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Effect of Commitment and Organizational Support on Competence and Performance of Private College Lecturer in Gorontalo - Indonesia

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ABSTRACT

This paper has practical implications for top management in private college to identify factors to increase lecturer's competence and performance. Surveys are done to lecturers at 10 private colleges in Gorontalo - Indonesia using questionnaires. Relationships between latent variables are tested by structural equation modeling. Study results recommend for private college to manage to human resource development process systematically, consistently and continuously. At same time it needs organizational support to meet the social and emotional needs of staff to identify social role and integrated with organization. This study limitation is does not involve demographic characteristics and samples only at private colleges in Gorontalo. Therefore, these study findings can not be generalized to other college in other region. Future study is recommended to fill this gap in order to strengthen this study results.

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INTRODUCTION

Human resources are one entity in organization who becomes focus of concern in work world. Organizations success depends heavily on its human resources quality. Company can successful when able to manage human resources properly. It is increasingly evident in service organization because the services directly interact with consumers who need such services. College organizations, for example, students and other stakeholders directly feel the services provided by organization through the lecturers. Things that can be seen and felt by students can describe the quality of their services and also the college quality. Human resources developments in college are needed to improve competence and professionalism as lecturer parameters, such as knowledge, skills, and attitudes and behavior. Competences are related to human ability that needs to be cultivated mainly in college. According to Lawler & Mohrman (2003), a professional lecturer needed to make strategic partner to make college become more effective. Colleges have strategic position to produce high quality of human resources. Data indicate that competence development processes at private college lecturers in Gorontalo are not optimal. Data of strata formal education in 2013 show, as one indicators of lecturer's competence, from 566 lecturers, scholars qualification (stratum-1) are 406 (71. 73%), master (Stratum-2) of 154 (27. 20 %) and doctors (Stratum-3) is only 6 (1.06%). This situation certainly will have implications on lecturer performance.

Human resources development process is required through planning, recruitment, selection and induction stage (Dessler, 2010). In addition, competence increase also requires organizational commitment in form of support from organization elements to be able to improve the lecturer performance. Perceived organizational support also plays an important role on employee performance. Employee is defined as a general belief about the extent to which the organization values their contributions and cares for employee's welfare (Eisenberger et. Al, 1986). Meanwhile, according to Rhoades and Eisenberger (2002), organizations supports are assessed as assistance availability assurance from organizations when such assistance is needed to support tasks implementation in order to operate effectively and to deal with stressing situations. Organizations support can also be viewed as an organizational commitment to employees. This

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means that organization appreciates the dedication and loyalty of employees, employees will also consider how the organization's commitment to them. Organization award can be considered by employee as acceptance and recognition, pay and promotion, access to information, as well as other assistance required employees to be able to carry out their work effectively. Based on description above, this paper aims are:

1. To test and analyzing the effect of human resource development, organizational commitment and organizational support to increase competence and performance of a private college lecturer in Gorontalo - Indonesia
2. How to understand correlation between these variables in perspective of human resource management to improve the lecturer performance.

Theoretical Review:

Human resource development needs come from the fact that every employee requires knowledge, expertise, and skills better. Special human resources developments in colleges are needed to increase competence and professionalism as a lecturer parameters, such as knowledge, skills, attitudes and behaviors. Colleges have strategic position to produce high quality of human resources. Competences in human abilities need to be cultivated, especially in college. According to Lawler & Mohrman (2003), professional lecturers are needed as strategic partner to make college become more effective. One professionalism aspect that must be owned by a lecturer is ability to inform research results to improve practice performance, and increasing the college competitiveness. Noe & Ford (1992) state there are four approaches to improve human resource development: formal education, assessment activities, work experience and interpersonal relationships. They are built through training coaching. Consistent with human resource development process, commitment and organizational support are also needed. Mowday et.al (1982) defines organizational commitment as relative strength of an individual's identification and involvement in a particular organization. This definition shows that organizational commitment means more than just a passive loyalty, but involves an active relationship and employees desire to make a meaningful contribution to organization. In addition, staff with high organizational commitment will be more motivated to be present in organization and strive to achieve organizational goals. Furthermore, high organizational commitment positively correlated with job satisfaction (Cooper-Hakim & Viswesvaran, 2005), motivation (Mathieu & Zajac, 1990), and organizational citizenship behaviors (Riketta, 2002). Day (2004) specifically illustrates that teaching is not just presenting facts, but also devote his whole heart and time to make understanding and proper settlement of lecturer issue in organizational commitment. Peterson and Mets (1987) states that organizational commitment is necessary to remember their role to affect behavior of teaching-learning process, interacting with colleagues, principals, and service to community.

Colleges need readiness of all devices, primarily to improve motivation and lecturer performance. Lecturers get a planned career development and professional. But in reality, phenomenon illustrates that lecturers often lack organizations support to improve their competence. Competence is often used to reflect a person's ability in specific areas or specific skills, such as verbal communication, presentation skills, knowledge of techniques, stress management, planning and decision-making ability. Related to lecturer's competence as educators, Johnson (2002) suggests that lectures need competencies with six components: 1) performance, 2) teaching material, 3) teaching process, 4) professional adjustment), 5) teaching professional and 6) attitude. According to national legislation of educational minister of Indonesia Republic Number 16 year 2007 on standard academic qualifications and lecturer's competence, competence components are pedagogical competence, personal competence, social competence, and professional competence. They are acquired through professional education. Competence is a set of knowledge, skills and behaviors that must be owned, understood and controlled by lecturer to perform their duties in their profession.

Research Hypothesis:

Many factors make private colleges improve lecturer's competencies to create a sustainable competitive advantage. Competence is individual belief to his belief to carry out their duties (Robin, 2002). Becker et.al (2001) state that competence lecturer is knowledge, skills, abilities or personality characteristics that directly affect the lecturer performance. Referring to that opinion, lecturer's parameters to execute task are teaching, tutorial, guide and thesis testing, teaching materials development, and publishing scientific papers, as well as education and research results that can be utilized by community.

Mangkuprawira (2003) states that factors affecting the lecturer's competence are relatively complex. They are intrinsic factors (education level, knowledge, skills, motivation, and experience) and extrinsic factors (compensation, work climate, leadership, work facilities and social relationships). To to increase the competence, each lecturer need a booster in order these competencies as expected by private college. It needs human resource development plan to increase the intellectual ability of individuals to carry out the work and responsibilities. Higher capacity may be achieved by training, education, learning, development and experience. Education and training is expected to

increase the knowledge and skills of individuals, while the development, learning and experience is expected to improve the attitudes and behavior of individuals. According to Dessler (2010), human resource development goals can only be achieved if done through the stages of planning, recruitment, selection and induction. It needs organizational commitment and support as part of process of human resource development plan. Allen and Meyer (1990) state, that in order to improve the competence through human resource development, it requires organization support. Organizational support is associated with compassion, respect and membership to meet the social and emotional needs of staff in order social identity role is integrated with organization. This is supported by Locke (1976) and Scheineder (1998) that individual will be interested and feel comfortable in organization if there is a common characteristic between them. Meglino (1989) states that individuals with same values with organization will be easy to interact efficiently with organization's value system reduce uncertainty and conflict, as well as increase customer satisfaction and performance. Eisenberger et. al (1986) argues there are two aspects to determine the condition of employee perceived of organizational support namely rewards organization for employee's contributions and organization's attention to employee's welfare. Organizational support will encourage the emergence of lecturer's commitment to maintain membership in organization and profession and willingness to perform high effort to achieve organization and profession goal. Allen and Meyer (1990) said that affective commitment wills makes an employee will be bound and emotionally involved in organization. Reciprocity norm makes employee and organization consider how to achieve the objectives in employment relationship (Rhoades & Eisenberger, 2002). Achievement of organization objectives is main theory in this research for the relationship of human resource development, commitment and organizational support on competence and performance as an integral part of overall human resource management.

Based on description above, conceptual framework is developed at Figure 1 and hypothesis formulations are follows:

H1: Human resources development has positive effect on lecturer's competence and performance

H2: Organizational commitment has positive effect on lecturer's competence and performance

H3: Organization support has positive effect on lecturer's competence and performance

H4: Lecturer's competence has positive effect on lecturer's performance

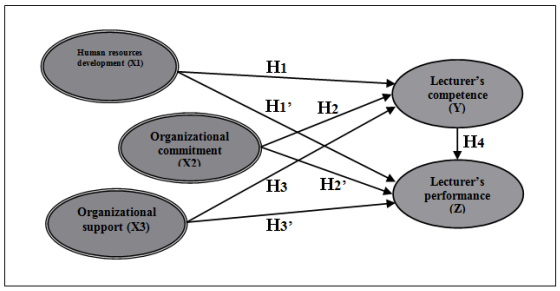

Fig. 1: Research conceptual model.

Methodology:

Data Collection:

Research design used is a survey method to examine the phenomenon of population characteristics and research object of lecturers at private college in Gorontalo. Questionnaires are collected randomly from 234 lecturers and structural officials scattered in 10 private colleges. Questionnaires are sent through direct visit and post since February to May 2014. Structural equation model is used to test the relationship between the variables based on hypothesis formulation that human resources development, commitment and organizational support affect on lecturers competence and lecturers performance. Maximum likelihood estimation technique requires samples between 100-200 (Ferdinand, 2002). Respondent's technical characteristics are described in Table 1.

Instruments Measurement:

Instruments to measure indicators is Likert scale (Likert, 1932), where "1" means "strongly disagree" and "5" means "strongly agree". Indicators assessment is developed based on several concepts of relevant research and references. Prior data collection, pre-test is performed to get feedback on content, format, comprehensibility and accuracy of research instruments. Therefore, instrument measurement can be considered as a new proposal measurement. Technical specifications of measurement instruments are shown in table 2.

Validity and reliability measurement:

Structural equation modeling is used to explore the relationship between variables in model (Figure 1). It can explain significance relationship of exogenous variables and endogenous variable. Some assumptions of analysis process are linear

relationship between variables, causal and additives, as well as valid and reliable measurement instruments. Homogeneity test using the Pearson Product Moment correlation> 0.4 was conducted to test the validity (Singgih, 2000). Reliability measurements were evaluated by Cronbach's alpha> 0.6, using SPSS version 16.0. Table 3 shows that measurement instruments are very valid and reliable because cutoff value.

Table 1: Respondent's technical characteristics.

Research location	Gorontalo-Indonesia
Respondents	Lecturer at private colleges
Institutions and samples	234 respondents, consisting of 157 (76.09%) respondent from university, 10 (4:27%) respondents from management science college, 18 respondents (7.69%)high administrative science, 8 respondents (3:41%) from technical higher school science, 16 respondents (6.83%) from higher school of computer science, 12 respondents (5:12%) from higher school of economics, 3 respondents (1:28%) from computer academy, 10 respondents (4:27%) from polytechnic
Academic rank qualifications	Lecturers are 109, expert assistant are 99 respondents, lector are 25 respondents, head lector is 1 respondent
Sampling method	Random sampling
Confidence level	95 percent
Data collection	directly Visits + via post
Date of fieldwork	February 2014 - May 2014

Table 2: Characteristics of variables and instruments measurement.

Concepts	Indicator items of measurement
Human resources development (X1)	
Increasing individual intellectual ability to carry out the work and responsibilities better and higher	- Education (X1): learning to prepare individuals to face a job is more emphasis on ability to develop intellectual and conceptual understanding. - Training (X2): activities related to provision of service expertise, programs, and introduction of planned job-specific instructions. - Development (X3): an integrated device with program that has been planned in a certain period of time outside of work. - Learning (X4): increasing capacity to transfer knowledge, expertise and information to entire organization.
Organizational commitment (X2)	
Lecturers desire to maintain membership and profession and willingness to do business for achievement of organizational goals	- Affective commitment (X2.1): how far a lecturer emotionally attached is and involved to achieve organizational goals. - Continue commitment (X2.2): an awareness valuation the losses experienced when leaving the organization - Normative commitment (X2.3): psychological consciousness level to become part of organization based on loyalty feeling, affection, warmth, ownership, pride, pleasure, happiness and others.
Organizational support (X3)	
Organizations support for staff cooperation, responsibility, employee relations, funding, equipment, rules and work procedures and other.	- Justice (X3.1): how to determine the resources distribution between lecturers. - Leader support (X3.2): how far employers assess lectures contributions and cares about the lecturers welfare. - Organization award (X3.3): work remuneration for each individual in organization in form of salary, recognition, promotion, safety at work, independence, role stressors, development opportunities
Lecturer Competence (Y)	
Bases characteristic base consisting of skills, knowledge, and personal attributes that distinguish one lecturer's who do and not to do	- Knowledge (Y1): information which has been combined with an understanding of deployment potential, inherent in one's mind - Skills (Y2): ability to operate an easy job and required thorough basic ability - Attitude (Y3): part of human tendency to take action in accordance with conditions of feelings or knowledge - Behavior (Y4): all human activities, either can be observed and can not be observed directly
Lecturer performance (Z)	
Ability to carry out the work or service which of lecturer in completing tri dharma in college	- Education and teaching (Z1): implementation of teaching assignments, tutorials, guides and thesis test, as well as to develop teaching materials and scientific papers. - Research (Z2): task to make scientific work of individuals and groups, adapt and edit scientific papers and works of art and make art and the publication. - Dedication to community (Z3): tasks for structural positions, development of education and research results that can be used by community, as well as other activities that support the implementation of government tasks and development. - Support activities (Z4): other tasks outside of lecturer's main tasks.

Confirmatory factor analysis:

Structural equation modeling (SEM) and statistical software AMOS 16, and applying the maximum likelihood method (Anderson and Gerbing, 1988) are used for feasibility test of structural models to observed data. Tests are related to psychometric properties of instruments such as reliability, dimensional, convergent and discriminant validity. Model fit is good if chi-square is small and non-significant at $\alpha = 0.05$; probability value ≥ 0.05; CMI / DF ≤ 2.00; GFI, AGFI, TLI, and CFI NFI ≤ 0.90; and RMSEA ≤ 0.80. Results of confirmatory factor analysis show the model fit is very good (Table 4). Table 5 shows majority of factor loadings above 0.70, it means that indicators is part or can explain construct.

5. Research Findings:

Hypotheses are tested by By AMOS 16 (Table 6) through structural models (Figure 2). Research results show that human resource development (X1) significantly affect on lecturers competence (Y) and lecturer performance (Z) with p = 0.000 and p = 0.020. Adversely, organizational commitment (X2) does not have significant effect on lecturers competence (Y) with p = 0159 and organizational performance with p = 0132. Organizational support (X3) significantly affect on lecturers competence (Y) with p = 0.000, but otherwise does not have significant effect on lecturer performance (Z) with p = 0.819. Furthermore, lecturers competence (Y) significantly affects on lecturer performance (Z) with p = 0.005. With reference to test results (Table 6), hypothesis result shows a significant relationship at 95 percent confidence level. Or in other words, structural equation to increase lecturer's performance reveals 95 percent of variance can be explained by effects of human resource development, organizational support and lecturer's competence. In this case, effect of lecturer's competence on lecturer performance is an intervening variable of human resource development, commitment and organizational support.

Table 3: Validity and reliability measurement.

Estimators						Description
Human resources development (X1)	Indicators	X1.1	X1.2	X1.3	X1.4	
	Pearson correlation	0,721	0,889	0,884	0,799	*Valid*
	Sig.	0.000	0.000	0.000	0.000	
	Cronbach's alpha	0,815				*Reliable*
Organizational commitment (X2)	Indicators	X2.1	X2.2	X2.3		
	Pearson correlation	0,842	0,822	0,814		*Valid*
	Sig.	0.000	0.000	0.000		
	Cronbach's alpha	0,802				*Reliable*
Organizational support (X3)	Indicators	X3.1	X3.2	X3.3		
	Pearson correlation	0,802	0,813	0,811		*Valid*
	Sig.	0.000	0.000	0.000		
	Cronbach's alpha	0,745				*Reliable*
Lecturers competence (Y)	Indicators	Y1	Y2	Y3	Y4	
	Pearson correlation	0,752	0,740	0,778	0,715	*Valid*
	Sig.	0.000	0.000	0.000	0.000	
	Cronbach's alpha	0,805				*Reliable*
Lectures performance (Z)	Indicators	Z1	Z2	Z3	Z4	
	Pearson correlation	0,795	0,713	0,794	0,816	*Valid*
	Sig.	0.000	0.000	0.000	0.000	
	Cronbach's alpha	0.793				*Reliable*

Table 4: Comparison of models fit index and cut-off value.

Criterion	Fit Index	*Cut-off Value*	Description	Criterion	Fit Index	*Cut-off Value*	Description
Chi-square	106,958	small	*Good*	GFI	0,944	≥ 0,90	*Good*
Probability	0.208	≥ 0,05	*Good*	AGFI	0,900	≥ 0,90	*Good*
RMSEA	0,024	≤ 0,08	*Good*	CFI	0.996	≥ 0,90	*Good*
CMIN/DF	1,114	≤ 2,00	*Good*	TLI	0,993	≥ 0,90	*Good*

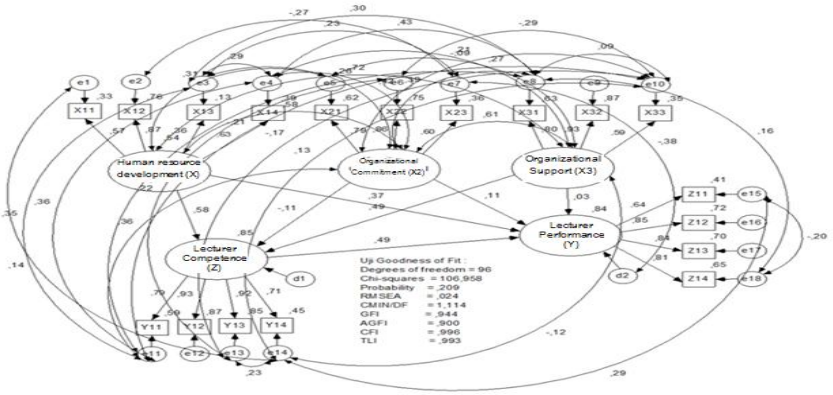

Fig. 2: Overall Model.

Discussion:

Malthis and Jackson (2011) states that human resource management is a design of formal system in an organization to ensure the effective and efficient usage of human talent in order to achieve organizational goals. It requires college readiness

with any device to increase motivation and lecturer performance, so that lecturers get a planned career development and professional. It is necessary to understand how the human resource development program conducted in a structured, systematic and sustainable manner to enhance the competence and lecturer performance. Based on factor analysis of 18 indicators related to human resource development, organizational commitment, organizational support, lecturers competence and lecturers performance, it generates solutions that can be shown in Table 6 and can be explained below.

Table 5: Comparison the models fit index and cut-off.

Standardized direct and indirect effects		*Standardized*	(t-*value*)	Probability	Description
Human resources development (X1)	Lecturer Competence (Y)	0.579	4.768	***	*Significant*
Organizational commitment (X2)	Lecturer Competence (Y)	- 0.111	-1.408	0.159	*Insignificant*
Organizational support (X3)	Lecturer Competence (Y)	0.488	5.072	***	*Significant*
Human resources development (X1)	Lecturer performance (Z)	0.369	2.307	0.020	*Significant*
Organizational commitment (X2)	Lecturer performance (Z)	0.112	1.505	0.132	*Insignificant*
Organizational support (X3)	Lecturer performance (Z)	0.025	0,288	0.819	*Insignificant*
Lecturer Competence (Y)	Lecturer performance (Z)	0,491	2.745	0.005	*Significant*

Effect of human resources development on lecturer's competence and performance:

Factor analysis shows that human resource development (X1) significantly affect on lecturers competence (Y) and lecturer performance (Z), respectively with P-value = 0.000 and P-value = 0.020. Four indicators of human resource development are education (X1.1), training (X1.2), development (X1.3), and learning (X1.4). The largest factor loading is training (X1.2) with loading factor of 0.873, followed by education (X1.1) with with loading factor of 0.754. This indicates that competence development and lecturers performance re needed to provide the expertise of related tasks, programs, recognition of work and any special instructions that are planned for each lecturer. Terry (2005) states that every human resources have competencies, but ideal competence can be achieved only if supported by knowledge, skill, expertise and professional in attitude, which is obtained through education, training, learning and experience. Basically, human resources development is related to internal potential. In fact that, staff will need a set of knowledge, skills and ability to work well and successful during his career. As noted Maurer (2002), training is relevant to career development of staff. In other words, learning process can motivate and affect on behavior of staff directly to participate in training across the organization functions. Meanwhile, college management should have a standard implementation of tasks for lecturers. It includes instruction, tutorials, teaching materials development and publication of scientific papers. It is important to remember that execution of a lecturer lecturers performance will remain as a good performance as long as conducted in accordance with procedures or instructions implementation and achieving the planned results (Strasser, 1997).

Effect of organizational commitment on lecturer's competence and performance:

Hypothesis test results shows that organizational commitment (X2) does not have significant effect on lecturers competence (Y) and lecturer performance (Z), respectively with P-value = 0159 and P-value = 0132. Test result indicate that although there is a desire to maintain membership and profession and willingness to perform high effort for organizational goals achievement, but it do not have a direct impact to improve lecturers competence and performance. This finding is consistent with research of Mangkuprawira (2003, that factors affecting the lecturer's competence are relatively complex. It can be intrinsic factors (level of education, knowledge, skills, motivation, and experience) and can be extrinsic factors (compensation, work climate, leadership, facilities work and social relationships). To increase the competence of each lecturer may need a booster or factors that can make these competencies as expected by private college. Confirmatory factor analysis (Table 5) toward three indicators to measure organizational commitment give a significant factor loading namely affective commitment (X2.1) = 0786, continue commitments (X2.2) = 0.864, and normative commitment (X2.3) = 0760. Therefore, while all three indicators is quite significant as a factor that can be considered as an incentive to increase the lectures competence and performance, but Allen and Meyer (1990) state that through affective commitment an employee will be bound and emotionally involved in organization. Reciprocity norm presence makes employee and organization should consider the objectives contained in employment relationship (Rhoades & Eisenberger, 2002).

Effect of organizational support on lecturer's competence and performance:

Organizational supports in this research are concern, sense of respect and membership to meet the social and emotional needs of staff or social identity role and integrated with organization. Locke (1976) and Scheineder (1998) said that individual will be interested and feel comfortable in organization if there is a common characteristic between them. Related to this opinion, results of research hypothesis testing showed that organizational support (X3) significantly affect on lecturers competence (Y) with P-value = 0.000, but does not no significant effect on lecturer performance (Z) with a P-value = 0.819. It can be stated that fulfillment of social and emotional needs of individuals are in form of organizational support for achievement of lecturers competence can be achieved through justice (X3.1), supervisor support (X3.2), and appreciation of organization (X3.3). Justice related to distribution of human resource development among lecturers, supervisor support can assesses how far the employer gives contributions and cares about the lecturers welfare, as well as the appreciation of organization in form of remuneration for work of each individual in form of salary, recognition, promotion, safety at work, independence, role stressors, opportunity development. This finding is supported by Eisenberger et. al (1986) that there are two aspects to determine the condition of perceived organizational support namely employee rewards and organization's attention to employees welfare. This organizational support will encourage the emergence of lecturer's commitment to maintain membership in organization and profession and willingness to perform high effort to achieve organization goals and profession.

Effect of lecturer's competence on lecturer's performance:

Test results show that lecturers competence (Y) significantly affects on lecturer performance (Z) with a P-value = 0.005. Four indicators have significant factor loading (> 0.6), namely (Y1) = 0.795, skills (Y2) = 0.934, attitude (Y3) = 0.922, and behavior (Y4) = 0.716. Based on this result, it can be stated that college should facilitate the management of lecturers to be able to improve ability to do the job easily and carefully who need basic capabilities. Therefore, it will create an attitude, as part of human self, to act in accordance with feeling or knowledge. More specifically, Day (2004) illustrates that teaching is not just presenting the facts, but also devote his whole heart and time so that necessary understanding and proper settlement of issue of lecturers competence improvement. Ideal competence should be supported by knowledge, skill, expertise and professional in attitude.

Conclusions:

This study results can provide practical implications for top management in college, especially private college, to be able to identify factors to improve the lecturer performance. It is recommended that in order to further improve the competence and lecturer performance, private college need to do human resource development process systematically, consistently and continuously. Malthis and Jackson (2011) said that design of formal systems within organization can ensure the use of human talent effectively and efficiently in order to achieve organizational goals. But at same time it needs organizational support to meet the social and emotional needs of staff for social identity role and integrated with organization. Limitations of this study are not involved demographic characteristics and sample only at private colleges in Gorntalo. Further study is recommended to fill this gap in order to strengthen the results of this study.

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