

## Determinants of Job Satisfaction and Its Influence on Lecturers' Commitment to the Profession (Survey of Private Universities with Undergraduate Management Programs in Greater Tangerang)

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### ARTICLE INFO

*Keywords:* Organizational Climate, Lecturer Personality, Motivation, Job Satisfaction, Professional Commitment.

*Received :* 12 January

*Revised :* 23 February

*Accepted:* 17 March

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### ABSTRACT

This study examines the influence of organizational climate and personality on lecturers' professional commitment, with job satisfaction as a mediating factor. Using a quantitative approach and path analysis, the study finds that organizational climate positively affects job satisfaction, while its direct impact on professional commitment is smaller. Personality significantly contributes to job satisfaction and moderately influences professional commitment. Job satisfaction emerges as the dominant mediator, highlighting its crucial role in enhancing professional engagement. The research model demonstrates strong explanatory power, indicating that improvements in organizational climate and personal competencies can indirectly strengthen lecturers' commitment. These findings provide practical implications for universities to develop supportive environments and promote personal development to sustain professional commitment among academic staff.

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## **INTRODUCTION**

In the face of international competition and the dynamics of higher education, private higher education institutions (PTS) in the Greater Tangerang region confront significant obstacles in preserving institutional quality and sustainability. According to data from the Regional Office of Higher Education (LLDikti) IV, institutional stability is impacted by ongoing quality discrepancies, low levels of superior accreditation, and the closure of multiple private colleges. Lecturers' professional commitment and job security are directly impacted by this circumstance.

Academic career development still has to be reinforced, as evidenced by the huge number of lecturers, most of whom are at the starting academic level, and the predominance of master's degrees. Additionally, pre-survey results show that lecturers' devotion to their careers is varied and subpar.

Data from the Central Statistics Agency's (BPS) 2025 National Labor Force Survey (Sakernas) adds to the empirical picture by demonstrating that job mobility among professional workers in the service sector, including education, has increased in comparison to the prior year. Professional workers are becoming more logical when it comes to stability, welfare, and possibilities for professional growth, as evidenced by this rising mobility. If levels of dedication and satisfaction are not maintained to the best of their abilities, teachers at private universities may be more likely to leave their schools.

Additionally, according to data from the Ministry of Education, Culture, Research, and Technology (2025), the ratio of permanent professors to students at a number of private universities in the Banten region is still higher than optimal, surpassing 1:30 in the social sciences and management. This high ratio suggests that lecturers have a comparatively heavy workload, which over time may have an effect on learning quality and job satisfaction.

Furthermore, the contribution of scientific publications from private universities outside the superior category is still concentrated among a small number of productive professors, according to the report on the rating of higher education research performance (SINTA, 2025). This suggests that lecturers' academic production varies, which may have an impact on how equitable workloads and institutional rewards are perceived.

Internal surveys conducted nationwide by a number of lecturer associations also show that leadership support for research and community service projects, a clear performance evaluation system, and career path certainty are the primary variables affecting job happiness. The results of this study's pre-survey show that lecturers' dedication to their job tends to be moderate when these factors are not applied adequately.

With this extra information, it is becoming more and more evident that professional dedication and job satisfaction among academics at private institutions are not just personal concerns but are also strongly tied to institutional governance, workload, career systems, and structural conditions. Thus, this study is pertinent and significant because it offers an empirical contribution to the development of methods for raising the caliber of human resources in private colleges, especially in Greater Tangerang.

## LITERATURE REVIEW

**Organizational theory** explains how structure, processes, and culture influence behavior and outcomes within institutions (Leeman et al., 2019). In higher education, this theory helps explain how organizational climate and individual characteristics shape lecturers' job satisfaction and professional commitment. Maclean, Harvey, and Clegg (2017) emphasize that organizations continuously evolve in response to environmental changes, making institutional climate an important determinant of professional behavior.

**Human Resource Management (HRM)** focuses on policies and systems that influence employee attitudes and performance (Belcourt et al., 2022). In universities, effective HR practices play a strategic role in fostering satisfaction and commitment among lecturers.

**Professional commitment** reflects an individual's psychological attachment to their profession (Blau, 1985). Lecturers with strong professional commitment demonstrate dedication to teaching, research, and community service (Ningrum & Hidayat, 2021).

**Job satisfaction** refers to a positive emotional response to one's job (Robbins & Judge, 2021). In academic institutions, satisfaction is associated with higher motivation and stronger professional commitment.

**Organizational climate** represents shared perceptions of policies and practices within the institution (Sherman et al., 2018). A supportive climate enhances job satisfaction and commitment.

Personality influences patterns of thought, emotion, and behavior (Feist & Roberts, 2021). Together, these factors contribute to lecturers' job satisfaction and professional commitment in higher education institutions.

Various studies have shown that organizational climate and personality motivation are important determinants of job satisfaction and professional commitment among lecturers. A healthy and supportive organizational climate has been shown to increase teacher satisfaction, motivation, and commitment (Dinibutun et al., 2020; Don et al., 2021; Mailool et al., 2020). Furthermore, positive personality traits such as proactivity and emotional stability contribute to motivation and job satisfaction (Li et al., 2017; Abdulai & Carvajal, 2023). Research also shows that motivation based on the need for achievement, affiliation, and power enhances job satisfaction (Priadana & Ruswandi, 2013; Ghasemy & Elwood, 2023). Furthermore, job satisfaction has been shown to be a key predictor of lecturers' professional commitment (Ostad et al., 2019; Sutanto & Rachmawati, 2022).

H1: Organizational climate has a positive effect on lecturers' job satisfaction

H2: Personality has a positive effect on lecturers' job satisfaction

H3: Organizational climate has a positive effect on lecturers' professional commitment

H4: Personality has a positive effect on commitment to the teaching profession

H5: Lecturers' job satisfaction has a positive effect on lecturers' professional commitment

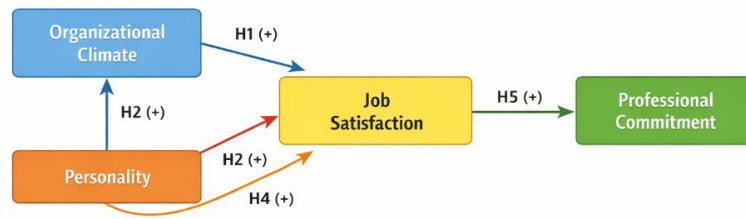


Figure 1. Conceptual Framework

## METHODOLOGY

This research employed a quantitative method with a descriptive and verification approach through a survey. The descriptive approach was used to describe the conditions of the research variables, namely organizational climate, personality, motivation, functional position, job satisfaction, and professional commitment of lecturers. Meanwhile, the verification approach aimed to test the causal relationship between variables in the research model using inferential statistical analysis. The quantitative method was chosen because it allows for objective measurement and statistical hypothesis testing. Exogenous variables include organizational climate, personality, and motivation, while endogenous variables are job satisfaction and professional commitment.

This study used a quantitative approach with a survey design to analyze the influence of organizational climate and personality on lecturer job satisfaction and its impact on professional commitment. The study population consisted of all lecturers actively teaching at private universities, while the sample was determined using a purposive sampling method with the criteria of permanent lecturers who had served for at least one year. The organizational climate variable was measured through seven dimensions: support, role clarity, organizational structure, team cohesion/social relations, innovation and flexibility, work pressure, and organizational justice (Sherman, Hadar, & Luria, 2018). The personality variable was measured using the five dimensions of the Big Five Personality Traits: openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism (McCrae & Costa, 2021). Lecturer job satisfaction variables included satisfaction with salary, the work itself, promotion and career development, supervision/leadership, coworkers, working conditions, and institutional policies (Robbins & Judge, 2021). Meanwhile, commitment to the teaching profession is measured through five indicators: affective commitment, normative commitment, ongoing commitment, professional efficacy, and alignment of personal values with professional values (Lee et al., 2020). Data were collected through a Likert-type questionnaire on a 1–5 scale and analyzed using path analysis to examine direct and indirect relationships between variables. Validity and reliability tests were conducted to ensure the research instrument was suitable for use, while descriptive analysis was used to describe the characteristics of respondents and the distribution of scores for each variable.

The population of this study was all lecturers at 12 private universities offering undergraduate management study programs in Banten Province, with a total of 692 lecturers registered with the Ministry of Education and Culture's

PDDIKTI. The sampling technique used was proportional random sampling. With a 5% error rate, a sample size of 253 lecturers was obtained.

The verification analysis in this study used a Structural Equation Modeling (SEM) approach based on Partial Least Squares (SmartPLS). This method is used to simultaneously test the relationships between variables in the structural model and analyze the direct and indirect influences between research constructs (Ghozali, 2019).

## RESEARCH RESULT

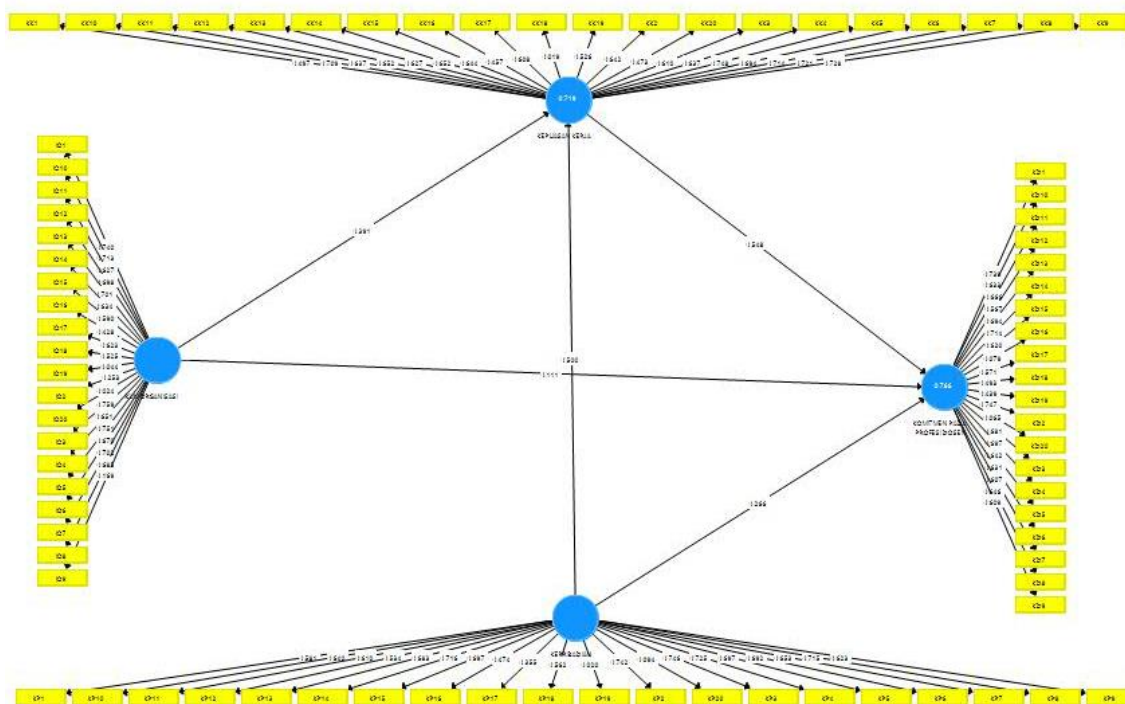


Figure 2. Path Analysis Diagram

Path analysis shows that organizational climate has a positive effect on lecturers' job satisfaction ( $\beta = 0.391$ ,  $f^2 = 0.188$ ), but the direct effect on professional commitment is relatively small ( $\beta = 0.111$ ,  $f^2 = 0.015$ ). Personality also has a significant effect on job satisfaction ( $\beta = 0.500$ ,  $f^2 = 0.308$ ) and makes a small-moderate contribution to professional commitment ( $\beta = 0.266$ ,  $f^2 = 0.080$ ). Job satisfaction plays a dominant role in driving lecturers' professional commitment ( $\beta = 0.548$ ,  $f^2 = 0.361$ ). These findings indicate that job satisfaction functions as the main mediator between organizational climate and personality with professional commitment.

Table 1. Path Coefficients

### Final Results

#### Path Coefficients

	IKLIM ORGANISASI	KEPRIBADIAN	KEPUASAN KERJA	KOMITMEN PADA PROFESI DOSEN
IKLIM ORGANISASI			0.391	0.111
KEPRIBADIAN			0.500	0.266
KEPUASAN KERJA				0.548
KOMITMEN PADA PROFESI DOSEN				

The results of the path analysis show that organizational climate has a positive effect on lecturer job satisfaction (0.391), while personality has a stronger influence (0.500). Organizational climate and personality also contribute to

professional commitment, although to a smaller extent (0.111 and 0.266). Job satisfaction is the most significant factor in shaping professional commitment (0.548), acting as a mediator between organizational and personality factors and lecturer commitment. In other words, improving organizational climate and developing lecturer personality can directly or indirectly strengthen professional commitment.

**Table 2. R Square**

R Square

	R Square	R Square Adjusted
KEPUASAN KERJA	0.719	0.717
KOMITMEN PADA PROFESI DOSEN	0.766	0.764

Based on the attached R-square table, the following analysis can be performed:

Job Satisfaction has an R-square value of 0.719 and an Adjusted R-square of 0.717. This indicates that 71.9% of the variation in lecturer job satisfaction can be explained by organizational climate and personality variables. The remaining 28.1% is influenced by factors outside the model. The nearly identical Adjusted R-square values indicate that the model is quite stable and not significantly influenced by the number of predictors.

Lecturer Commitment to the Profession has an R-square of 0.766 and an Adjusted R-square of 0.764, indicating that 76.6% of the variation in lecturer professional commitment can be explained by job satisfaction, organizational climate, and personality. These values demonstrate the model's strong predictive power.

Overall, these R-square results confirm that the research model has a strong level of explanation, particularly in explaining professional commitment through job satisfaction and individual and organizational factors.

**Table 3. F Square**

f Square

	IKLIM ORGANISASI	KEPRIBADIAN	KEPUASAN KERJA	KOMITMEN PADA PROFESI DOSEN
IKLIM ORGANISASI			0.188	0.015
KEPRIBADIAN			0.308	0.080
KEPUASAN KERJA				0.361
KOMITMEN PADA PROFESI DOSEN				

The influence of organizational climate on lecturers' job satisfaction showed a moderate contribution ( $f^2 = 0.188$ ), but relatively small contribution to professional commitment ( $f^2 = 0.015$ ). Personality had a stronger influence on job satisfaction ( $f^2 = 0.308$ ) and a small-moderate contribution to commitment ( $f^2 = 0.080$ ). Job satisfaction was proven to be the dominant factor driving professional commitment ( $f^2 = 0.361$ ). These findings strengthen the role of job satisfaction as a major mediator between organizational climate and personality with lecturers' professional commitment.

## DISCUSSION

This study shows that organizational climate plays a significant role in achieving lecturer job satisfaction, although its direct influence on professional commitment is relatively small. A supportive work environment, good communication, and fair rewards increase lecturer satisfaction, which in turn encourages their professional advancement.

Lecturer personality is also significant in shaping job satisfaction and contributing to professional commitment, although its influence is smaller than that of job satisfaction. These findings confirm that personal characteristics can influence how an individual responds to job demands and interacts with the organizational environment.

Most prominent is the role of job satisfaction as a key mediator between organizational and personal factors and professional commitment. In other words, efforts to increase commitment should emphasize enhancing job satisfaction through improving the organizational climate and personality development. This model demonstrates strong predictive ability, confirming that the interaction between individual and organizational factors is key to the professional turnover of lecturers.

Overall, strategies to increase professional commitment should be holistic, integrating improvements to the work environment and the development of lecturers' personal aspects, with a primary focus on job satisfaction as an effective mediator.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study concludes that job satisfaction is the key mediator between organizational climate and personality in shaping lecturers' professional commitment. A supportive work environment and positive personal traits enhance satisfaction, which in turn strengthens engagement in the profession. Therefore, universities should focus on improving organizational climate through supportive policies, recognition, and professional development, while lecturers are encouraged to develop personal competencies such as adaptability and emotional intelligence. Future interventions and research should prioritize strategies that enhance job satisfaction as a pathway to increasing professional commitment.

## **ADVANCED RESEARCH**

Future research can explore additional mediators and moderators, such as organizational support, motivation, or leadership style, to better understand their influence on professional commitment. Longitudinal and cross-context studies, including comparisons across university types or cultural settings, can enhance generalizability. Integrating psychological and behavioral metrics, as well as testing interventions like mentoring or professional development programs, may provide deeper insights into how organizational and personal factors drive job satisfaction and strengthen lecturers' professional commitment.

## **ACKNOWLEDGMENT**

The author wishes to express gratitude to all individuals and institutions who have contributed to this study. Ucapan terima kasih is specifically addressed to the participants in this study, who have already provided their time and wawasan. Apresiasi is also given to university administrators and colleagues regarding their surroundings and bimbingan during the research process. Finally, the author discusses the support and encouragement from family and friends, which is crucial for understanding this study.

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