

# Leading in Entrepreneurial Universities: Do Demographics Display Different Commitments?

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# Leading in Entrepreneurial Universities: Do Demographics Display Different Commitments?

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For the excellence of universities as instructional institutions, lecturers' dedication has been extensively acknowledged as a productive trajectory. Since public university in Indonesia remains the most influential place leading to the growth of a nation, it needs dedicated lecturers as strategic partners. This study analyzes the contemporary dedication of lecturers by looking at affective, continuance, or normative dimensions and assesses whether or not there is any major variance between the chosen demographics over organizational dedication questions. The information had been received from 500 full-time lecturers serving public universities in Indonesia. The findings indicate that most lecturers possess continuance commitment (CC), for they calculate the prices and advantages associated with no longer serving the university. Further, when better options are available, they will leave their universities. From the selected demographic variables examined, only the level of education and length of service significantly affect the commitment of university teachers. This study finds that the lecturers and the universities are engaged in a reciprocal relationship. When lecturers are treated professionally, they respond with more outstanding commitment as they discover them as a necessary section of the organization. Consequently, universities rely on dedicated lecturers to create and sustain a competitive advantage in maintaining world ranking.

**Keywords:** organizational commitment, universities, lecturers, demographic aspect, Indonesia

## INTRODUCTION

Many public universities in Indonesia are currently experiencing the problematic issues that come from managerial leadership (Anis et al., 2021)—a public sector reformation policy rooted in tight executive control and the adoption of a business management model for the public sector (Rahman et al., 2018) as well as the unfavorable behavioral effect toward the policy where academicians display minor levels of commitment, which causes a decrease in the quality of the organization (Akhmad et al., 2020). In addition, universities struggle with strategic ambiguity as they want to mix educational accomplishments to maintain institutional identity and standing but simultaneously decentralize to occupy a captive market and generate revenue (Rajiani and Ismail, 2019).

The maintenance of high status for academic brilliance is proven by being ranked highly on the yearly issued world ranking while displaying excellence on outside earnings, which has caused many Indonesian universities to become entrepreneurial universities (Basuki et al., 2021). In this supply-demand state, no surprise that lecturers are gradually more depressed, discouraged, and disconnected from their universities. With the increasingly competitive higher education environment, the commitment of academic staff has become a primary concern of management (Falola et al., 2020) as the commitment of lectures impacts their work on using skills and knowledge and the teaching-learning process (French et al., 2020).

Extensive research has linked university faculty members' engagement with retention and performance (Huseyin, 2018; Yijing, 2021). In this study, however, commitment is seen primarily as a generalized identification with the university or the teaching jobs and not as a multi-dimensional construct (Loyarte-López et al., 2020). As a result, the education sector has not benefited from the considerable research landscape (Meyer et al., 2019), as commitments can be experienced differently and with different consequences. Only recently have researchers begun to apply the three-component commitment model to study the organizational and professional engagement of lecturers (Mwesigwa et al., 2020; Siri et al., 2020). In Indonesian universities, lecturers' commitment problems exist because of the conflicts between the role of teachers and researchers, as proved by the number of publications in Scopus and Web of Science. As the university maintains its reputation and competitive advantage, the latter is given priority, increasing burnout at the individual and organizational levels.

Research on organizational commitment performed in different Asian cultures has proven that means and predictors of commitment differ. For example, in a study about Malaysian librarians, Karim and Noor (2010) cited that "harmony, non-aggressiveness, and a sturdy desire for a relationship-based orientation" had been keys to Malaysian values and that these values expected affective commitment (AC). Similarly, in Korea, a warm, supportive climate positively envisioned AC (Choi et al., 2018). Chaudhuri (2020) discovered that freedom positively correlated with commitment for Americans, but the same was not true for the Japanese. For the Japanese, seniority is positively associated with commitment. This suggests that idiocentric values, such as freedom and achievement, would predict dedication in individualistic societies. In contrast, allocentric values, such as respect, tradition, and seniority, are more at the heart of communal communities, i.e., emphasizing relationships with others.

With growing globalization and the focus on cultural problems that endure social, cognitive, and attitudinal problems in the place of business (Rajiani and Kot, 2020), extending research in organizational commitment to public universities is essential. Public universities in Indonesia are structured and run in relation to recruitment, promotion, work environment, and political expectations (Abbas et al., 2018). In Indonesia, public university lecturers might also have distinct views and motivations toward their job. Therefore, the factors that influence

the organizational commitment of personnel in Indonesia are various.

The present study has been undertaken with the following specific objectives in mind:

1. To examine the level of commitment of lecturers in higher educational institutions.
2. To scrutinize the factors determining the lecturers' organizational commitment.
3. To evaluate the differences in lecturers' perceptions based on demographic variables.

The notion of commitment has been conceptualized using unique studies, which argue that there is no consensus about the term's connotation (Bashir and Gani, 2020). Organizational commitment is a psychological assembly that bed and operationalized for more than a decade. Meyer (2016) essentially described the concept of commitment as a pressure that courses in the direction of one or more targets. It has been theorized that dedication is a multi-dimensional construct. The antecedents correlate, and the consequences of commitment vary depending on unique dimensions. New research has recommended that organizational commitment can be assessed as a one-dimensional assembly (Klein and Park, 2020).

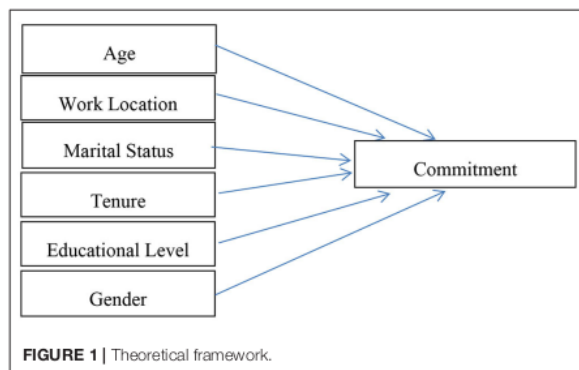
Although several variations in the method of commitment exist, a central theme that persists in showing up is the individual's emotional attachment to an organization, i.e., the psychological bond linking a man or woman and the enterprise (Rodrigues et al., 2019) with the tremendous utility of a classical (Meyer et al., 1993) tri-dimensional commitment model. This multi-dimensional model is more complete and overcomes the inadequacy of measuring dedication that was missing in previous unidimensional models. This model shows that the worker experiences organizational commitment as three contemporaneous mindsets, exemplifying an employee's dedication to the organization. The model corresponds with one-of-a-kind psychological states encompassing affective, normative, and continuance organizational commitments. Each aspect may additionally enhance as the outcome of fairly divergent antecedents, and the improvement of any component does no longer inevitably impact the stage of every other issue (Meyer et al., 2019). Therefore, many scientists and practitioners describe this model as an effective device to bind personnel to the company and improve their productivity and effectiveness (Bashir and Gani, 2020).

Affective commitment displays a desire to maintain a relationship and pursue a direction of action, whereas normative commitment (NC) displays a feeling of duty. In contrast, continuance commitment (CC) entails the attention to the charges of discontinuing a relationship or route of action. Regardless of the mindset, dedication relates positively to preserving a relationship or persistence in the direction of action. Mindset variations are mirrored in the energy of these family members and, most importantly, in the probability of attractiveness in discretionary behaviors that fall outdoor the "terms" of the commitment (Morin et al., 2016). For example, individuals with a strong desire (AC) to remain with an

organization are more likely to perform beyond minimum requirements than those who stay because they lack alternatives. Individuals with robust AC additionally tend to record higher wellbeing than those with stable CC (Meyer et al., 2019).

In some cases, organizational commitment may disturb the social and non-public functioning of a worker as the implications, in general, rely on the factor of dedication (Jang et al., 2021). Nonetheless, researchers often appoint the affective or normative section of organizational commitment to the exploration of acceptable consequences for personnel or businesses (Bizri et al., 2021), while CC is sometimes overlooked (de Clercq et al., 2021). That the more committed personnel lead to them, the more they experience stress, work-family conflict, and decreased enjoyment of lifestyle (Rodrigues et al., 2019).

Research has shown that commitment has been positively related to personal characteristics, such as age (Katz et al., 2019), length of service in a particular organization (Meng and Chan, 2020), marital status (Kampkötter et al., 2021), the employee's level of education (Kokubun, 2019), work location (Wang et al., 2020), and gender (Khodakarami and Dirani, 2020). Unfortunately, the existing research no longer supplies a clear and complete image of the possible bad implications of distinct elements of organizational commitment for organizations. Moreover, these complicated theoretical assumptions require empirical verification. There are many research studies about demographic traits and organizational dedication in Western and well-developed countries. Still, overall in public universities, only a few research studies have been made taking into account the Indonesian context. Furthermore, in Indonesian public sectors, the relationship between business enterprise and the worker is moral, implying mutual tasks of safety from the organization irrespective of the employee's performance, and loyalty toward the organization on the part of the worker reflects the normative dedication (Kot and Rajiani, 2020; Riana et al., 2020), aiding the end result of comparable views in Asia (Liu et al., 2020). Therefore, this study adds an empirical outlook to the modern-day conceptual base, affecting demographic variables, such as age, work location, marital status, tenure, academic degree, and gender, toward commitment to higher education sectors.



Thus, the following hypotheses are proposed in **Figure 1**:

1. Age has a significant impact on commitment to a public university due to its specific characteristics.
2. The location has a significant impact on commitment to a public university due to its specific characteristics.
3. Marital status has a significant impact on commitment to a public university due to its specific characteristics.
4. Tenure has a significant impact on commitment to a public university due to its specific characteristics.
5. Educational level has a significant impact on commitment to a public university due to its specific characteristics.
6. Gender has a significant impact on commitment to a public university due to its specific characteristics.

## MATERIALS AND METHODS

This study was a quantitative method that aimed at testing and identifying variable dependency (Kot and Rajiani, 2020) by analyzing the interaction between demographic variables and NC, which is a norm in the Indonesian public sector and CC. There were 500 public university lecturer respondents in South Kalimantan Province, Indonesia. The sample selection method used purposive sampling based on the willingness of the member who joined a WhatsApp social media group to participate. The organizational commitment was measured using an 18-item scale developed by Meyer et al. (1993). Each subscale of organizational commitment contains six items. Respondents reported their level of agreement with each item using a 5-point Likert scale, with anchors labeled as 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Factor analysis was carried out through SPSS to identify various factors that influence the commitment of faculty members. The principal component method, using varimax rotation, reduced the 18 explanatory variables to three factors composed of variables loaded 0.50 or above (Hair et al., 2020). As shown in **Table 1**, the organizational commitment component accounts for a total variance of 85.164%. No item was poorly loaded. Hence, no item was deleted. Further, compare means and *t*-tests were conducted for each of the selected demographic factors to examine the divergence in the perception of the university teachers regarding their commitment.

## RESULTS

The measurement model in **Table 1** shows that all factors loading exceeded 0.50, confirming that the instrument had fulfilled satisfactory convergent validity criteria. Though not much was researched (de Clercq et al., 2021), **Table 1** indicates that CC provided the highest contribution in the current study. About 45% of public university lecturers concur that they have insufficient alternatives to consider leaving. If only they had not put so much of themselves into the university, they might have sought to work somewhere else. Thus, the analysis of this study reveals that the personnel chooses to continue to be in the universities due to the monetary advantages received over time, such as income promotions, retirement advantages in the

**TABLE 1** | Loading factors of construct.

Factors	Labels /Items	Means	Loading factors	Variance extracted
Continuance commitment (Factor 1)	1. Right now, staying with this university is a matter of necessity.	4.32	0.805	45.0%
	2. It would be costly for me to leave this university now, even if I wanted to.	4.38	0.731	
	3. Too much of my life would be disrupted if I decided to leave my university at this time.	3.93	0.814	
	4. I feel that I have very few options to consider leaving my university.	3.84	0.842	
	5. If I had not put so much of myself into this university, I might consider working elsewhere.	4.25	0.721	
	6. One of the severe consequences of leaving this university would be the scarcity of available alternatives.	4.35	0.712	
	<b>Average means:</b>	<b>4.17</b>		
Normative commitment (Factor 2)	1. I feel a moral obligation to remain with my university.	3.75	0.781	23.164%
	2. Even if it were to my advantage, I do not feel it would be fitting to leave my university.	3.82	0.732	
	3. I would feel guilty if I left this university now.	3.87	0.764	
	4. This university deserves my loyalty.	3.85	0.678	
	5. I would not leave this university right now because I have a sense of obligation to its people.	3.92	0.792	
	6. I owe a great deal to my university.	3.78	0.675	
	<b>Average means:</b>	<b>3.83</b>		
Affective commitment (Factor 3)	1. I would be delighted to spend the rest of my career with this university.	3.32	0.704	17.0%
	2. I feel as if this university's problems are my own.	3.38	0.721	
	3. I feel a strong sense of belonging to this university.	3.90	0.804	
	4. I feel emotionally attached to this university.	3.84	0.741	
	5. I feel like I am a part of the family in my university.	3.55	0.701	
	6. This entity has a great deal of personal meaning for me.	3.65	0.712	
	<b>Average means:</b>	<b>3.61</b>		
	Total variance explained Overall average means	3.87		85.164%

future, and investments in the values of the university, which creates a degree of loyalty within the university. Moreover, the lecturers are additionally of the opinion (mean [M] = 4.38) that it would be a little too high a price for them to go away from the university even if they desired to as it will lead to a disturbance in their existence as lecturers at the University (M = 3.93) and most severe consequences of leaving the university will be the scarcity of accessible options (M = 4.35), which indicates that the CC is strongest when solely a few different choices are available, and the quantity of investments is excessive (Akhmad et al., 2020).

Around 23.164% of variation is explained by NC in this model, supporting previous research that this type of commitment is much explored (Bizri et al., 2021). The lectures opined that they are submissive to their universities and would not leave, even if it was to their advantage. This points out that the lectures with NC ought to continue to stay with their organizations, regardless of what is being provided to them, supporting the previous view that normative dedication is a norm among Indonesians due to a reciprocal relationship between leaders and employers (Rajiani and Kot, 2020). The lecturers are somewhat (M = 3.75) morally obliged to remain within an organization. Thus, they attend their instructions regularly, protect university property, trust in the organizational goals, and feel guilty if they leave the university, as indicated by the mean score (M = 3.87). Moreover, lecturers

proclaimed that they would remain with the employer as they had a sense of guilt, wanting to repay the advantages that they had obtained from the college (Meyer et al., 2019).

Affective commitment defined 17% of the variation in this research. Lecturers are renowned for having a strong experience of belonging to the university they are working at. In addition, they feel the university's troubles as their own, which shows that they have a strong sense of commitment to their career (Meyer et al., 2019). It was additionally observed that the lecturers show relative agreement with the notion of being a part of the university (M = 3.55) and somewhat believe that this entity holds a great deal of meaning for them (M = 3.65). The significance of this point of view lies in the reality that if this type of commitment is lacking among the lecturers, they will no longer be inclined to preserve their membership in the organization. Further facts in Table 1 show that the majority of the lecturers are quite committed to their universities, as the overall mean score is not very high (M = 3.87). The highest mean value on this scale is assigned to CC (M = 4.17). Most lecturers are dedicated because they weigh the costs and risks associated with leaving the university. They trust it would be very costly for them to leave the university because of lesser handy choices (Akhmad et al., 2020). When given higher options, they will be decisive about leaving their organizations.

In terms of mean values, the second-highest scoring responses are obtained by NC ( $M = 3.83$ ), indicating that the average motive for commitment among the lecturers is their feeling of responsibility to stay. This suggests that the ethical sentiment of staying in the organization is not that sturdy among most teachers who will think about advancing to more profitable alternatives. However, the AC factor got the lowest mean score value ( $M = 3.61$ ), implying that the lecturers are committed to the university because they are pretty emotionally attached. It holds a great deal of private meaning for them. They view themselves, to some extent, as a section of the university and view their employment relationship as congruent to the dreams and visions of the university. The results of the *t*-test are depicted in **Table 2**.

The statistical effects in **Table 2** depict no substantial distinction in lecturers' grasp of the direction of organizational commitment based on their age; a significance = 0.231 is greater than the significance level ( $\alpha = 0.05$ ). Thus, the first hypothesis that age significantly affects commitment is rejected. The comparison of means of organizational commitment with the age of the subjects demonstrated that the highest mean scores of organizational commitments were obtained by the lecturers in the age group of <50 years ( $M = 4.30$ ), which may be because the teachers in this age group do not possess much experience, hence the cost of leaving the job will be higher for them. The respondents in the age group of 50 years above ( $M = 3.11$ ) are more experienced and consequently can effortlessly change jobs. These findings are in line with the studies of Bashir and Gani (2020) when studying lecturers' commitment in another Asian country, namely, India. However, our results are inconsistent with the findings of Katz et al. (2019) in a study conducted in the USA, showing a slight difference in respondents' perception and organizational commitment based on age.

The place evaluation of organizational commitment in the perception of the lectures revealed no significant difference ( $t = 2.110$ , significance = 0.081), leading to the rejection of the second hypothesis that location has a significant impact on commitment at a public university due to its specific characteristics. This is in opposition to Wang et al. (2020) and their study, which found a positive relationship between commitment and the work location. The mean comparison of the lecturers' organizational commitment in the city of Banjarmasin (where most social faculties are located) and the suburbs of Banjarbaru (where most Science, Technology, Engineering, and Mathematics faculties are located) both displayed an equal commitment to their universities ( $M = 4.70$ ). The results signify that it does not make any distinction in the commitment level of the lecturers, for they consider their commitment to the teaching process more important than the vicinity of the place they work.

The outcomes of the *t*-test ( $t = 1.143$ , significance = 0.142) indicated no distinction in the appreciation of the married and single lecturers involving organizational commitment. Thus, the third hypothesis that marital status has a significant impact on commitment at a public university due to its specific characteristics is also rejected. The finding is no longer in settlement with the preceding research (Kampkötter et al., 2021). The mean score of organizational commitment with the marital status of the respondents revealed that the married teachers ( $M =$

3.921) have a slightly higher organizational commitment, which may be because married lecturers have more responsibilities as the breadwinner of household and more motivation to achieve an essential position inside the organization leading to monetary remuneration.

## DISCUSSION

A comparison of the mean scores of the lecturers' organizational commitment in their years of work experience revealed higher mean scores for the lecturers with backgrounds of fewer than 10 years ( $M = 4.20$ ) in contrast to those with knowledge of more than 10 years ( $M = 3.97$ ). This divergence may be because lecturers with a shorter work journey remain more committed as they are aware of the fact that they have fewer job opportunities. However, as they gain experience, their alternate employment possibilities may also increase, which will minimize the grandeur of their dedication (Akhmad et al., 2020). The difference was significant, as seen in the outcomes of the *t*-test ( $t = 3.432$ , sig. = 0.005), indicating the acceptance of the fourth hypothesis that tenure has a significant impact on commitment at a public university indicating the lecturers perceive organizational commitment differently based on experience. The finding is in line with the study of Meng and Chan (2020) based on samples from China.

The comparison of means of organizational commitment with the education level of the lecturers demonstrated lower mean scores among the lecturers with doctorate degrees ( $M = 4.03$ ) as their qualification, which indicates that as the level of education increases, organizational commitment decreases. The difference was significant when subjected to a variance test ( $t = 3.467$ , significance = 0.004). Therefore, the researchers prove the hypothesis that the lecturers perceive organizational commitment differently based on educational background. This is in line with the findings of a study conducted by Kokubun (2019) among Japanese employees. Higher academic qualification results in more job opportunities and higher expectations that the organization may not satisfy could explain this result. When one attains higher qualifications, the confidence boosts to gaze for other luring jobs, due to which commitment diminishes as they become less dependent on the organization.

Finally, the results showed no variation in male and female university lecturers' appreciation of their organizational commitment ( $t = 1.231$ , significance = 0.319), which was no longer regular with previous studies (Khodakarami and Dirani, 2020). Thus, the sixth hypothesis that gender has a significant impact on commitment at a public university due to its specific characteristics is rejected. This triggers female lecturers ( $M = 4.10$ ), to be more dedicated than male ones ( $M = 4.05$ ). The distinction may also be attributed to the reality that women emphasize good standing in social and affiliated pastimes due to gender socialization practices, as, in Asia, the glass ceiling is still very much present (Cho et al., 2020). As men value the nature of work and reward systems the most, they can effortlessly change to any different job that may additionally be extra promising and gratifying (Cho et al., 2020). Such variations may lead to a greater

**TABLE 2 |** Summary of *t*-test.

Demographics	Descriptions	N	Commitment			
			Mean	Std.Dev.	<i>t</i> -test	Sig.
Age	<50	209	4.30	0.36	1.245	0.231
	>50	282	3.11	0.21		
Work location	Urban (Banjamasin)	350	4.70	0.10	2.110	0.081
	Sub-urban (Banjarbaru)	150	4.70	0.29		
Marital Status	Married	320	3.91	0.04	1.143	0.142
	Unmarried	180	3.87	0.10		
Tenure	<10 years	237	4.20	0.37	3.423	0.05
	>10 years	263	3.97	0.29		
Education	Doctor	209	4.03	0.10	3.467	0.04
	Master	291	4.24	0.23		
Gender	Men	270	4.05	0.16	1.231	0.316
	Women	230	4.10	0.14		

dedication on the section of women. Moreover, women have restrained job options due to the fact of the household ties that avoid them from looking out for jobs afar the geographic location in which they reside. As such, the location extra an excellent price to the positions they embody than men in some circumstances.

Based on the result of the research, the first hypothesis is rejected. The result shows that lecturers in the age group of those younger than 50 years have little experience, so the cost of quitting work is higher for them. The second hypothesis is rejected. The result shows that the respondent considers their commitment to the teaching process more important than the work location. The third hypothesis is also rejected. Married lecturers have more responsibilities as household earners and are more motivated to achieve important positions within the organization that provide financial compensation. The fourth hypothesis is accepted. The result shows a difference in commitment with a tenure of fewer than 10 years as compared to a lecturer with a tenure above 10 years because there are fewer job opportunities for lecturers with a tenure of fewer than 10 years. The fifth hypothesis is accepted. Researchers have established the hypothesis that lecturers' perceptions of organizational involvement depend on their educational background. The sixth hypothesis is rejected. The result shows that there is no difference in commitment between lecturers of different genders.

Within the Indonesian setting, the historical past variables now do not have an impact on the expression of commitment ranges of university public lecturers. Consequently, there is a strain on academic structures to constantly enhance the grasp of faculty members and their work lives, college satisfaction, self-esteem, motivation, and reward for the retention of their faculty. Universities can create more considerable organizational dedication through utilizing techniques, such as paying enough and giving accurate compensation, organizing a secure and healthful environment, developing possibilities for the improvement of human competence, increasing stability between employees' work and domestic environment, promoting independence and self-control, encouraging the development of a range of skills and making these available, providing

facts about future planning, and implementing other activities for employees.

## CONCLUSION

Although Indonesia has established a remarkable increase in the variety of establishments and enrolment, it nonetheless faces challenges on quite a few counts, such as inequitable and low right to access to a better education, an absence of capable faculty, poor infrastructure, and most importantly, publications which is still low in the web of science (WOS) and Scopus Indexed Journal. Another of Indonesia's more significant training woes is that issues are no longer addressed at the grassroots level. Therefore, the necessities point toward the direction of a paradigm shift at the management level. To preserve the image and precedent of the growing power in the greater schooling machine in Indonesia, it is quintessential to attract, interact with, and retain the fantastic skills of academics who are solely viable when they are committed. Unfortunately, in this study, the predominant cause for dedication among the lecturers is attributable to CC, as the instructors are now not inclined to depart the college and are wholly conscious of the charges and advantages of parting from the university. Furthermore, instructors experience a lower sense of obligation to continue to remain in the organization and have much less NC.

This study is restricted to certain universities in Indonesia, which raises the issues of generalizability and predictive cost of its outcomes for different universities. Therefore, extending this study to different regions of the country is an additional viable future path that would possibly allow for comparisons with cutting-edge findings. Furthermore, the facts have been amassed by using the questionnaire from a single supply (faculty members) at one point in time. To manipulate this possible problem, future research ought to gather facts from a variety of sources or at particular points in time or combine the order of the questions to use special scale types. Moreover, future

research should utilize a longitudinal graph to supply extra strong causal relationships.

## DATA AVAILABILITY STATEMENT

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author/s.

## AUTHOR CONTRIBUTIONS

FF and SS wrote the introduction sections. FF, SS, and DA conducted the data analysis and made a part of the method, data

analysis, result section, and discussion. All authors contributed to approving the submitted version.

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