

Antecedent of Lecturer Performance: Empirical Study at UIN Maulana Malik Ibrahim Malang

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Abstract

It is important for organizations to be able to consider factors that can improve lecturer performance, because lecturer performance able to improve organization performance. This paper attempts to determine the effect of job satisfaction, organizational commitment and organizational behavior on lecturer performance. This is quantitative research type. Population is entire professors at UIN Malang with 333 lecturers. Data were collected through a questionnaire with four variables. Analysis technique used is GeSCA. Research results showed that Organizational Citizenship Behavior become antecedent of lecturer performance. Proud to become part of the organization makes lecturers will try to do something to gives more value to organization, mutual aid among others, provide support, as well as teamwork will indirectly improve lecturer performance.

Keywords: Job satisfaction, organizational commitment, OCB, performance, UIN Malang.

1. Introduction

Stain Malang status changes to became State Islamic University (UIN) by issuance of Presidential Decree Number 50 of 2004. It is a good momentum for organization development and change. As new university in Religion Department, it needs to change arrangement and better organization. This change require massive re-organization, both structurally and horizontally. Structurally, UIN Malang has successfully established an organizational structure as a university. Hierarchical in UIN is Rector, Vice Rector, Vice Rector II, Vice Rector III, Dean, Assistant Dean, Head, and Lower Head. All officers have different responsibility and tasks. Horizontal changes bring environmental consequences to increase lecturer performance in UIN Malang.

This change particularly important because university has important role to create cadre with high quality and become society hope. Development of HR strategic role follows the dynamics of human life to respond problems and challenges of dynamic life with HR is placed as a sustainable competitive advantage for the organization to formulate strategic policy in order to improve capacity and quality of human resources in organization (Sabran, 2009).

Organizational commitment is willingness to give extra effort for organization benefit and a strong desire to maintain membership in organization (Mowday, Steers & Porter, 1979; within Zeinabadi and Salehi (2011). Basically, organizational commitment can become a predictor for OCB (Zeinabadi and Salehi, 2011; Moorman, Niehoff and Organ, 1993; Ahmed, Mohammad, Talat, 2013) which states that organizational commitment directly affects OCB.

Luthan (2004) defines job satisfaction as a result of employee perceptions about how good a one job give everything that is seen as something important through his work. Robbins (2006) stated that relationship between job satisfaction and OCB are employees will be more satisfied in their work in

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helping co-workers. Job satisfaction is synonymous with always speak positively about organization, help co-workers. Therefore, job satisfaction positively correlate with OCB (Hoffman 2007, in Robbins and Timothy, 2011; Zeinabadi and Salehi, 2011; Salehi and Gholtash, 2011; Talat et al., 2014).

Empirical studies the relationship between satisfaction and performance revealed inconsistent results. Soemendu Biswas (2007) proved that relationship of job satisfaction and performance is positive and significant which suggests that they who committed to organization are more satisfied with their work and higher performance. Adversely, Crossman et al (2003) showed that there is no relationship between job satisfaction and employee performance. These contradictory findings require further studies to clarify theory conceptually and empirically.

Lecturers are spearheads in Higher Education that become key to any effort to improve quality of higher education. In addition, lecturer has a dual role, both as educational resources in most important universities and also has a strategic role for structural positions in Universities (Sabran, 2009). Given strategic position of lecturers for universities, it is necessary to develop lecturers career to explore variables that determining satisfaction and lecturer performance. High performance can develop a lecturers career, so it will be realized that Islamic University was able to compete and have a competitive advantage.

2. Literature Review

• Organizational Commitment

Robbins (2006) defines commitment as an individual orientation to organization that includes loyalty, identification, and engagement. Meyer and Allen (1991) stated that organizational commitment is multidimensional. There are three dimensions of commitment, namely: (1) Affective (2) continuance (3) normative. Organizational commitment is willingness to exert extra effort for organization benefit and a strong desire to maintain membership in organization (Mowday, Steers & Porter, 1979; within Zeinabadi and Salehi (2011). Basically organizational commitment is bias as predictors for OCB, as shown by Zeinabadi and Salehi (2011), Moorman, Niehoff and Organ (1993), which states that organizational commitment directly affects OCB. As expressed by Chiang and Hsieh (2012), that organizational commitment is a determining factor of employees performance.

• Job Satisfaction

Saks (2002) stated that job satisfaction is employee attitudes and job satisfaction can be assessed as a whole or in terms of individual satisfaction. Meanwhile, Luthan (2004) stated that job satisfaction is result of employee's perception of how good a job gave everything that is seen as something important through his work. Robbins (2006) stated that satisfied employees are likely to talk positively about the organization, helping co-workers, and make their performance exceeded normal estimates, satisfied employees are more obedient to call of duty. OCB can predict job satisfaction. Zeinabadi (2010); Paille and Bourdeau, Galois (2010); Salehi and Gholtash (2011) and Talat *et al.* (2014); and Foote, Thomas and Li (2008) found that job satisfaction stronger to affect OCB when commitment is considered as a moderating variable.

• OCB (Organizational Citizenship Behavior)

Referring to opinion of Organ (2006), OCB is an extra role of individual behavior, because the main principle of OCB is determined for some period of time to improve organizational effectiveness.

Organ (1998) defines five main categories of OCB, namely: (1) Altruism; (2) Conscientiousness; (3) Sportsmanship; (4) Courtesy; (5) Civic virtue. One factors to form performance is OCB. Chiang and Hsieh (2012); Boerner, et al. (2007) stated that OCB affect on employee performance.

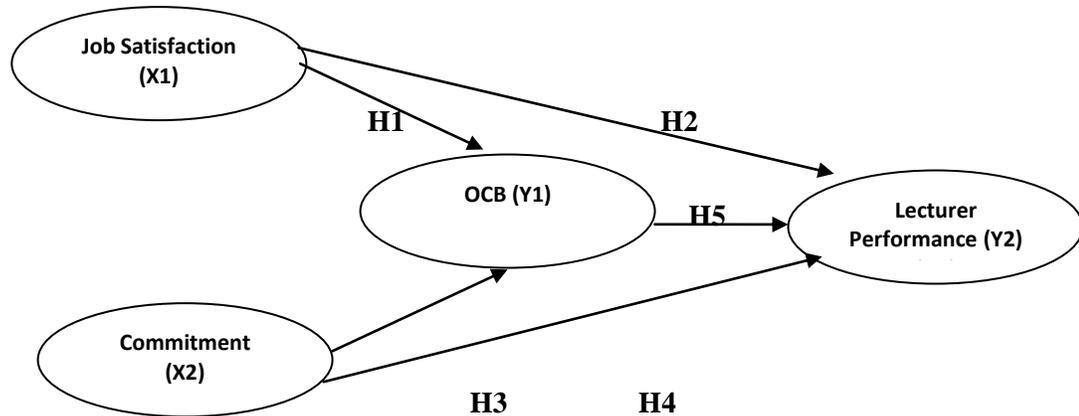
• **Performance**

Performance is defined as result of someone achievement efforts with ability that already owned in certain circumstances. Therefore, performance is result the relationship between effort, ability, and perceptual tasks charged (Timpe, 1999).

Diktis Directorate General Regulation of Religious Affairs Ministry about workload for lecturer or staff at Religious Ministries of Indonesia Republic, the performance appraisal elements include: a. education and teaching, b. research, c. community service and d. support (Religious Ministry Diktis of Indonesia Republic, 2011).

• **Hypothesis Model**

Figure 1: Research Hypothesis Model



• **Hypothesis Formulation**

Based on theory study and hypothetical model, hypothesis can be formulated as follows:

1. Job satisfaction affects significantly on OCB of lecturer at UIN Maulana Malik Ibrahim Malang.
2. Job satisfaction affects significantly on lecturer performance at UIN Maulana Malik Ibrahim Malang..
3. Commitment organizations affects significantly on OCB at UIN Maulana Malik Ibrahim Malang.
4. Organizations commitment affects significantly on lecturer performance at UIN Maulana Malik Ibrahim Malang.
5. OCB affects significantly on lecturer performance at UIN Maulana Malik Ibrahim Malang.
6. OCB mediates the relationship between predictor variables, namely job satisfaction and commitment with lecturer performance as criterion variable.

3. Methods

• **Research Types**

Based on research objectives, this research type is explanatory. Explanatory research can test hypothesis between hypothesized variables (Faisal, 1992). This study population is all full-time lecturers of 333 lecturers. Sampling technique used is proportional random sampling, in order to obtain samples of 77 lecturers.

• **Measurement**

Job satisfaction questionnaire consists of 10 items referring to opinion of Luthans (2011); Organizational commitment questionnaire is adopted from Meyer, Allen, Smith (1993). OCB questionnaire is measured by 10 items from Organ and Dennis (1998).

Finally, Job performance of lecturers was measured with 8 items, developed by the Directorate General of higher education of Ministry of Religious Affairs Directorate General Higher Education about lecturer workload (BKD) for lecturer or lecturer staff in the Ministry of Religious Affairs (Higher Education of Ministry of Religious Affairs, 2011).

• **Data Analysis Techniques**

Data is analyzed by Generalized Structured Component Analysis (GSCA). This analysis approach using least square method in parameter estimation process of components (factors) and multi-group comparison (Solimun, 2012).

4. Findings

Test results of models fit is shown below.

Table 1: Model Fit

Model Fit	
FIT	0.530
AFIT	0.522
NPAR	62

• **FIT = 0.530**

FIT shows total variance of all variables that can be explained by specific model. FIT values range from 0 to 1. Thus, model that can be explain all variable is 0.530. Variance of organizational commitment, job satisfaction, OCB and lecturer performance that can be explained by model is equal to 53.0%; and rest (47.0%) can be explained by other variables. It means that model is good enough to explain studied phenomena.

• **AFIT = 0.522**

AFIT (Adjusted FIT) is similar to adjusted R squared in regression analysis. AFIT can be used for model comparison. AFIT models with greatest value can be selected between a better model. When viewed from AFIT value, variance of organizational commitment, job satisfaction, OCB and lecturer performance that can be explained by model is equal to 52.2%; and rest (47.8%) can be explained by other variables.

Table 2: Path Analysis (Structural Model)

Path Coefficients			
	Estimate	SE	CR
Job Satisfaction → OCB	0.581	0.154	3.78*
Job Satisfaction → Lecturer Performance	0.384	0.078	4.92*
Commitment → OCB	0.092	0.137	0.67
Commitment → Lecturer Performance	0.381	0.108	3.51*
OCB → Lecturer Performance	0.674	0.056	11.94*

CR * = significant at .05 levels

- **Commitment → OCB**

Commitment has a positive relationship with OCB and not significant because the critical value obtained insignificant at 95% confidence level. It means OCB does not affect OCB.

- **Commitment → Lecturer Performance**

Commitment has a positive and significant relationship with performance because critical value obtained is significant at 95% confidence level. It means that Commitment affect on lecturer performance.

- **Satisfaction → OCB**

Satisfaction has a significant positive relationship with OCB at 95% confidence level. It means that OCB affect on Job satisfaction.

- **Job Satisfaction → Lecturer Performance**

Job satisfaction has a significant positive relationship with employee performance at 95% confidence level. It means that Job satisfaction affect on lecturer performance.

- **OCB → Performance**

OCB has a positive and significant relationship with performance because critical value obtained is significant at 95% confidence level. It means so that OCB affects on lecturer performance.

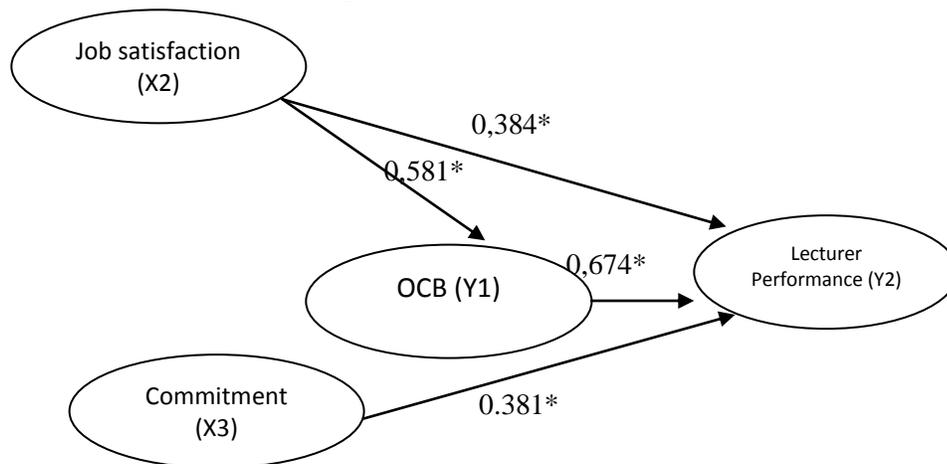
- **Mediation Analysis**

Six hypothesis six can be tested in model results of study. Model shows that relationship between job satisfaction and OCB is 0.581; OCB and lecturer performance is 0.674; and job satisfaction on lecturer performance is. Because of direct relationship coefficient is smaller than indirect coefficient, it can be concluded that OCB partially mediate the relationship between job satisfaction and performance lecturer (Solimun, 2012).

5. Discussion

This section will be devoted to discuss the formulated issues. Next will be discussed research weather hypothesis is rejected or accepted based on GSCA that calculated by GeSCA software programs to calculate test results as well as the path coefficients and significance level.

Figure 2: Model Results



- **Effect of Job Satisfaction on OCB**

Discussion the effect of job satisfaction on OCB is to answer the problem formulation and research hypothesis which states that job satisfaction affects OCB. Path coefficients results in structural model show direct effect of organizational commitment on OCB variable of 0.581 with p-value less than 0.05. It can be said that job satisfaction directly affect on OCB. Positive path coefficient (0.581) indicates the effect is unidirectional. It means higher job satisfaction will lead to higher the OCB.

This results support the field research of Salehi and Gholtash (2011) that job satisfaction, job burnout, organizational commitment affect on OCB. Results stated that job satisfaction has a positive effect on OCB, organizational commitment and positive effect on OCB. Conversely job burnout has a negative effect on organizational commitment.

- **Effect of Job Satisfaction on Performance**

Path coefficient results in GSCA model show that job satisfaction directly affect lecturer on performance with values 0.384 at p-value less than 0.05. It means that job satisfaction directly affect on lecturer performance. This study results support previous research of Crossman and Bassem (2003) about the relationship between job satisfaction and performance. This findings show that there is a relationship between job satisfaction and employee performance. This means that job satisfaction has a strong correlation to increase in employee performance. More satisfied employees in work will increase performance.

This research finding support theory of Smith, et al (1969) in Gibson, et al (1996) that a person's satisfaction and dissatisfaction is caused by several factors, among others: (1) payment: an amount received and the perceived state of payment; (2) the work: the extent to which work assignments are considered attractive and provides the opportunity to learn and accept responsibility; (3) promotion opportunity: the opportunity to move forward; (4) the supervisor: a supervisor's ability to show interest and concern to employees; (5) co-workers: the extent to which co-workers friendly, competent and supportive.

- **Effect of OCB on Organizational Commitment**

Path coefficient results in GSCA model show that organizational commitment affect on OCB of 0,092 with p-value more than 0.05. It can be said that organizational commitment directly does not affect on OCB. Positive path coefficient (0.092) indicates the effect is unidirectional. It means higher organizational commitment will lead to higher OCB. Adversely, lower organizational commitment will cause lower OCB. This study results do not support previous research of Salehi and Gholtash (2011); Zeinabadi and Salehi (2011), Moorman, Niehoff and Organ (1993) that job satisfaction has a positive effect on OCB.

Based on interviews conducted and supported by respondents of open questionnaire, UIN Malang is instilled an understanding that work is worship. So that work be required to become professor single-minded. High sense of sincerity of each lecturer will able to carry out any work assigned to him.

Sense of sincere reflects one's feelings (likes or dislikes) to organization where he worked. Organizational commitment is an individual orientation toward organization that includes loyalty, identification and engagement. Organizational commitment is an active relationship between the individual and organization. Orientation relationship resulted in individual (employee) on their willingness to give something to illustrates support for achievement of organizational goals.

- **Effect of Organizational Commitment to Lecturer Performance**

Path coefficient results in GSCA model show that organizational commitment affect on lecturer performance at 0.381 with p-value less than 0.05. It means that organizational commitment directly affect on performance. Path coefficient positive (0.381) indicates the effect is unidirectional. It means better organizational commitment will lead to higher lecturer performance. This research results support previous study of Gunlu et al (2010) organizational commitment affect on performance.

Organizational commitment orientation is an active relationship between the individual and organization. Orientation relationship resulted in people (lecturers) have own willingness to give something to illustrates support for achievement of organizational goals.

- **Effect of OCB on Performance**

Path coefficient results in GSCA model show that OCB directly affect on performance at 0.674 obtained with p-value less than 0.05. Thus it can be said that of OCB has direct effect on performance.

This study result support previous research of Chiang and Hsieh (2012) that OCB has positive and significant effect on performance. Luthans (2011) show that organization citizenship behavior is positively related to individual performance, group performance and organizational performance.

- **Effect of Job Satisfaction and OCB on Lecturer Performance**

OCB mediates effect of job satisfaction on lecturer performance. This context show that when lecturer are satisfied with his work, he will show a caring attitude towards others, trying to make improvements continuously, which in turn reflects the overall performance.

6. Research Conclusions and Implications

Research conclusion can be stated as follows: (1) organizational commitment has no effect on OCB, because every lecturer who work already required to have a high commitment to organization. This commitment is demonstrated by proud to be part of the organization, remain loyal to organization and considers himself like organization. But if associated with OCB, commitment apparently has no effect. This is because average lecturer assume that tasks assigned to individual assignment, each individual work on each task load. Because so many activities of each lecturer, solidarity towards fellow lecturers are low. They tend to be concerned with individual performance; (2) commitment affect on performance. Lecturers proud to become a part of the organization, then lecturer will try best to do something that gives more value to organization and better lecturer performance; (3) Job satisfaction affect on OCB. Therefore, organization should pay more attention to lecturer job satisfaction, because satisfaction is an individual's general attitude toward his work. To improve job satisfaction it need driving factor in order to produce a better lecturer performance; (4) Job satisfaction affect on performance. Leaders should pay more attention to driving factors of job satisfaction; (5) OCB affect on performance. OCB basically is an extra role behavior of lecturer. With mutual aid among others, provide support, absence of teamwork will indirectly improve lecturer performance.

7. Suggestions for Future Researchers

This study has some limitations that can be used as suggestions for future research. First limitation is commitment measurement is based solely on opinion of Allen Meyer. Next measurement of lecturer commitment can use all measures related to organizational commitment (such commitment attitude as expressed by Porter (1974), and behavioral commitment). Second limitation is this research subjects only full time lecturer, next research can examined all lecturers or comparing public and private lecturer. Interpretation the findings of this longitudinal research needs to be done to find a more robust evidence regarding the direction of causal relationship because corelational study also does not remove the possibility that there are other variables that could explain relationship between variables found in a study. Therefore, next researcher can reduce common method bias, namely performance variables need to be answered not only by individual respondent, but should also be assessed by leaders.

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