

Organizational Commitment of Lecturers in Universitas Negeri Jakarta Indonesia

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ABSTRACT

Organizational commitment is an important factor relates to success or failure of the organization include in educational context. This study was conducted to determine the levels of lecturer's organizational commitment (affective, normative, and continuance) based on gender, years of experience, and levels of teaching. Participants in this research were 221 lecturers in Universitas Negeri Jakarta, consisted of 8 faculties in Universitas Negeri Jakarta: faculty of education, faculty of languages and the arts, faculty of mathematics and natural sciences, faculty of social sciences, faculty of engineering, faculty of sports science, faculty of economics, and faculty of psychology. Data were collected using incidental sampling. A survey-based descriptive research with the analysis of mean, standard deviation, frequency and percent and t-tests analysis were utilized to measure organizational commitment of lecturers. This study has contributions to influence organizational effectiveness and increase lecturer's commitment.

Keywords: Organizational Commitment, Lecturers, University

1. INTRODUCTION

As an organization, the university is a living organism composed of academicians interacting one another. Traditionally, the university is defined as *a self-governing corporation of scholars*. This means that the university is a community of educated people who govern themselves (Carmel, 1989). According to Blackburn and Lawrence (1995), the university is one of the most dominant social organizations in the world since the university has an important role in preparing a person to occupy positions and join in a particular profession, transmits culture to the next generation, gives a critique to the public, as well as produces and applies science.

In university life, there are three main tasks that must be run by university, namely education and teaching, research, and service to the community. These three tasks are assigned to each lecturer. In addition, there are also other activities that have to be run lecturers, for example, holding the structural positions and becoming a member of the committee or working group that

runs activities to faculty or university (Singapore Career Guide, 1994). In performing their duties, the lecturers often must do the work outside the working hours. This means, the work of a lecturer is a complex task.

Another problem faced by many universities, especially state universities is a sufficient number of lecturers who do activities outside campus (*moonlighting*) in order meet the financial needs because the salary as a lecturer is felt inadequate (*"Better Pay"*, 1995; *The University of Indonesia as a Legal Entity, Volume II*, 2000). In addition, many lecturers are drawn as officials in various government agencies (Khomsan, 2000).

Seniati (2006) describes one of the factors that affect lecturers to remain on campus is their commitment to the university. Although many of the activities carried out outside the campus, the lecturers who are committed to the university where they work will not leave such work. Commitment of lecturer at the university can influence the behavior of lecturers on campus. One of them is in the learning process in class. In addition, it is in terms of interacting on campus and productivity of lecturer in conducting research (Peterson & Mets, 1987; Proposal-proposal QUE University of Indonesia, Batch III, 1999, in Seniati, 2006).

Various definitions of organizational commitment can be found in the management of literature. According to Mowday, Porter & Steers (1992), "commitment is the relative strength of a individual's identification with involvement in a particular organization". Allen and Meyer (1996) defined organizational commitment as psychological relationship between employees and organization. Each component has different behavioral outcomes. Affective commitment refers to an employee's psychological attachment to, identification with, and involvement in an organization by acceptance of organization goals and values in order to remain with the organization. Employees who have a strong affective commitment stay in the institution because they "want to" (Mosadeghrad, Ferlie, & Rosenberg, 2008). Continuance commitment shows the tendency to continue working for the organization. The ones who have a strong continuance commitment stay because they "need to" (Shaikh, et al., 2005; Shirbagi, 2007). Normative commitment refers to the employees' obligation feeling to stay in the organization. Employees think that organization has supported them in needy times, thus they are obliged to stay with the organization by virtue of their belief that it is morally not right to leave the organization. The ones who have a strong normative

commitment stay because they feel they “ought to”(Salami, 2008; Talebpour & Emami, 2006). Thus, organizational commitment is an inner psychological feeling and force which obliged employees to continue in an organization.

Commitment of lecturer organization at the university will be very important to improve the quality and development of the university itself (Fadmawati, 2012). This research aims to know the overview of the commitment of lecturer organization at the Jakarta State University. Jakarta State University as one of state universities located in the capital city of Jakarta, must maintain academic quality one of which is through the quality of its human resources namely the committed lecturers fully in performing their duty to teach, conduct research, and perform community service activities.

2. DISCUSSION

This research measured the organizational commitment based on aspects of affective, continuance, normative, and overall organizational commitment. In addition the research is also linked with descriptive data namely gender, years of experiences and levels of teaching are investigated to show their association with organizational commitment. This research is a quantitative survey method and the Data were collected using questionnaire.

The population in this research is a lecturer at Jakarta State University. The number of samples in this research was as many as 221 people. The sampling technique used in this research is *non-probability sampling* namely *incidental sampling*. In this research, data collection using questionnaires (*self-report*) as a means of collecting data. The questionnaire for organizational commitment variable using a measuring instrument of *Organizational Commitment Questionnaire* (OCQ) consists of 18 statements that were developed from the basic theory of Allen and Meyer and adapted by Prof. Liche Seniati from the Faculty of Psychology, University of Indonesia.

Table 1. Demographic Characteristics Of Participants

Demographic	Category	Frequency (n=221)	Perce nt
Gender	Male	93	42.1
	Female	128	57.9
Years Of	2-10	86	38.9

Experiences	Years		
	>10 Years	135	61.1
Levels Of Teaching	Diploma	20	9.0
	Bachelor	150	67.9
	Master	34	15.4
	Doctor	17	7.7

Based on the overview of research respondents, it is known that the respondents in this research are dominated by the female as many as 126 respondents (43%), whereas subjects with male as many as 95 subjects (57%).

Then based on the origin of the faculty, research respondents are 32 lecturers (15%) from the Faculty of Education (FIP), 19 lecturers (9%) from the Faculty of Sport Sciences (FIO), 31 lecturers (14%) were from the Faculty of Mathematics and Science (MIPA), 25 lecturers (11%) from the Faculty of Social Sciences (FIS), 43 lecturers (19%) were from the Faculty of Languages and Arts (FBS), 25 lecturers (11%) from the Faculty of Economics (FE), 36 lecturers (16%) from the Faculty of Engineering (FT), 10 lecturers (5%) were from Psychological Education (FPPsi).

In addition to the origin of the faculty, the subject of research based on the level of teaching namely 24 lecturers (11%) taught in levels of Diploma, 171 lecturers (77%) taught in Undergraduate level, 19 lecturers (9%) taught in Master level, and 7 lecturers (3%) taught at Doctoral level.

Then, based on work period namely 94 lecturers (43%) had undergone work period of 2 up to 10 years, while respondents who have completed more than 10 years of work amounted to 127 lecturers (57%). Organizational commitment scores obtained from this research are categorized into three categories: high, adequate, and low. The determination of categories is based on the normative mean of data.

Table 2. Descriptive Statistics And Organizational Commitment

Descriptive Statistics	Mean	Std. Deviation	Levels	Frequency (%)		
				High	Moderate	Low

Affective Commitment	2.11	1.64	Moderate	29 (13.1%)	156 (70.6%)	36 (16.3%)
Continuance Commitment	0.89	1.42	Moderate	24 (10.9%)	111 (50.2%)	86 (38.9%)
Normative Commitment	1.48	1.70	Moderate	29 (13.1%)	146 (66.1%)	46 (20.8%)
Overall Organizational Commitment	1.23	1.09	Moderate	27 (12.2%)	166 (75.1%)	28 (12.7%)

Based on the research results , it was obtained the data in general on the whole subject of research amount of 221 lecturers of Jakarta State University, it was found 27 lecturers (12.2%) had high level of organizational commitment, 166 lecturers (75.1%) had enough level of organizational commitment is and 28 (12.7%) had a low level of organizational commitment. This means that most of the lecturers at the Jakarta State University of have sufficient organizational commitment to the university.

Table 3: T-Test For Levels Of Affective, Continuance, Normative And Overall Organizational Commitment Based On Gender

Variab les	Gender	N	Mea n	SD	t- value	p
Affective Commitment	Male	93	2.32	1.80	1.614	0.108
	Female	128	1.96	1.51		
Continuance Commitment	Male	93	.87	1.50	-0.218	0.827
	Female	128	.91	1.37		
Normative Commitment	Male	93	1.51	1.71	0.223	0.823
	Female	128	1.46	1.70		
Overall Organizational	Male	93	1.26	1.14	0.423	0.672

Commitment	Female	128	1.20	1.05		
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The results of t-test showed that there were not significant differences between male and female lecturers in affective commitment, $t = 1.614$, $p > 0.05$. Likewise, the analysis of t-test showed that there were not significant differences between male and female respondents in continuance commitment, $t = -0.218$, $P > 0.05$, and male and female lecturers in normative commitment, $t = 0.223$, $P > 0.05$. For overall organizational commitment, t-test indicated no significant differences between male and female respondents, $t = 0.423$, $P > 0.05$.

Table 5: T-Test For Level Of Affective, Continuance, Normative And Overall Organizational Commitment Based On Years Of Experience

Variables	Years Of Experience	N	Mean	SD	t-value	p
Affective Commitment	2 - 10 years	86	2.05	1.52	-.421	.675
	> 10 years	135	2.15	1.72		
Continuance Commitment	2 - 10 years	86	.74	1.23	-1.283	.201
	> 10 years	135	.99	1.52		
Normative Commitment	2 - 10 years	86	1.50	1.70	.151	.880
	> 10 years	135	1.51	1.72		

Overall Organizational Commitment	2 - 10 years	86	1.18	1.01	-.491	.624
	> 10 years	13 5	1.25	1.14		

Data indicated that > 10 years of experiences lecturers had higher mean scores in affective, continuance, normative and overall organizational commitment in Universitas Negeri Jakarta. It can be concluded that > 10 years of experiences lecturers were more committed than part time lecturers in Universitas Negeri Jakarta.

Table 6: T-Test For Affective, Continuance, Normative And Organizational Commitment By Levels Of Teaching

Variab les	Levels of Teaching	N	Mean	SD	t-value	p
Affective Commitment	Diploma	20	1.80	1.45	-.846	.398
	Bachelor	150	2.15	1.65		
	Master	34	2.05	1.76		
	Doctor	17	2.18	1.64		
Continuance Commitment	Diploma	20	.714	1.66	-.284	.776
	Bachelor	150	.910	1.47		
	Master	34	1.02	1.30		
	Doctor	17	.671	.854		
Normative Commitment	Diploma	20	1.65	1.84	.580	.562
	Bachelor	150	1.50	1.77		

Overall Organizational Commitment	Master	34	1.34	1.38		
	Doctor	17	1.39	1.63		
	Diploma	20	1.11	.990	-.309	.75 7
	Bachelor	150	1.23	1.09		
	Master	34	1.24	1.20		
	Doctor	17	1.27	1.06		
	P<.05 df=221 SD = Standard Deviation					

The results of t-tests indicated that there were no significant differences on teaching levels respondents In affective, continuance, normative and overall organizational commitment, $t = -.846, -.284, .580$, and $-.309$, $P>0.05$ respectively. Therefore, levels of teaching was not a significant variable that might make lecturers committed in any components of the organizational commitment.

Based on the explanation above, it can be seen that a strong desire to maintain membership in the organization and acceptance of the value and purpose of an employee's organizations is a form of loyalty in a company as an organization. The strong desire of employees to do more effort in the interest of the organization is a form of involvement of an employee in the process of working or doing work in the interests of the company as an organization. The results also show that employees who have committed enough organization to be able to maintain their loyalty to the organization and able to attempt to work to help the organization because they have the encouragement and emotional attachment to engage in the activities of the organization.

3. CONCLUSION

Based on the calculation and analysis of the data already described in the previous chapter, it can be concluded as follows:

- Most lecturers at Universitas Negeri Jakarta have organizational commitment included in the moderate categories

- b. Further analysis using descriptive data shows that there was no difference in organizational commitment of lecturer based on gender, years of experiences, and levels of teaching
- c. Based on the analysis of data from the three dimensions of organizational commitment, it is found that the lecturer of Universitas Negeri Jakarta has highest *Affective Commitment* compared with *Continuance* aspects and *Normative Commitment*. This indicates that a lecturer of Universitas Negeri Jakarta have the more urge to become a member of an organization because of their emotional attachment and involvement in the activities of the organization.

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