should wear best neat physical appearances, clothes is not necessary expensive, simple wearing but neat, hence would reflecting a power of the lecturer. Lecturer should concern to the level of scientifically quality of knowledge, the books or technological up dating other information up dating is a must to maintain quality of knowledge, existence of media, teaching tools preparations should be strictly to be prepared. Lecturer should adhere to schedule and on time
performance to be a model for the student patronizing. Lecturer should always knowledge and experiments and practical training, researches self-developing. Lecturer knowledge should be subservience to service the society. The researcher should often and continuously visit the society to research and helps the society. The researcher knowledge should help and develop society’s level of living in the future with execution of society’s services.

**Conflict Handling**

The lecturer capability to manage the conflict handling in class or out of the class lecturer-student activities is very important. Conflict always exists when there is lesson and class interaction such as discussion or lecturer orders the student to execute some scientific research. Conflict can be destructive, with hostility, bitterness, violent and isolationism results. A total suppression of conflict can result in a relationship that loses vitality and does not develop into a more fruitful cooperation (Selnès, 1995). The service receiver will expect the service person to show responsibility in unforeseen and unplanned events (Gundlach and Murphy, 1993).

Lecturer can develop some manner to engage with conflict handling as well as solve student’s study difficulties problems wisely before other problem to occur complicatedly, hence there should be lecturer’s preventive and corrective action while practicing conflict handling. Lecturer should provide warranty that there will be no more difficulties in understanding the subject matter. Lecturer ability and capacity to have an open discussion, long deliberation and solve the study problem. Keep up both side satisfaction before dismiss, do not dismiss the class or activities when there is still conflict existing.

For the students, they should really understand that actually their lecturer has highly knowledgeable science due to lecturer has more experienced than the young person student. So student is not necessarily too hasty move instead of listen carefully to what the lecturer statement and then they can have some analyses and memorizing whatever the lecturer statements and if they do not understand just directly ask some question and discuss all matter pertaining knowledge. The important thing is that student should understand that they should work harder than the lecturer did, they lecturer just do the same thing when they are still young and having a lecturer as their mentor. If student capable to execute what lecturer said, hence, it would mean that student is having lecturer’s knowledge and maybe at certain time they are having the same level of knowledge.

**Trust**

Usually lecturer mastery in competence and communication would lead to student trust and this condition is supported by some scholars theories that persons often prefer to rely on ‘a man’s word’ in a brief letter, a handshake, or ‘common honesty and decency’ – even where transactions involve exposure to serious risks (Macaulay, 1963), clear lecturer’s words would make student understand comprehensively to what lecturer meaning in every lesson. Some class lesson need interactive process in cooperation leads to trust, leads to greater willingness to future cooperation, which then generates trust (Anderson and Narus 1990), and (Selnès, 1995). Trust plays important role at the beginning of a relationship development process where the integration is complex compared to later stages in the process (Dwyer et al., 1987; Gundlach and Murphy, 1983), (Selnès, 1995).

What would be happen in a good manner of lecturer-student relationship lead to trust? The lecturer high scientific competency broad data explanation based on experts’ or his researches or some books lead student’s trust, because this condition would be able to improve
student’s confirmation regarding lecturer capability and this would lead to student’s believe lecturer stronger. Furthermore, lecturer clear words and honest communication lead to student’s trust, and consequently student who experience lecturer action would say positive things to the lecturer.

Satisfaction

Satisfaction is an evaluation of an outcome compared to some norms; communication is expected to be an important source for satisfaction because it can lead to a shared understanding of performance outcome and expects satisfaction with delivered products and services has empirically documented affecting the buyer’s decision to continue a relationship (Anderson, 1994; Fornell, 1992; Hircman, 1970), when the lecture has finished then it would continue with the student perceived with regard to lecturing process, if student has received a good communication, high teaching commitment and proper conflict handling then surely student would feel satisfy to the lecturer class service. Student as the lecturer customer would perceived good or may be worse, and this would fully depends on what student received when interact with certain lecturer. When a customer is satisfied with a service provider this means that they know that they have gotten their expectation and thus maybe they possibly to stay longer in business (Selnes, 1995).

Hence, the lecturer way of communication, commitment, and conflict handling may lead to student’s satisfaction, in this case students may say that they are satisfied with the way lecturer communicate, commitment and the conflict handling, and there would be students’ delight and enthusiastic to meet the teacher and eve the student would really love the lecturer.

Enhancement

Service buyer-seller relationship may develop in a number of stages from a unilateral type of relationship towards a bilateral type of relationship where both parties are highly committed to the relationship… (Dwyer et al., 1987). As the relationship between the two parties develops over time and as they gain experience and learn to trust each other, they will gradually increase their commitment through service transaction dedicated to the particular relationship. A common motivation on enhance the scope of a relationship is that the enhancement is attractive in some way… (Ring and Van de Ven, 1994).

The result of a good and attractive relationship between lecturer-student would possibly create some certain student behavior current and in the future. Due to satisfy enough with the lecturer way of communication, commitment and conflict handling, student would trust and enhance their relationship with the lecturer. The interrelationship quality of lecturer and students can be improving as a result the student would be more frequent to discuss matters with lecturer and students are motivated more to meet lecturer, maybe students can’t wait tomorrow to meet lecturer, and for sure the student willing and voluntarily discuss variety of matter pertaining of subject matter, hence, due satisfy and trust enough to the lecturer, student would enhance their relationship with lecturer.

Loyalty

Loyalty usually would be happen when student have experienced satisfaction in class interactive. A satisfied customer tends to behave buys more and stays “loyal” longer (Kotler, 1994:20); student satisfaction to his lecturer would direct student behavior to be loyal to the lecturer. Customer perceived satisfaction to functional value, emotional value, and social value
would lead to service loyalty (Yongguy Wang, Hing Po Lo, Renyong Chi and Yongheng Yang, 2004). The satisfy student usually would praise and commend the lecturer, they would say everything good about the teacher, and tell to everybody that the teacher is good, even the student would disagree when somebody say the bad things about their teacher, furthermore students would oppose anybody who says the teacher is bad. Student would say to other teacher to do the same method as his/ her teacher did. Students would ask the teacher stay longer time with them. Students would ask the teacher to teach them next other semester.

**Summary**

In a proper and descent relationship of lecturer and student usually the mastery in competence and communication of a lecturer would lead to student trust and communication, commitment and conflict handling mastery could lead to student satisfaction, meanwhile student satisfaction could lead to trust and student trust could lead to enhancement and the student enhancement could lead to loyalty. Nevertheless satisfaction could also lead directly to enhancement and satisfaction may be lead directly to loyalty.

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