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The Effect of Organizational Culture on Lecturers' Organizational Commitment in Private Universities in Indonesia

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Abstract

In rigorous and competitive working environment, higher education institutions require strong and supportive organizational basis. This study seeks to analyze the influence of organizational fundamentals of organizational culture on organizational commitment, job satisfaction, and the trust of lecturers as employees in tertiary institutions. This study is a quantitative study with the object of study in universities in Serang Banten, Indonesia. The results show that organizational culture has a positive effect on organizational commitment, job satisfaction, and lecturer trust in the university environment. The implication is that a good and conducive organizational culture in tertiary institutions enables organizational members to build their integrity, competence, consistency and loyalty towards the tertiary organization. This condition can occur because of the existence of a conducive organizational culture, it will encourage members of the organization to actualize positive values in the organization, including the values contained in trust, such as integrity, competence, consistency and loyalty.

Keywords: higher education, organizational culture, organizational commitment, job satisfaction, trust

1. Introduction

Every organization has its own culture, according to the characteristics, specifications and specifics of each. The culture characterizes its unique presence that distinguishes it from other organizations (Schein, 1990; Özçelik et al., 2016; Bromiley & Rau, 2016). Culture in this sense reflects the values, norms, or basic beliefs that are shared by all members of the organization, which are built and relied together to achieve organizational goals (Ahmady et al., 2016; Giri et al., 2016; Riswanto et al., 2018). Organizational culture that is accommodating to the aspirations of organizational members tends to be seen as conducive by members of the organization. Conversely, an organizational culture that is less accommodating to the aspirations of organizational members will be viewed negatively so it tends to be unsupported. With such condition a conducive organizational culture in higher education can attract the interests, attitudes and behavior of members of the organization to achieve organizational goals (Pudjiarti et al., 2017). This is reflected in the form of acceptance of organizational values and goals, identification and involvement, and active participation of lecturers in the organization (Rao, 2016; Farid et al., 2015).

In higher education, conducive internal organizational conditions are needed, especially organizational culture, to bring a sense of satisfaction among employees and lecturers. A conducive organizational culture, in which basic values, norms and beliefs are built together by members of the organization to achieve organizational goals, will enable the availability of adequate aspects of work for organizational members of employees and lecturers. This means that job satisfaction of lecturers as functional employees in tertiary institutions will be possible when organizational culture that is built, grows, and develops in organizations clearly supports the availability of aspects of work in accordance with the expectations, needs, and interests of staff and lecturers (Pudjiarti et al., 2017). Higher education organizations now face various challenges to improve organizational capability, dissemination of knowledge and community service (Pucciarelli & Kaplan, 2016; Lesley, 2018; Kaplan & Haenlein, 2016)). Therefore, organizational culture both in business organizations and education institutions that is accommodating to the aspirations of members of the organization tends to be seen as conducive by members of the organization, so as to invite the interests, attitudes and behavior of members of the organization to achieve organizational goals. A conducive and supportive culture will also encourage a strong willingness of the members of the organization to participate in realizing the organization's goals. In this context, private universities basically offer a higher degree of autonomy in organizational management and increased academic ability for lecturers compared to public universities that tend to be bureaucratic and hierarchical

(Pudjiarti, 2018; Suparjo. & Sunarsih, 2018). In other words, a good organizational culture in private universities will strengthen organizational commitment, not least for the culture of higher education organizations in increasing the organizational commitment of lecturers. The purpose of this research is to empirically analyze the influence of higher education organizational culture on faculty organizational commitment, job satisfaction and trust. With this condition, this study is expected to be able to enrich empirical findings of the influence of organizational culture on organizational commitment with a different research setting, namely tertiary institutions.

Theoretically, the impetus for this study is the existence of research gaps from several previous studies on the role of organizational culture in the educational environment. Srikaningsih and Setyadi (2015) showed that through partial testing organizational culture did not have a significant impact on organizational commitment. On the contrary, some studies reveal that the relationship was significant. Koesmono (2014) states that organizational culture significantly influences organizational commitment and job satisfaction of lecturers. Fanggidae et al. (2016) found a positive and significant influence between the work environment culture which was proxied by spirituality and organizational commitment and job satisfaction of lecturers. Sangadji and Sopiah (2013) also found that organizational culture positively and significantly influenced job satisfaction of lecturers.

This study is motivated that the work environment of higher education today is very competitive. The development of lecturers' work appraisal is adjusted to the work environment of private companies. This development directly affected the organization's efforts to empower employees and lecturers. Private universities generally have more flexibility in organizing and managing institutions than public universities that are hierarchically bound by state governance and state institutional regulations (Volkwein & Parnley, 2000; Volkwein & Malik, 1997; Nikunen, 2012). In this context, the examination of how private universities organize and form institutions capable of empowering organizational members needs to be analyzed. Furthermore, the efforts of the university manager will be related to changes in organizational culture, which in turn serves to influence organizational commitment, job satisfaction, and trust of members of the organization, in this case lecturers. The end result is an increase in organizational performance in general, achievement of organizational goals and improvement in the quality of graduates. More specifically, this study seeks to analyze the influence of organizational culture on organizational commitment, satisfaction and trust of lecturers who teach at private universities in the Serang, Banten, Indonesia. Based on this, the research questions raised in this study are:

RQ1. Does the organizational culture positively influence the organizational commitment of private university lecturers in Serang Indonesia?

RQ2. Does organizational culture positively influence job satisfaction of private university lecturers in Serang Indonesia?

RQ3. Does the organizational culture positively affect the trust of private university lecturers in Serang Indonesia?

2. Literature Review and Hypothesis

2.1 The Effect of Organizational Culture on Organizational Commitment

Culture shows the values, norms, or basic beliefs that are shared by all members of the organization, which are built and used as a means to achieve organizational goals. Eldridge and Crombie (1974) stated that culture is a unique configuration of norms, values, beliefs, and ways of acting that characterizes the ways in which groups and individuals combine to respond to meaning contained in transactional conversation (Furnham, 2006). Research on the influence of organizational culture on organizational commitment, among others, was conducted by Chin et al. (2002), Smith and Rupp (2002), Chatman (1988), Denison (1990). The results show that good organizational culture will create commitment among members of the organization, and help direct individual goals towards organizational goals and facilitate shared space among workers (Canessa and Riolo, 2003; Yanti & Dahlan, 2017; Polychroniou & Trivellas, 2018). This implies that a conducive organizational culture can build commitment together with members of the organization to fight for the achievement of organizational goals. Lok and Crawford's (2004) research results also show the influence of organizational culture on organizational commitment. This means that organizational culture has a direct influence on organizational commitment.

H1. Organizational culture has a positive effect on organizational commitment of lecturers in tertiary institutions

2.2 Relationship of Organizational Culture and Job Satisfaction

Edles (2002) looked at culture from the perspective of nouns and adjectives. In the noun perspective, culture is the best and most important achievement of a person or civilization, while in the adjective perspective, culture has the meaning of aesthetic sensibility, namely emotional sensitivity or intelligence on art and beauty (Edles, 2002). Research on the

influence of organizational culture on job satisfaction, among others, was carried out by Sosa and Sagas (2006). The results show that culture has a significant influence on job satisfaction (Sosa and Sagas, 2006).

Silverthorne's (2004) research in Taiwan also proves that organizational culture has a positive influence on job satisfaction (Silverthorne, 2004). In addition, Chang and Lee's (2007) research also shows that organizational culture influences job satisfaction. The results of this study empirically show that organizational culture has a direct influence on job satisfaction.

H2. Organizational culture has a positive effect on job satisfaction of lecturers in tertiary institutions

2.3 Influence of Organizational Culture and Trust

According to Töebeer and Kluckhohn (1952), culture contains patterns of behavior, both explicit and implicit, which are obtained and transmitted by symbols, institutionalizing differences in achievement within human groups, including institutionalization in artifacts. It is an important core of culture that contains traditional ideas which is historically handed down and chosen and inherent special values (Furnham, 2006). Trust is the belief that the other party seeks good intentions according to explicit or implicit commitments (Dani et al., 2006).

Previous research have examined the influence of organizational culture on trust, among others, was carried out by Genetzky-Haugen (2010). The results show that organizational culture can be a predictor and influencer of trust in an organization (Genetzky-Haugen, 2010), emphasizing that as one of the critical components of culture, trust can encourage managers to make it a positive cultural character in organizations (Kane-Urrabazo, 2006). In the analysis of the virtual team, showed that there is a relationship between trust and corporate culture orientation (Dani et al., 2006). This shows that organizational culture has a direct influence on trust.

H3. Organizational culture has a positive effect on the trust of lecturers in tertiary institutions

3. Method

Conceptually, this study was conducted with the aim of finding out the influence of organizational culture, on leadership, job satisfaction and trust in the organizational commitment of lecturers at Private Universities in Serang, Indonesia. The population as a sample frame is the permanent lecturers of the foundation at the Private Universities in Serang, amounting to 525 people. For a population of 525 people, according to the Krejcie & Morgan (1970), a sample of 222 people is needed. Data collection in this study was carried out using a questionnaire. The questionnaire was given to respondents and contained a number of statements made or compiled based on a grid of research instruments. In this scale the statements submitted are supplemented by five alternative answers and their weights for each alternative with a Likert scale. The constructs used for measuring lecturers' organizational commitment include affective, continuance, and normative commitments. For measuring organizational culture, this study used some indicators including organizational stability, respect others, attention to details, aggressiveness to compete, freedom to innovate, results oriented, team oriented. Job satisfaction was indicated by some constructs including communication quality, job itself, challenge, peers, working conditions, promotion, and wage. Lastly, variable of trust was measured by indicators of loyalty, openness, integrity, consistency, and competence. The data analysis technique used in this study is path analysis. According to Kerlinger & Pendhazur (1973), in path analysis there are two types of variables, namely exogenous and endogenous variables.

4. Results

Organizational culture variables consist of 27 valid statement items, so theoretically the organizational culture variable scores are in the interval 27 - 135. A score of 27 is the multiplication of the number of items with the lowest or never alternative answer score (27 x 1), while the largest score is a multiplication between the number of items with the highest score of alternative answers or always (27 x 5). The results of the descriptive statistical calculations for organizational culture variables are shown in table 1.

Table 1. Descriptive Statistics of Organizational Culture Variables

No	Descriptive statistics	Value
1	Minimum	72
2	Maximum	128
3	Range	56
4	Mean	104.56
5	Median	105
6	Modus	99
7	Standard deviation	12.28
8	Variance	150.74

Table 1 showed that the results of descriptive statistical calculations show that the empirical score of organizational culture variables is at intervals between 72 - 128, so the range is 56 (128-72). While the average value = 104.56, median = 105, mode = 99, standard deviations = 12.28 and variance = 150.74. The frequency distribution of organizational culture variables can be seen in the following table.

Table 2. Data Frequency Distribution of Organizational Culture Variables

No	Interval Class	Frequency		
		Absolute	Relatively (%)	Cumulative (%)
1	72 – 78	7	3.15	3.15
2	79 – 85	11	6.75	8.11
3	86 – 92	16	7.21	15.32
4	93 – 99	42	18.92	34.23
5	100 – 106	47	21.17	55.41
6	107 – 113	44	19.82	75.23
7	114 – 120	34	15.32	90.54
8	121 – 127	20	9.01	99.55
9	128 – 134	1	0.45	100.00
	Total	222	100	

Table 2 shows that the score of organizational culture variables is mostly in the interval class 100 - 106 with a frequency of 21.17%, followed by the interval class 107 - 113 (19.82%), and 93-99 (18.92%). The next sequence is the score which is in the interval 114 - 120 (15.32%), 121 - 127 (9.01%), 86 - 92 (7.21%), 79 - 85 (6.75%), 72 - 78 (3.15%) and finally the scores at intervals 128 - 134 (0.45%).

Next is the hypothesis testing. The first hypothesis formulated in this study is that organizational culture has a direct positive effect on the organizational commitment of lecturers at universities in the city of Serang. The results of the calculation of the path coefficient and t test to test the direct influence of organizational culture on organizational commitment are presented in table 3.

Table 3. Path coefficients of effect of organizational culture on organizational commitment

Number of observations (n)	Path coefficient	t-count	t-table	
			$\alpha=0.05$	$\alpha=0.01$
222	0.51	9.51**	1.645	2.326

** = significant at 0.01; t arithmetic (9.51) > t table at $\alpha=0,01$ (2.326)

The t-value obtained for the direct influence of organizational culture on organizational commitment is 9.51, while the t-table value for dk = 220 is 2.326. This indicated a significant direct effect of organizational culture on organizational commitment. The results of the calculation of the path coefficient for the direct influence of organizational culture on

organizational commitment (p51) amounted 0.51. The path coefficient obtained is positive so it reflects the directional effect. This means that the higher the organizational culture score, the higher the commitment score of the organization. Thus, H1 is accepted. It means that organizational culture has a direct positive effect on the organizational commitment of lecturers at universities in Serang, Indonesia.

The second hypothesis formulated was organizational culture has a direct positive effect on job satisfaction of lecturers at universities in Serang, Indonesia. The results of the calculation of path coefficients and t-tests to test the direct influence of organizational culture on job satisfaction.

Table 4. Path coefficients of effect of organizational culture on job satisfaction

Number of observations (n)	Path coefficient	t-count	t-table	
			$\alpha=0.05$	$\alpha=0.01$
222	0.26	4.53**	1.645	2.326

** = significant at 0.01; t arithmetic (9.51) > t table at $\alpha = 0.01$ (2.326)

The calculation results for the direct influence of organizational culture on job satisfaction obtained t-count of 4.53 and the value of t-table for dk = 220 is 2.326. This shows that there is a very significant direct effect of organizational culture on job satisfaction. Then the results of the calculation of the path coefficient of the direct influence of organizational culture on job satisfaction (p31) of 0.26. The path coefficient is positive, so the direction of the influence of organizational culture on job satisfaction is positive, which indicates the better the culture of the organization, it will increase job satisfaction. With such results, H1 is accepted, which means that organizational culture has a direct positive effect on job satisfaction of lecturers at universities in Serang.

The third hypothesis formulated in this study is that organizational culture has a direct positive effect on lecturers' confidence in universities in Serang. The results showed the calculation of the path coefficient and t test to test the direct influence of organizational culture on trust.

Table 5. Path coefficients of effect of organizational culture on trust

Number of observations (N)	Path coefficient (p41)	t-count	t-table	
			$\alpha=0.05$	$\alpha=0.01$
222	0.29	4.51**	1.645	2.326

** = significant at 0.01; t arithmetic (9.51) > t table at $\alpha = 0.01$ (2.326)

The t-count value of the direct influence of organizational culture on trust is 4.51, while the t-table value for dk = 220 is 2.326. This shows that organizational culture has a very significant effect on trust. While the results of the calculation of the path coefficient direct influence of organizational culture on trust (p41) obtained a coefficient of 0.29. The path coefficient obtained is positive which indicates that the better the organizational culture, the more it will increase trust. Then H3 is accepted. This means that organizational culture has a direct positive effect on the trust of lecturers in universities in Serang, Indonesia.

Organizational culture is a pattern of basic assumptions and beliefs shared by members of the organization and is a consistent solution that can work for a group in dealing with external and internal problems so that it can be taught to new members as a perception, think and feel in relation to organizational problems. It can be taught to new members as a perception, thought and feel in relation to organizational problems (Williams et al., 2007). Organizational culture in such conditions is needed by members of the organization, especially to build trust among members of the organization. Trust in this sense reflects the desire to rely on an authority based on positive expectations of the actions and attentions of the authorities (Colquitt et al., 2009). In the context of tertiary institutions, members of the organization include lecturers as subordinates and leaders of tertiary institutions as holders of organizational authority. A conducive organizational culture, which allows each member of the organization to actualize its potential so that it can grow naturally, will encourage trust among members of the organization towards the authority of the organization as the party that most determines the condition of the organization's culture. Previous research also provides evidence that organizational culture influences trust. The results of the Genetzky-Haugen study show that organizational culture can be a predictor and influencer of trust in organizations (Genetzky-Haugen, 2010). This means that organizational culture influences trust.

The findings are in line with Silverthorne's (2004) research presenting that organizational culture has a positive influence on job satisfaction. Chang and Lee's (2007) research also shows that organizational culture influences job

satisfaction. This means that the organizational capacity has a positive influence on job satisfaction. As a pattern of basic assumptions and beliefs shared by members of the organization and is a consistent solution that can work well for a group in dealing with external and internal problems so that it can be taught to new members as a perception, thought and feel in relation to organizational problems (Williams et al., 2007), Organizational culture is an external factor outside of the members of the organization but has the potential to influence the psychological condition of members of the organization. This can happen because the organizational culture reflects a pattern of basic assumptions and beliefs shared by members of the organization and is a consistent solution to deal with external and internal problems, so that its existence is always in touch and related to each member of the organization. With these conditions, a conducive university organizational culture can stimulate lecturer job satisfaction, especially if job satisfaction is interpreted as a condition of positive or pleasant feelings arising from work assessment or work experience (Nelson & Quick, 2006). When the organizational culture of higher education provides aspects of work that are in line with the expectations, interests, and needs of lecturers, then it will be perceived and felt positive and pleasant. Sosa and Sagas research results show that culture has a significant influence on job satisfaction (Sosa & Sagas, 2006).

The findings practically indicated that the existence of organizational culture as a real expression of behavior patterns, assumptions, norms, values, beliefs, and ways of acting should be believed, felt, agreed and carried out by members of the organization. It should also be projected to be reliable to achieve organizational goals is needed by members of the organization. Organizational culture in which a number of indicators are summarized such as freedom of innovation, guaranteed organizational stability, respect for others, results-oriented, attention to details, team-oriented, and aggressiveness to compete, can be a guide for organization's members. Organizational culture can be used as a reference for members of the organization to build trust, which is a desire to rely on other parties based on positive expectations of the actions and concerns of other parties, which can include indicators of integrity, competence, consistency, loyalty, and openness. A good and conducive organizational culture allows members of the organization, including lecturers as part of the academics of higher education, to be able to build integrity, competence, consistency and loyalty to the organization of higher education.

5. Conclusion

The results of the study prove the same thing that organizational culture positively influences organizational commitment. This can be understood because the organizational culture does reflect the existence of a particular organization, which distinguishes it from other organizations. The second finding confirms that organizational culture has a positive effect on job satisfaction. The significance of organizational culture in influencing job satisfaction can occur because the organizational culture of higher education can be a means to meet the intrinsic needs of lecturers. The results of this study also prove the same thing that organizational culture positively influences trust.

This study contributes to the understanding of the influence of organizational culture on the three variables of organizational commitment, job satisfaction and lecturer trust in private tertiary environment. Theoretically, the results also contribute to emphasizing the positive influence between organizational culture and organizational commitment, job satisfaction and lecturer trust. Practically, organizational culture can be used as a reference for members of the organization of private universities to build trust, which is a desire to depend on other parties based on positive expectations of the actions and attention of other parties. A good and conducive organizational culture allows organizational members to build their integrity, competence, consistency and loyalty towards the organization of universities. This condition can occur because of the existence of a conducive organizational culture, it will encourage members of the organization to actualize positive values in the organization, including the values contained in trust, such as integrity, competence, consistency and loyalty. In other words, to be able to actualize these values requires a good culture within the organization. Thus, the results of this study enrich the empirical findings of the influence of organizational culture on trust with different research settings, namely tertiary institutions.

This study has several limitations where testing is only one-sided by making organizational culture the sole antecedent for the independent variables of organizational commitment, job satisfaction and trust. In addition, this study is limited to private tertiary institutions in Serang, Indonesia. Finally, this study does not use comparative performance and organizational culture from public universities. Future studies are expected to examine the influence of organizational culture more comprehensively by considering other antecedents. In addition, testing is expected to be carried out longitudinally to get an idea of improving the development of organizational culture on private campuses. The number of samples from a wider area coverage and comparison of the development of organizational culture of the state campus are also needed to get a higher value of generalizability.

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