

# The Mediating of Organizational Commitment on Work Motivation and Lecturer Performance: The Four-Dimensional Model of Organizational Commitment

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**Abstract:** *This study provides the exploration grounded of current conceptual related to organizational commitment. The purpose of this study was to examine the effect of Organizational Commitment (OC) as a mediating relationship between work motivation and lecturer performance. The four-dimensional model investigated Affective Commitment (AC), Continuance Commitment (CC), Normative Commitment (NC) and Internalization Commitment (IO) as dimensions of commitment to the organization. Using 367 lecturers at a private university as a sample, the study analysed by path analysis method. The finding reveals that organizational commitment as a mediating role has positively significant on the relationship between work motivation and lecturer performance. Meanwhile, directly relationship documented that work motivation linkages on affective commitment more strongly correlation within four-dimensions of OC. The fact also showed that low of lecturer motivation due to lack of socializing, making it difficult to work together and communicate effectively on the development of teaching materials and teaching method which affect their work.*

**Keywords:** *Work Motivation, Affective Commitment, Continuance Commitment, Normative Commitment, Internalization Commitment, Lecturer Performance.*

## INTRODUCTION

The higher education paradigm heralded by the Indonesia government expects the quality and professionalism to be able to produce human resources who have expertise and characteristics in accordance with the university's goals. Professionalism would be answered by an increase in lecturer performance. While the issues relating to the lecturer performance at the higher education currently growth in literature discussion. Human resources are an important factor for the advancement of higher education as one of the important measures of university performance. However, in several private universities in Indonesia showed by (Hairuddin et al., 2017) found that the motivation of lecturers is still low in the learning process and other activities especially related to the research. The previous study conducted by (Mugimu et al., 2013) stated that the lack of research budget provided by the university where the amount is not appropriate and added to the heavy workload, this was one of the main obstacles to the success of the lecturers' performance in carrying out the research. According to (Rohmah et al., 2016), revealed that there are five supporting strategies to improve the ability of lecturer publications, including

(1) the availability of adequate and appropriate funding for the implementation of training and community service, (2) infrastructure and facilities to publish in accreditation journal or international journal, (4) awarding from universities to award outstanding lecturers' performance in producing scientific papers, (5) creative and innovative lecturers' performance. Therefore, low of lecturer motivation has an impact on the low of lecturers' performance in higher education or universities.

The weaknesses of lecturers' performance due to both of internal factors of the lecturers themselves as well as external factors or environmental factors (Isham, 2004). This is also documented in the study of (Alhamda & Sanusi, 2007; Taruno et al., 2012; Jusmin et al., 2016) that in private universities is the low of lecturer performance with indications of the following facts: 1) Some weaknesses related to lecturer motivation include, 1) the lecturer is not in accordance with the syllabus in providing material, 2) using methods that do not vary in learning, 3) the tendency not to change material annually 4) the results of training are still lacking socialization and 5) lectures that are not on time. According to the theory by Allen and Meyer (1990) conceptually OC includes three-dimensions, whereas in this study uses four-dimensions of OC. The three-dimensions are: (1) affective commitment (AC); (2) continuance commitment (CC) and (3) normative commitment (NC). Affective Commitment is a commitment to the organization that is determined by the choice to remain committed to the organization because of emotional identification (Allen & Meyer, 1990; Singh & Gupta, 2015). whereas sustainable commitment is how much commitment to the organization caused by their own economy (Allen & Meyer, 1990).

Feelings of individual obligations based on perceived attachment to organizational goals are normative commitments (Allen & Meyer, 1990; Singh & Gupta, 2015). The four-dimension of OC referring to Delobbe & Vandenberghe (2014). Study Delobe & Vandenberghe clarify that Porter et al (1974) explained different concepts of OC from Meyer and Allen. Internalization concept defining as a commitment both by identifying individuals for the organizational and its acceptance of organizational values. Empirical evidence shows that the acceptance of organizational refers to the concept of internalization. This concept is a construct that may be different from identification. This concept is emphasized in study of the Kelman (1958) which is based on political change. Kelman defines that internalization is the result of an affiliation with members of the organizational and acceptance of its influence. Internalization also refers to the attachment to organizational goals based on a perceived congruence between individual values and organizational value (Delobbe & Vandenberghe, 2014). Previous study. O'Reilly and Chatman (1986) also strongly suggestion that an internalization is a different form of commitment that is not similar to Meyer and Allen's in affective commitment.

The need for improving lecturer performance is an important problem faced by universities related to efforts to improve the quality of education. The higher university performance achievements reflect the lecturers' performance (Suwanda, 2018). Previously study on the relationship between OC and performance is still tenuous. Researcher and each study have a different focus on the definition of OC. The four-dimensions of OC in this study used in those researches are a little bit different. Therefore, it is also interesting to conduct an examination of this relationship. The main purpose of this study is to investigate the effect of OC as mediating on work motivation and lecturer performance. The contribution of this research is to examine the OC variables using four-dimensional models, whether affective commitment, continuance commitment, normative commitment, and internalization commitment have a role as mediating variables.

## LITERATURE REVIEW

### *Work Motivation and Organizational Commitment*

Motivation including the factor from the inside and outside individual to achieve something in a way that needs are encourage or influence to act (Robbins, 2009). Motivation is also given to workers with a view to achieving the desired organizational goals. This motivation can be in the form of material and non-material incentives. Material incentives are in the form of providing material such as money, while non-material incentives are a form of appropriate rewards given such as, Award Charter, good service, and fair treatment (Hasibuan, 2008). Therefore, work motivation plays an important role inside and outside workers so that they are encouraged and enthusiastic in carrying out their activities. Previous studies have shown that motivation is needed in organizations to encourage in carrying out an activity to achieve goals (Jusmin et al., 2016; Rivai & Mulyadi, 2003).

Organizational Commitment defined as the relative strength of identification by an individual with and involvement in the organization (Mowday et al., 1979). (Allen & Meyer, 1990) defining model in three-dimensions OC. The three dimensions referred to the attitudes and perception of individual employees. There are: Affective Commitment (AC), Continuance Commitment (CC), and Normative Commitment (NC). Mayer and Allen (1991) noted that separate dimensions of AC based on the loyalty of employees to the organization, such as intentions the turnover on organization, employee well-being and behaviour on the work. Allen and Mayer also review the definition of OC that has been developed since 1991. OC has a multi-dimensional construct. Vandberg and Self (1993) and Vandenberg, Self and Seo (1994) defined four models of commitment: affective, continuance, temporal, and identification. When evaluated on different timeframes and then tested for insignificant redefine OC results, they found that differences in organizational career levels varied with psychological levels as well as economic attitudes (Singh & Gupta, 2015). Based on the previous finding OC experiencing development and also review of conceptual and empirical literature of OC by Al-Jabari & Ghazzawi (2019), this study extends the dimensions of OC. According to O'Reilly and Chatman (1986) that explained a different form of commitment which is not similar with affective commitment. An Internalization Commitment (IC) began to be developed by researchers. (Delobbe & Vandenberghe, 2014)] state that internalization also refers to the attachment to organizational goals based on a perceived congruence between individual values and organizational value. Therefore, the four-dimensions in this study put in the following hypothesis:

- H1a: Work motivation has positive effect on Affective Commitment (AC);
- H1b: Work motivation has positive effect on Continuance Commitment (CC);
- H1c: Work motivation has positive effect on Normative Commitment (NC);
- H1d: Work motivation has positive effect on Internalization Commitment (IC);
- H1e: Work motivation has positive effect on Organizational Commitment (OC).

### *Organizational Commitment and Lecturer Performance*

Perspective theory describes that everyone in an organizational should have a commitment to be more advanced, there are consists of several dimensions: affective commitment, obeying the rules (normative commitment), realizing continuity

(continuance commitment). Several previous evidences also supporting relationship organizational commitment and performance, that organizational commitment has a positive and significant effect on performance (Hazriyanto & Ibrahim, 2019; Suharto et al, 2019) and significant effect on lecturer performance (Hairuddin, et al, 2017). Therefore, this study proposes the hypothesis:

H2: Organizational Commitment has positive effect on Lecturer Performance

#### *Work Motivation and Lecturer Performance*

Based on the expectation theory states that individual has the power of preference to act in a certain way by depending on the strength of a desire that it will be followed by a specific output and on the attractiveness of the output. The results of previous studies proved that work motivation has a significant effect on lecturer performance (Cahyono, 2012; Adam, 2013; Jusmin, 2016). However, Jusmin et al (2016) provide evidence that the lack of encouragement to lecturers to improve the quality of a good relationship between lecturers and leaders so that ultimately results in a high desire from lecturers to carry out activities or do other work outside their profession. Meanwhile, several studies (Tone et al, 2015; Arbuckle & Wothke, 2009) documented that work motivation does not significantly influence individual performance. Based on the discussion, the hypothesis study support that the work motivation given both internal and external motivation will improve lecturer performance. Thus the following hypothesis in this study:

H3: Work Motivation has positive effect on Lecturer Performance

#### *Organizational Commitment on the relationship between Work Motivation and Lecturer Performance*

Organizational Commitment explained by Allen and Mayer (1990) includes stating that every individual in an organization must have a commitment to advance (affective commitment), obey the rules (normative commitment), realize continuity (continuance commitment). Several previous studies provide evidence that the work motivation of lecturers is proven to be able to improve lecturers' performance (Cahyono, 2012). Lecturer performance can be improved by increasing OC in carrying out assignments. One the important factor that contributes towards enhancing the achievement of a lecturer's performance is work motivation as well as commitment. Therefore, that organizational commitment to lecturer performance strongly relationship and significant effect (Hazriyanto & Ibrahim, 2019) and empirical evidence also showed that the work motivation has significant effect to organizational commitment and lecturers' performance (Hairuddin et al., 2017). Based on the discussion above, the proposes hypothesis:

H4: Work Motivation has positive effect on Lecturer Performance through

#### *Organization Commitment*

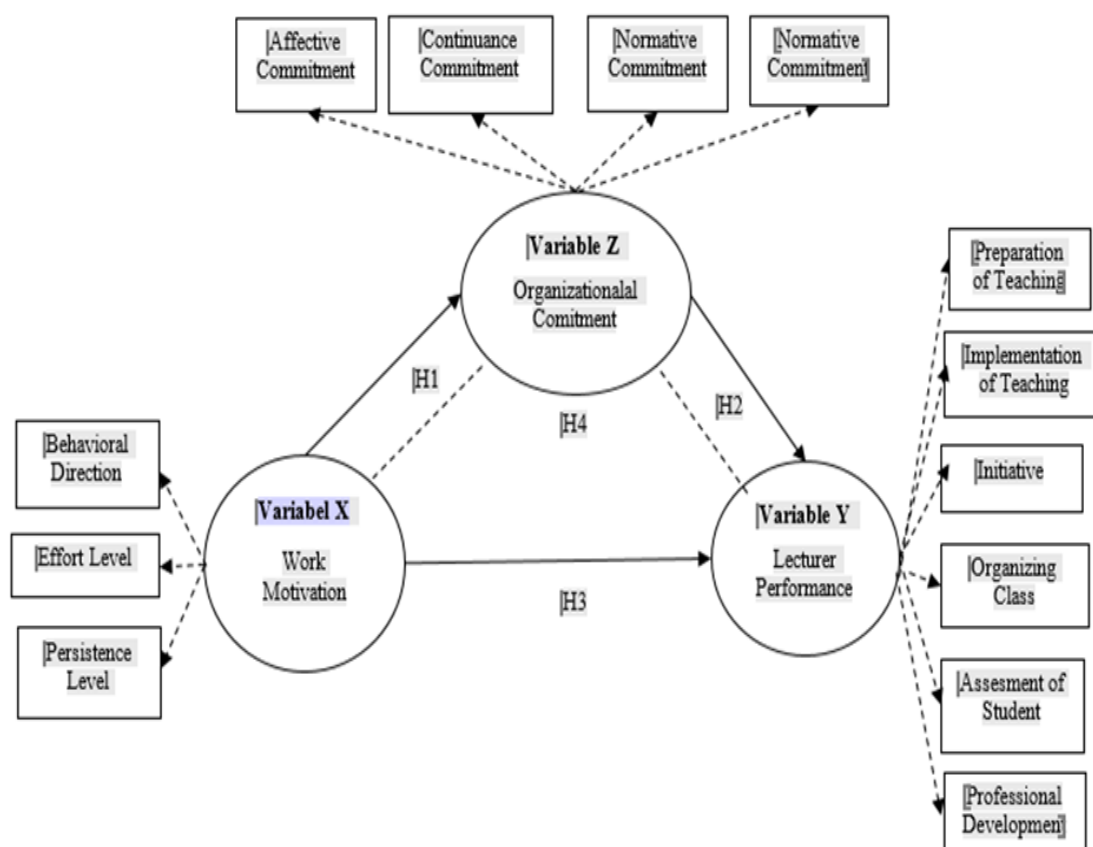


Fig. 1. Research Framework

**METHODOLOGY**

*Sample and Respondents*

This study used purposive judgment sampling method with some of criteria. Criteria's respondent like 1) Lecturer is active in university academic activity 2) Lecturer have working period more than 5 years in university. Then, the questioners have been distributed to respondents were selected. of 370 lecturers from the top five private universities in South of Sumatera Province. Finally, all respondents were 367 after evaluated the result of the respondent answer. It means that the valid and workable number was 367 respondents were appropriate and feasible for further testing.



Table 1. The Demographics Information of the Respondents

Information		N	Total	%	
Gender	Male	230	367	84,4	100
	Female	137		25,6	
Age	Under 35 years	122	367	33,8	100
	35-45 years	141		39,1	
	46-55years	58		16,1	
	55 years above	46		11,0	
Working period as Lecturer	More than 5 years	156	367	42,5	100
	10-15 years	139		37,8	
	More than 15 years	72		19,7	
Education Background	Bachelor's degree	8	367	2,2	100
	Master's degree	232		63,2	
	Doctorate/PhD	127		34,6	
Academic Position	Lecturer (AA)	121	367	32,9	100
	Lecturer (Lektor)	156		42,5	
	Associate Professor	63		17,1	
	Professor	27		7,5	

Table 1 present the demographics of the respondent selected. The total of the respondent in this study are 367 respondents. Table 1 also shows that the higher percentage respondent of female lecturers (84.4%) than male lecturers (25.6%). While the majority of respondents are dominated by lecturers with 35-45 years of age (39.1%), with work periods as a lecturer under 10 years (42.5%), this means that the resources possessed by higher education are productive ages that they still have high performance. Therefore, lecturer as a respondent majority has an educational background in Master degree (63,2%) with academic position majority still beginning level as Lecturer (Lektor) (42.5%).

#### Definition of Variables

Table 2. The Variables, Definition of Variable and Proxies

No	Variable	Definition	Indicators
1	<b>Work Motivation</b> <i>Independent (X)</i>	Motivation is a set of factors that can generate, direct and maintain a person's behavior to choose a path in achieving goals (Sugiono, 2013).	The indicators used to measure work motivation by 3 indicators: 1) <i>Direction of Behavior</i> 2) <i>Effort Level</i> 3) <i>Level of Persistence</i> (George & Jones, 2008)

2	<b>Organizational Commitment (OC)</b>  <i>Intervening (Z)</i>	Organizational Commitment defined as an individual capability in identifying their capability and involvement in an organizational performance (Mowday et al (1979), Spector, 2000) or a characteristic of psychological which stated 1) organizational relationship between employee 2) the implication for membership continuity in the organizational (Meyer & Allen, 1998).	Including 4 indicators, to measure OC: 1) <i>Affective Commitment</i> , 2) <i>Continuance Commitment</i> , 3) <i>Normative Commitment</i> , 4) <i>Internalization Commitment</i> Delobbe & Vandenberghe (2014).
3	<b>Lecturer Performance (LP)</b>  <i>(Dependent (Y))</i>	Lecturer Performance is a work outcome or measurement of success for lecturer in their area of work by using a certain size and evaluated by certain people as well Ekmekci, (2011). Lecturer performance based on load of the lecturer work includes the several main activities and supporting which carrying out academic tasks (Handayani, 2019)	Measured 6 indicators: 1) <i>Planning and initial preparation of teaching</i> , 2) <i>Presentation / implementation of teaching</i> , 3) <i>Initiative</i> 4) <i>Organizing and class management</i> , 5) <i>Assessment of student performance</i> , and 6) <i>Professional development and leadership</i> (Taruno et al. 2015)

*Analysis Method*

Analysis method in this study using Path analysis. Purposed hypotheses answered by Path coefficient is a standardized regression coefficient, namely regression coefficients calculated from databases that have been set in the standard number (Z-score) (Hair et al., 1998).

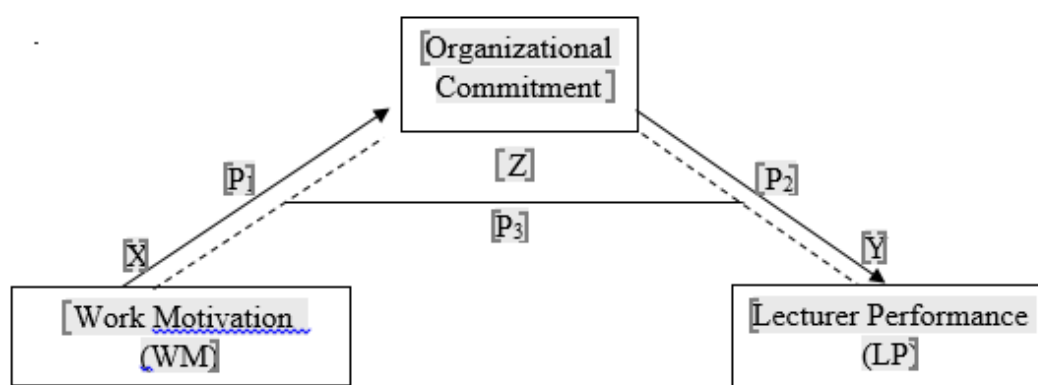


Fig. 2. The Model of Path Analysis

Based on the model above, the P value draws the path and the path coefficient value between variables. Based on the path diagram above, the structural equation is also obtained, namely, there are three regression tests as follows:

Model 1: The direct effect partial of X on Z

$$a. Z_1 = \alpha + \beta_1 X + \varepsilon$$

$$b. Z_2 = \alpha + \beta_1 X + \varepsilon$$

$$c. Z_3 = \alpha + \beta_1 X + \varepsilon$$

$$d. Z_4 = \alpha + \beta_1 X + \varepsilon$$

The direct effect simultaneously of X on Z

$$e. Z = \alpha + \beta_1 X + \varepsilon$$

Model 2: The direct effect of Z on Y

$$Y = \alpha + \beta_1 Z + \varepsilon$$

Model 3: The direct effect of X on Y

$$X = \alpha + \beta_1 Y + \varepsilon$$

Model 4: The indirect effect of X on Y through Z = a + B<sub>1</sub>X + B<sub>2</sub>Z

$$Y = \alpha + \beta_1 X + \beta_2 Z_1 + \beta_3 Z_2 + \beta_4 Z_3 + \beta_5 X_4 + \varepsilon$$

Where:

*X*: Independent variable namely Work Motivation (WM)

*Y*: Dependent variable is Employee Performance (EP)

*Z*: Intervening variable, namely Organizational Commitment (OC)

*a*: Coefficient of constants

$\beta$ : Regression coefficient

$\varepsilon$ : Error

## FINDING AND DISCUSSION

Based on Table 3, showing the results of the hypothesis testing. This step answers the direct and indirect relationship that proposed. The analysis technique using a simple linear regression model. Simple linear regression is used to directly determine relationship the effect of work motivation on OC within four dimensions, the effect of OC on Lecturer Performance, and the effect of work motivation on lecturer performance. Then, indirectly relationship affect with OC as mediating on the relationship between work motivation and lecturer performance.

Table 3. Hypotheses Testing: Result of Direct and Indirect Relationships

H	Structure Relationships (Direct Effect)	R Square	$\beta$	t-stat	P-Value	Information
H1a	WM → AC	0.340	0.144	2.842	<b>0.000***</b>	Accepted
H1b	WM → CC	0.327	0.127	2.637	<b>0.000***</b>	Accepted
H1c	WM → NC	0.313	0.283	2.384	<b>0.001***</b>	Accepted
H1d	WM → IC	0.202	0.196	2.285	<b>0.003***</b>	Accepted
H1e	WM → OC	0.331	0.139	2.457	<b>0.001***</b>	Accepted
H2	OC → LP	0.355	0.102	2.047	<b>0.004***</b>	Accepted
H3	WM → LP	0.385	0.114	2.286	<b>0.001***</b>	Accepted
H	Structure Relationships	R Square	$\beta$	t-stat	P-Value	Information



	<b>(Indirect Effect)</b>					
H4	WM → OC → LP	0.410	0.120	3.145	<b>0.000***</b>	Accepted

Note: \*, \*\*, \*\*\*, 10%, 5%, 1% is respectively

Work Motivation (WM), Organizational Commitment (OC) Affective Commitment (AC), Continuance Commitment (CC), Normative Commitment (NC), Internalization Commitment (IC), Lecturer Performance (LP).

#### A. Direct Relationships and Indirect Relationship

Based on the table above, it can be seen that the result of hypothesis test on direct relationship between work motivation and OC in four-dimensions: 1) H1a the significance effect Work Motivation (WM) to Affective Commitment (AC) is p-value 0.000\*\*\* (t-stat=2.842), 2) H1b the significance Work Motivation (WM) to Continuance Commitment (CC) is p-value 0.000\*\*\* (t-stat=2.637), 3) H1c the significance Work Motivation (WM) to Normative Commitment (CC) is p-value 0.001\*\*\* (t-stat=2.384), 4) the relationship between work motivation and internalization commitment (H1d) show that significant effect with p-value 0.003\*\*\* (t-stat=2.285), all the p-value results are smaller than 0.005. It means that all the hypotheses are accepted, which strongly state that work motivation significant effect the organizational commitment. 5) In four-dimensions of OC, the result test of the relationship between OC and lecturer performance also significant at p-value 0.001\*\*\*, this reveal that hypothesis (H1e) is supported. The overall results of work motivation and organizational commitment relationship show that AC to is a superior relationship compared to other OC dimensions. The finding consistent with (Delobbe & Vandenberghe, 2014) which documented that AC has superior predictive ability to provide stronger relationships. Commitment to compliance and sustainability has a different relationship pattern with the criterion size. However, the relevance of compliance in predicting major organizational outcomes is partly due to the variance along with affective commitment. O'Reilly & Chatman (1986) also stated that the extent of OC, internalization commitment occur that the values of employees and organizations become more similar over time. The effects of work motivation on affective commitment have higher R Square = 0.340 within four-dimensions, means that affective commitment is influenced 34% by work motivation and 66% is influenced by other factors.

Based on Table 3, the result of testing the second hypothesis (H2), whereas direct relationship between OC and lecturer performance showed significantly positive effect with p-value of 0.004\*\*\* (t-stat = 2.047), this means that hypothesis is accepted and line with (Hairuddin et al., 2017; Hazriyanto & Ibrahim, 2019; Suharto & Hendri, 2019).. Organizational commitment is a driver to achieve higher performance at the universities, especially at private university. Particularly, lecturers need to be supported to have a high commitment to the organization and it will improve university performance. The Last of a direct relationship, shows the result of the third hypothesis (H3) direct relationship between work motivation and lecturer performance proved that a significant effect at p-value 0.001\*\*\* (t-stat = 2,286). It means that the hypothesis is accepted. The results consistent with previous studies proved that work motivation has a significant effect on lecturer performance (Cahyono, 2012; Adam, 2013; Jusmin et al., 2016). This fact suggests that the motivation is given by the organization both material and non-material greatly affects the performance of employees in the organization. So, it should be evaluated by

management which related to decision making at the university. The condition with the university's performance has decreased, it could be the main effect is because of the weak of lecturer motivation provided. This is a great challenge for the universities, especially at private university to keep the motivation of lecturers.

*B. The Effect of Work Motivation on Lecturer Performance through Organizational Commitment as an Intervening Variable using Path Analysis*

The result of analysis of the effect of work motivation (X) on lecturer performance (Y) through job satisfaction (Z), it is known that the direct effect given work motivation (X) on lecturer performance (Y) (P3) is 0.370. While the indirect effect of work motivation (X) on lecturer performance (Y) through OC within four-dimensions (Z) is the multiplication of the beta value of work motivation (X) on job satisfaction (z) (P1) with the beta value of job satisfaction (z) on performance employee (y) (P2), namely:  $P1 \times P2 = 0.841 \times 0.449 = 0.376$ . For the total effect is the sum of the direct effect (P3) with indirect effects (P1 x P2), namely:  $P3 + (P1 \times P2) = 0.360 + 0.376 = 0.736$ . Based on the result of path analysis, the direct effect value is 0.360 and the indirect effect is 0.376, It means that the value of indirect effect is greater than the value of direct effect. These results indicate that indirectly effect on work motivation through OC has a significant effect on lecturer performance. Then the hypothesis that states OC acts as an intervening variable between work motivation and lecturer performance at is acceptable. The following is an interpretation of the results of the study in the form of a hypothetical definition:

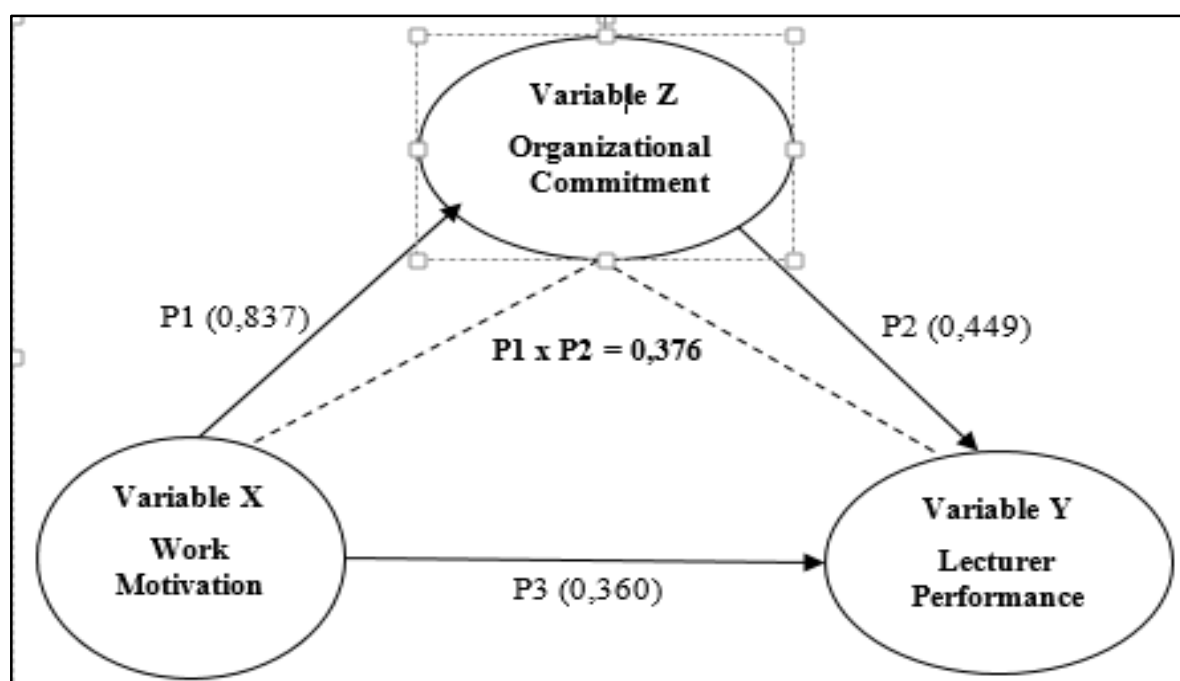


Fig. 3. The Result Finding with Path Analysis

**Explanation**

- > : Direct relationship line
- - - - -> : Indirect relationship line
- : Variable

Based on the data analysis, the direct effect value is and P3 (360) and the indirect effect is 0.376. This result means that the value of the indirect effect through mediating variable Organizational Commitment (OC) is greater than the value of direct relationship between Work Motivation and Lecturer Performance. This result line with (Jusmin et al., 2016; Hairuddin et al., 2017; Hazriyanto & Ibrahim, 2019), work motivation and organizational commitment have significant on lecturer performance. These results reveal that indirectly work motivation through OC within four-dimensions has a significant effect on lecturer performance. Then the main finding hypothesis stating that OC significant as intervening on the relationship between work motivation and lecturer performance. Mediating of OC has an effective relationship between work motivation on lecturer performance more strongly. Then this fact means that Affective Commitment, Continuance Commitment, Normative Commitment, Internalization Commitment on OC should need to get attention to improve lecturer performance in an academic environment.

## CONCLUSIONS

This study provides evidence related to the exploration of organizational commitment dimensions as indicators of Organizational Commitment (OC). The development of organizational commitment is a study that still needs to be done. The purpose of this study is to examine the four dimensions of OC directly and indirectly on the performance of lecturers at private universities. In addition, the main contribution of this study is to examine the effect of OC as a mediating relationship between work motivation and lecturer performance. The four-dimensional model investigates Affective Commitments (AC), Continuance Commitments (CC), Normative Commitments (NC) and Internalization Commitments (IO) as dimensions of commitment. In this study using respondents 367 lecturers at private universities. Analysed by the Path analysis the findings reveal that organizational commitment as mediating has a significant positive effect on the relationship of work motivation and organizational commitment. In addition, the study results show that the direct relationship of work motivation on affective commitment is a stronger correlation between the four dimensions of OC. The limitation of this study, in this research using the different OC dimension variables from the propose of several other previous studies. Thus, future researchers could investigate other dimensions of OC to extend to the literature in the theory of organizational expectations.

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