

Organizational Commitment of Lecturer: Investigation of Generation X in XYZ University

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Abstract

Purpose of this study is to investigate organizational commitment generation X lecturers of XYZ as a private University. Meanwhile, to have competitive advantage, a university needs supported by lecturers as qualified human resources. Lecturers are expected has motivation, commitment, enthusiasm to do her/his job to serve students well and give lecturing. In Indonesia context, lecturers should do TRIDARMA (lecturing, researching, doing community service) as performance. There is not many previous study generation X of private universities lecturers in Indonesia. Exploratory study conducted on 100 lecturers who work more than five years at XYZ University. The results obtained that 70% feel satisfied by remuneration. But only 40% feel has strong connection with institution. Then to discuss issue in depth, qualitative research method was conducted in this research. Through literatures studies, in-depth interviews, observation, that aim to get deeper information. Key informants are four lecturers who are generation X and had worked more than five year and their direct supervisor. Collecting data using triangulation method. Results shown that leadership style, organizational support and relationship within organization has impact to employee satisfaction. While employee satisfaction has impact to build organizational commitment. Research contributions provide input to higher education managers in managing lecturers as human resources to build organizational commitment.

Keywords

Organizational Commitment, Generation X, Lecturer

1. Introduction

Lecturers are the importance human investment of private University to enhance competitive advantages, including XYZ as a private University. As Siagian (2012) stated that performance quality of an organization is determined by quality of employees and quality of organization. Lecturers have responsibilities to do learning process for students. Lecturers are expected has motivation, commitment, enthusiasm to do his/her job. In Indonesia context according Law No. 20/2003 at National Education System, lecturers should do TRIDARMA obligations (lecturing, researching, doing community service) as performance. Then, lecturers performance will be determined by how he/she implementing task of professional educator by transforming, developing and disseminating science, technology and the arts through higher education system. Finally, lecturers needs to be committed to university his/her workplace.

There are many previous studies of lecturers, but it is not many previous study of generation X as private lecturers in Indonesia. Even though X and Y generations currently dominate the workplace in Indonesia. Studies of De Meuse et al. (2010) and Ball & Gotsill (2011) said that generation X was born 1960-1979, they are very independence works by being based on the existence of clear but not in rigid rules, need clarity of information when it is related with her/his career, and tends to be loyal when organization can understand their needs. XYZ has more lecturers at the age of generation X. Exploratory study conducted on 100 lecturers who work more than five years at XYZ University. The results obtained that 70% feel satisfied by remuneration. But only 40% feel has strong connection with institution. In line with Gibson et al. (2009) statement that perception is the process of giving meaning to the workplace. Lecturers perception also needs to understand to build feeling more motivated, enthusiastic, committed. Robbins and Judge (2013) also stated that by having committed employees, organization will have awareness the way to achieve higher performance. Based on previous understanding, there is the need to know how organizational commitment of generation X lecturer. Problem statement became the focus of this issue is:
How are organizational commitment of generation X lecturers?

2. Literature Review

Strategies that underlie human resource management practices in University context consider maximizing the effect on performance. With its contribution to productivity including lecturers, development of a good reputation in the community. To understand that, this study refer motivation, organization culture, job satisfaction, organization engagement and commitment.

Motivation.

To maintenance human investment, organization should understand motivation. Because will encourage someone to do more effective and attained their performance well (Pentury, 2010). For lecturers, motivation is the driving achieve the goal. Motivation cannot be separated from the need and desire necessary to respond. Maslow's theory defines five levels of needs as physiological, safety, social, esteem, self-actualization. Then, Herzberg develop as motivation and hygiene factors, as known as two factors theory. Hygiene Factors are factors relating to the maintenance of human resource, requirement will be returned to the zero point after met. Hygiene factors such as policies, corporate administrations, and an adequate salary in a job will be to reassure person. Motivation concerning an individual's psychological needs that perfect feeling of doing the job. Examples motivation factor is appreciation of the personal directly related with job (Aamodt, 2012).

Organization Culture.

As employee, lecturer should obey and follow organization culture. Organizational culture is a culture that is defined as a pattern of basic assumptions basic shared assumptions learned by a group when solve problems both externally and internally, which make the organization has adapted and knows which steps to take to overcome these problems based on how the organization copes problems in the past (Schein, 2010). For work organizations such as universities, the culture of the organization itself is due to adaptation organization that has become a pattern of common basic assumptions for the continuity of the organization itself is carried out with continuity. Organizational culture is formed by people in organizations, by organizational ethics, by work rights granted to employees of employers, and by type structure used by the organization. Like organizational structure, culture organization forms and controls the behavior of its members from within the organization (Jones, 2013).

Job Satisfaction.

Lecturer as employee has an emotional state which is pleasant or unpleasant in which he/she view work. Job satisfaction explained as an emotional state that is pleasant or unpleasant in which employees view their work (Hasibuan, 2017; Sunyoto 2009). There are factors can influence job satisfaction: (a) Psychological factor such as interests, the attitude of the work, talent, and skills. (b) Social factor that is associated with the interaction between the employee or the employer. (c) Physical factors are associated with physical conditions that exist such as type of work, rest periods, work equipment, state of the room, temperature, lighting, air vents. (d) Financial factor that is associated with the guarantee as well as employee benefits, including salaries, benefits including promotion. When company motivate well, the employee will feel a positive condition and is satisfied that they would be willing to do more than

expected performance (Sugandi et al., 2013). In contrary, lecturers can also feel dissatisfaction. Robbins and Judge (2013) explained dissatisfaction manifested in: (a) Exit or resign. (b) Voice, suggested improvements, discuss the matter with his/her superiors. (c) Loyalty, shown passively, optimistic defended the organization if there is criticism and trust organizations and management did the right thing. (d) Neglect letting the condition gets worse by default, often too late, reducing the effort in working, errors in work increases.

Employee Engagement.

Lecturers need to has engagement to organization, although it is is a complex problem in arranged human resource. Through employee engagement, employees feel happy and enthusiastic to work in very good performance (Handoko, 2010). Employee engagement has three aspects: physical, emotional, cognitive. Physical aspect is related to the level individual engagement with organization. Emotional aspects, in which willing to cooperate or to empathize with superiors and colleagues. The cognitive aspect is the awareness of the role played by the organization. Employee engagement measuring how good organization's efforts in improving employee performance and organizational performance (Robbins and Judge , 2013). Employee engagement can affect organizational commitment and performance. The relationship between employee engagement can positively affect affective organizational commitment according to previous studies by Ibrahim and Falasi (2014), Nazir and Islam (2017), Gyensare et al., (2017).

Organization Commitment.

Organizational commitment is the attitude or form of one's behavior towards the organization in the form of loyalty and achievement of the organization's vision, mission, values and goals (Robbins and Judge, 2013). Some previous studies conveyed that the existence of a positive relationship between levels of organizational commitment and desirable attitudes to engagement processes (Ibrahim and Falasi, 2014; Nazir and Islam, 2017; Gyensare et al., 2017). Supported by the study of Allen and Meyer (2009) that divided organizational commitment into three: Affective Commitment, if employees want to be a part of organization because of a bond emotional. Continuance Commitment appears when employees stay with one organization because it requires a salary and other advantages or because of the employee did not find other work. Normative Commitment. Normative Commitment arises from employee self-values. Employees survive become a member of the organization because it exists awareness that is committed to organization is a matter of course should be done regardless of position and position because of achievement of organizational goals is the work of all members of the organization which is collective. Dessler (2009) shows that employees who have a high commitment have low absenteeism and have a longer working period and tend to work harder and show better performance.

3. Research Design and Methods

Qualitative method used in this study, based on the philosophy post positivism to examine the condition of natural objects. Inductive approach for analysis data to emphasize the significance rather than generalization. Based on understanding that qualitative research is a method of unstructured exploratory research that is based on a small sample of informant that provides insight and understanding of a problem situation. This is in line with definition by Sugiyono (2017) and Creswell (2016) supported that qualitative research is the excavation effort, understanding, and meaning to what happens in the various individuals or groups, who comes from a social or humanitarian issues. The object this research is lecturer of XYZ. Data collection conducted by direct observation, interview, special method (questionnaire for exploration study) and secondary data derived from the theories, the organization archives or previous research (Nazir, 2013; Ihalauw, 2008).

Unit of analysis that will be studied is individual, because this study focus on perception measuring organizational commitment of lecturer generation X in XYZ University. The selected key informants are generation X lecturers with period of work more than five years. The consideration is during five years work in XYZ, they able to provide an overview of the process that is received from. Observations made on the key informant at the facts that occurred to see how the ways in building organizational commitment factors in XYZ. All key informants election conducted with consideration of ease gain access to data, their availability and willingness. Fourth informant only willing to use the name initials disguised as A, B, C, D, the reason as privacy because they still work at XYZ University. For confirmation this study used second group of informant is the direct supervisor of each lecturers.

Triangulation is done by combining data obtained from various sources to reduce error and bias. While the validity is the degree of accuracy of the data occurs in a research project with data that can be reported by researchers (Sugiyono, 2017). This study uses external validity test, which put more emphasis on the extent to which results can be generalized to other contexts.

Through informant profiles can be understood that four informant are lecturers with tenure period of employment more than five years; age 40-50 years old; married; has national registration number of lecturer (NIDN), has formal academic hierarchy named *Jenjang Jabatan Akademik (JJA)*, lecturer certification (SERDOS); and minimum S2 graduates, because according to Indonesia's regulation concerning the terms of lecturers in Indonesia should have minimum S2 (magister degree) can be a full-time lecturer for S1 (bachelor degree). Key informants profile as depicted in Table 1 below.

Table 1. Key Informant Profiles

	1 st Informant Mr.A	2 nd Informant Miss B	3 th Informant Miss C	4 th Informant Mr.D
Age	41	50	46	48
Gender	Male	Female	Female	Male
Education	Magister Degree	Magister Degree	Doctoral Degree	Doctoral Degree
Working Periods	7 years	13 years	13 years	9 years
Academic Rank (JJA)	<i>Assistant Professor (Lektor)</i>	<i>Senior Lecturer (Asisten Ahli)</i>	<i>Associate Professor (Lektor Kepala)</i>	<i>Assistant Professor (Lektor)</i>
Direct Supervisor	Miss XX	Miss YY	Miss YY	Miss XX

All informants are generation X that have more than five years working period at XYZ. The first informant is male (Mr. A), aged 41 years old, period of work is seven years. Although not yet have a doctoral degree, but already has JJA rank as *lektor 300*. In the competence level of the position still further towards to be a *Lektor Kepala*. For Indonesia context, there are still unwritten cultural or views about different attitude toward the status of academic or graduate level. As a Magister degree, first informant although deemed to have seniority, but should still be trying to get recognition and privileges attached as a senior lecturer because his education background. Especially in the age of 41 years, the first informant in his performance required to be more competent in teaching and others good personal competence to survive. But JJA rank *Lektor* and lecturer certification still required for the profile lecturers as faculty member, so he has moderate bargaining position. The Second informant is female (Miss B), aged 50 years old, period of work is 13 years, holding Magister degree. In the competence of the ladder is at the lowest level for the profession of lecturers as *Asisten Ahli 150 (AA)*. Second informant although in the mid age, still has the opportunity and the desire to continue doctoral education level. Which is an added value for informants is already have professional certification SERDOS so she can doing *Tridarma* regularly. Third informant is Miss C, female, 46 years old, with doctoral degree, JJA *Lektor Kepala* merely to *Professorship* is very ideal to keep by University to gained accreditation report to the Government. Then the last informant is Mr D, male, 48 years old, Doctoral degree and working periods nine years but pursue higher ranking of JJA to *Lektor Kepala*. Collecting data in this study conducted using interviews and observation. Interviews were conducted in all informants in a different time. Then proceed to observations and confirmation interviews with each Head of Departments as direct supervisor of key informants.

4. Findings and Discussion

Findings based on interview with informants, they are stated that there is organizational culture that makes them feel enjoy to do TRIDARMA. Such as comfortable working space; fairness right; good financial remuneration or some fringes benefits, supported system to do lecturing, research and community services. By using self participated observation at XYZ there are good facilities to work as hygiene factors of Herzberg. At XYZ each lecturer has a working space, personal computer, WIFI, working stationary. The classroom also provided by whiteboard, LCD, computer and WIFI. Thus, generation X lecturers feel supported to perform well. XYZ maintain human resource as

talent management from recruiting that stated from the fit values between key informants and XYZ. Informants stated they taken several training supported their works.

For aligned and integration with organization vision, XYZ give spiritual training such as New Employee Orientation, Christian Worldview, Leadership Enrichment Module. XYZ motivated talent management through good system of Human Resource Management, that supported statement by Pentury (2010) and Sugandi et al. (2013) that organization need to encourage employee motivation to retain positive feeling by generation X lecturers. All informants admitted they feel enjoy, satisfied in that HRM system, so they are willing work more than job description, for example in teaching looking for more innovative and systematic forms of teaching, willing to carry out additional activities charged by the study program such as doing marketing at some schools. All informants feel good job satisfaction and feel XYZ is a good working place. In generation X lecturers views are to work to live, not to work so that life between work, personal, and family tends to be balanced. In line Sutrisno (2009) and Luthan (2014) there are factors can build satisfaction including good relationship among employee, physical conditions, financial factors, fringe benefits, including work life balance. Informants also stated feel internally motivated as Herzberg factor of motivation as professional lecturer.

Based on confirmation interviews with direct supervisors of key informants (Miss XX and Miss YY act as head of department), there are result that considers even though informants A, B, C, D not yet has normative organizational commitment, but it is already has continuance commitment. It can be explained based on observations all informants more than five years working periods that indicating long term commitment with university. They tends to be committed because based on exploration study 70% respondents lecturers feel satisfied with remuneration and benefits system. In others words, supported by Allen and Smith (2009) informants stay because they did not find another job, because he/she needs the job in XYZ. From direct supervisor views all informants already blend with XYZ organization culture. Although XYZ has strong standardized system, all informants can understanding and fit with the vision, mission, goals and strategies of XYZ. These statements above supported study from Jurkiewicz (2000) that stated characteristics of generation X are: able to adapt, able to accept changes well and called as a strong generation, has an independent and loyal character, very much prioritizing image, fame, and money, the type of hard worker, counting contributions that the company has made to the results of its work. Head of departments admitted all generation X lecturers know what the have to do through clear standard and job description using internal performance appraisal. Then, Key Performance Indicators attached with individual goal to measure attitude and behavior which are expected. Direct supervisor feel already motivate generation X lecturer to do TRIDARMA well.

Instead for key informants to attained more JJA for their career path. Second informant, Miss B has been warned many times to raise JJA but has not been able to do it because for 4 years it served as a structural. And the main problem is personal motivation in publishing scientific journals as a requirement to increase JJA. While, Mr. A as first informant is undertaking the task of completing doctoral studies in the completion dissertation. In accordance with the opinion of Mohamed (2013) and Davoudi (2010) that employees who have a high commitment to the organization are better able identify the goals and objectives of the organization and stay inside organization.

Proposed Proposition

Some important concepts in this study will be assembled into a proposition. Proposition is a statement that consists of one or more concepts or variables (Sanusi, 2011). Each proposition shows the interrelationship between the two concepts. Propositions are as follows:

Proposition 1: Organizational Motivation affected to Job Satisfaction

Perceived organizational motivation positively reflected in the statement of all informants that feel satisfied with facilities; personal relationship with supervisor and colleagues; remuneration; while they expressed matched with values of XYZ. It is related to Robin and Judge (2013) states that employees who feel supported by organization will have a sense of meaningfulness then they feel satisfied.

Proposition 2: Organizational Culture affected to Job Satisfaction

Clear standards of HRM system, internal interactions will help employees understanding how to stay in ZYZ. Informants stated supported each other with others faculty colleagues. Related to As'ad (2012), stated there some of the things that cause satisfaction, including specific organizational culture.

Proposition 3: Job Satisfaction affected to Employee Engagement

In this study informants feel satisfied by organizational motivation and organizational culture of XYZ. Then as lecturers they feel engaged as cognitive, emotional, attitude to XYZ University. Inline with Sutrisno (2009), Sunyoto (2012) and Hasibuan (2017), that measuring some factors of job satisfaction can make employee feel engaged.

Proposition 4: Employee Engagement affected to Organizational Commitment

Informants stated they wants stay five years ahead in XYZ. Meaning as lecturers they feel conditions makes comfort to work. So, they are enjoy to coming work every day as affective commitment and salary or benefits still interesting for them to stay as continuance commitment.

Model Proposed.

In this section, propositions that have been formed and then assembled into a theory or model. The model was created by linking a proposition with other propositions. Then the models created in the study are as follows:

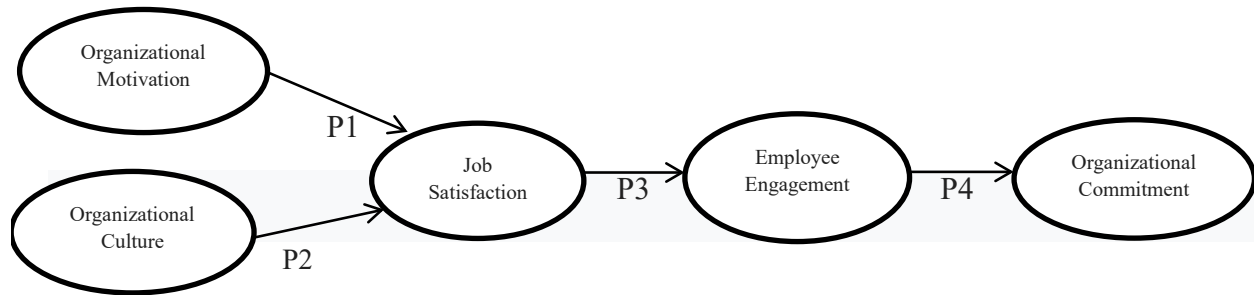


Figure 1. Model Proposed

5. Conclusions

University XYZ need to know how their lecturer needs to motivate them in the right ways. When they feel motivated with organization and comfort with organizational culture it will measuring generation X lecturers job satisfaction. XYZ University consider are able to provide motivation in the form of organizational motivation. For making them feel positive about working climate, XYZ should build positive organization culture that match generation X lecturers. The importance with their positive feeling that impact to job satisfaction, generation X lecturers will engaged with XYZ as talent management. Then it can enhance their performance to achieve organization vision as organization commitment. Role of direct supervisor very importance to encourage TRIDARMA and increasing JJA. Because quality of lecturers also need to developed and maintained not only in the context of performance but also job satisfaction and engagement.

Managerial implication for XYZ should implementation system that inherent the needs of generation X lecturers. XYZ University can maintain by clear and future goal talent management. Then because lecturers generation X very discipline the can adaptation rules and policies system that they have taken from socialization program. As teamwork generation X lecturers can adopted teamwork, so direct supervisor can build teamwork for their work climate.

There are limitations in this study, such as: conducted by qualitative method through interviews with limited informants so it should not be generalized to all generation X lecturers; Unable to perform focus group discussion lecturers and head of department because they do not willingness. This study only focus on generation X lecturers

perception toward organizational commitment in XYZ University. Then the theoretical suggestions need further research using quantitative methods and conduct empirical testing of the models.

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