Strengthening Affective Commitment Among Indonesian Lecturers: The Role of Organizational Support and Job Satisfaction

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Abstract: This study explores key factors influencing lecturers' affective commitment in Indonesian higher education. Utilizing a purposive sampling approach, data were collected from 288 private university lecturers in Riau Province and analyzed using Structural Equation Modeling (SEM) with Smart Partial Least Square (Smart PLS). Findings reveal that both organizational support and job satisfaction significantly and positively impact affective commitment, with the latter acting as a partial mediator. A novel aspect of this study is the formative measurement of job satisfaction indicators, providing a nuanced understanding of lecturers' experiences. The study underscores the need for targeted organizational strategies to foster commitment and satisfaction among educators.

Keywords: Organizational Support, Job Satisfaction, Affective Commitment, Higher Education, SEM.

Introduction

Education serves as a cornerstone for national development, particularly in fostering high-quality human resources essential for global competitiveness. In Indonesia, higher education institutions (HEIs) play a critical role in achieving these objectives by preparing students to excel academically, professionally, and ethically. As highlighted by Nurzaman (2021), education contributes multidimensionally to societal progress, surpassing other sectors in its ability to enhance human capital. However, this potential cannot be fully realized without dedicated and competent educators, particularly lecturers, who form the backbone of HEIs' success.

Despite their central role, lecturers in Indonesia face persistent challenges, including limited organizational support and insufficient resources, which undermine their commitment and job satisfaction. Law No. 14 of 2005 underscores the tri dharma responsibilities of lecturers—education, research, and community service—yet the practical implementation often reveals significant gaps. Studies by Devos et al. (2014) and Koswara et al. (2021) emphasize that organizational commitment among educators is vital for achieving institutional goals, yet many Indonesian lecturers exhibit low affective commitment, often attributed to inadequate organizational support and uncompetitive remuneration structures.

Furthermore, recent data from LLDIKTI Region X (2024) illustrate disparities in lecturers' performance across educational, research, and community service domains. While educational activities exceed minimum standards, research and community service lag considerably, reflecting uneven support and resource allocation. This phenomenon aligns with findings from Meyer and Herscovitch (2021), who argue that institutional support directly impacts educators' performance and commitment. Such conditions not only hinder professional fulfillment but also compromise the quality of higher education delivered to students.

A critical factor influencing lecturers' commitment is job satisfaction, which encompasses intrinsic and extrinsic motivators. Lambert et al. (2019) and Aziz et al. (2021) highlight that satisfied employees are more likely to demonstrate loyalty, reduced turnover intentions, and higher productivity. In the context of Indonesian HEIs, satisfaction is often tied to clarity in career advancement pathways, adequate remuneration, and institutional policies that support academic freedom. However, evidence from Sukirno (2020) suggests that many lecturers, particularly in private institutions, experience dissatisfaction stemming from workload pressures and limited career growth opportunities.

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The theory of Perceived Organizational Support (POS) offers a framework for understanding how institutional care and recognition influence educators' attitudes and behaviors. According to Rhoades and Eisenberger (2002), organizations that invest in their employees' well-being foster reciprocal commitment, enhancing job satisfaction and affective engagement. Ates and Unal (2021) further confirm the mediating role of POS in promoting organizational commitment among educators, underscoring its relevance in the academic sector. However, in Indonesian HEIs, POS remains inconsistently implemented, leaving many lecturers feeling undervalued and unsupported.

Given these challenges, this study aims to address critical gaps by exploring how organizational support and job satisfaction influence lecturers' affective commitment in private universities in Riau Province. By employing formative indicators for job satisfaction, this research contributes a novel approach to understanding the specific dimensions that drive commitment. Ultimately, the findings aim to provide actionable insights for HEI administrators and policymakers to foster a more supportive and engaging academic environment, ensuring sustained lecturer performance and institutional success.

Challenges related to organizational support and job satisfaction have been extensively discussed in various sectors, including higher education. Lamin (2019) emphasized that workplace safety and health directly affect employee performance, highlighting the necessity of a supportive organizational environment. Similarly, Lamin (2021) explored the effects of reward and punishment systems on employee performance, demonstrating how fair and transparent organizational policies can enhance commitment and reduce turnover intentions. These findings underscore the relevance of institutional practices in fostering affective commitment among employees, including lecturers in higher education.

Literature Review

Affective Commitment

Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in their organization (Meyer & Allen, 1991). It reflects a psychological state where individuals choose to remain part of an organization because they genuinely want to, rather than being compelled by financial or contractual obligations. Employees with strong affective commitment exhibit greater organizational loyalty and are more likely to contribute positively to its goals (Porter et al., 1974). Recent research by Kurtessis et al. (2015) underscores the importance of affective commitment in enhancing job satisfaction and reducing turnover intentions, particularly in knowledge-intensive industries such as higher education.

Within the context of higher education, affective commitment among lecturers is critical for ensuring quality teaching, research productivity, and meaningful community service. Lecturers with high affective commitment are more likely to internalize institutional goals and demonstrate resilience in challenging circumstances (Meyer & Herscovitch, 2001). However, low levels of affective commitment have been observed in many Indonesian HEIs, often linked to insufficient organizational support and limited job satisfaction (Koswara et al., 2021).

Organizational Support

Perceived organizational support not only affects job satisfaction but also plays a critical role in mitigating workplace challenges such as burnout and disengagement. Lamin (2022) highlighted that a balanced work environment significantly reduces burnout among target-driven employees, reinforcing the need for supportive organizational policies. This aligns with Rhoades and Eisenberger's (2002) assertion that employees reciprocate organizational care with loyalty and commitment, making POS a cornerstone of affective organizational behavior strategies.

In higher education, lecturers who perceive strong organizational support are more likely to engage fully in their roles, thereby enhancing their affective commitment. Research by Ates and Unal (2021) highlights the mediating role of POS in improving job satisfaction and organizational loyalty among educators. Similarly, Beshlideh et al. (2018) found that lecturers who receive adequate institutional support demonstrate greater adaptability and motivation to fulfill their professional obligations. These findings are particularly relevant

in the Indonesian context, where disparities in institutional support contribute to variations in lecturer performance across regions (LLDIKTI Region X, 2024).

Job Satisfaction

Job satisfaction is influenced by multiple factors, including rewards, workplace conditions, and career development opportunities. Lamin (2021) found that reward and punishment mechanisms significantly impact employee satisfaction and performance. In the academic context, similar principles apply; lecturers' satisfaction is shaped by fair recognition, opportunities for growth, and supportive policies, which in turn bolster their commitment to their institutions.

For lecturers, job satisfaction is crucial for fostering affective commitment. Sukirno (2020) demonstrated that lecturers who are satisfied with their workload, career development opportunities, and institutional support are more likely to remain loyal and dedicated to their roles. Conversely, dissatisfaction can lead to burnout, disengagement, and increased turnover intentions. As such, addressing the specific dimensions of job satisfaction is essential for sustaining commitment among academic staff.

Interrelationship Between POS, Job Satisfaction, and Affective Commitment

The interconnection between POS, job satisfaction, and affective commitment has been well-documented in organizational behavior literature. POS serves as a precursor to job satisfaction by creating a supportive work environment that fulfills employees' psychological and professional needs (Rhoades & Eisenberger, 2002). This relationship is particularly evident in academia, where perceived institutional support significantly influences lecturers' satisfaction and commitment levels (Kioumars Beshlideh et al., 2018).

Recent studies further highlight the mediating role of job satisfaction in the relationship between POS and affective commitment. For instance, Ates and Unal (2021) found that educators who perceive strong organizational support report higher job satisfaction, which in turn enhances their affective commitment. This aligns with findings by Sia et al. (2012), who emphasized the importance of creating supportive and satisfying work environments to strengthen organizational loyalty among lecturers.

Theoretical Framework

This study is grounded in Meyer and Allen's (1991) three-component model of organizational commitment, focusing on the affective dimension. The model provides a robust framework for understanding how emotional attachment to an organization develops and sustains employee engagement. Additionally, the theory of Perceived Organizational Support (Eisenberger et al., 1986) underpins the exploration of institutional factors that influence job satisfaction and commitment. By integrating these theories, the study aims to provide a comprehensive analysis of the factors driving affective commitment among lecturers in Indonesian HEIs.

Methodology

Research Design

This study employs a quantitative research design, utilizing a cross-sectional survey to explore the relationships between organizational support, job satisfaction, and affective commitment among private university lecturers in Riau Province. The research design is grounded in hypothesis testing, employing Structural Equation Modeling (SEM) with Smart Partial Least Square (Smart PLS) as the primary analytical tool. SEM is particularly suitable for this study as it allows for the simultaneous analysis of complex relationships among latent variables, including the mediating role of job satisfaction.

Population and Sampling

The population for this study comprises lecturers from private universities in Riau Province. Given the study's objective to generalize findings within this context, the purposive sampling technique was adopted. Purposive sampling ensures that participants meet specific criteria relevant to the study. The inclusion criteria were:

1. Lecturers with at least one year of teaching experience.

2. Lecturers actively involved in education, research, and community service.

3. Lecturers who had completed the annual performance report through the SISTER system.

From this population, a total of 288 lecturers were selected, ensuring an adequate sample size for SEM analysis, as recommended by Hair et al. (2019). This sample size provides sufficient statistical power to detect relationships between variables while minimizing errors.

Data Collection

Data collection was conducted using a structured questionnaire distributed both online and offline. The questionnaire consisted of three main sections corresponding to the study variables:

1. Perceived Organizational Support (POS)

   Measured using a validated scale developed by Rhoades and Eisenberger (2002), which includes dimensions such as fairness, supervisor support, organizational rewards, and job conditions.

2. Job Satisfaction

   Adapted from Luthans (2006), the scale encompasses satisfaction with work, salary, promotion opportunities, organizational policies, supervision, coworkers, and the work environment.

3. Affective Commitment

   Based on Meyer and Allen's (1991) scale, which evaluates emotional attachment, identification, and involvement with the organization.

Each variable was measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to capture the intensity of participants' perceptions and attitudes. The questionnaire was pre-tested on a small subset of participants to ensure clarity and reliability before full-scale distribution.

Data Analysis

The collected data were analyzed using Smart PLS 3.0, which facilitates variance-based SEM. The analysis followed these key steps:

1. Outer Model Evaluation

   Assessed the reliability and validity of the measurement model through Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE). Reliability was confirmed with CR values exceeding 0.7, while convergent validity was established with AVE values above 0.5.

2. Inner Model Evaluation

   Evaluated the structural model's predictive power using R^2, path coefficients, and effect sizes (f^2). The significance of relationships was determined through bootstrapping with 5000 subsamples, ensuring robust statistical inference.

3. Hypothesis Testing

   Examined the direct and indirect effects of organizational support and job satisfaction on affective commitment. Relationships were considered significant if the *t*-value exceeded 1.96 and *p*-value was below 0.05.

Measurement Model

1. Perceived Organizational Support

   Four dimensions (justice, supervisor support, organizational rewards, and job conditions) were assessed using 12 items. Examples include "My organization values my contributions" and "My supervisor provides adequate support."

2. Job Satisfaction

   Seven indicators (work, salary, promotion, organizational policies, supervision, coworkers, and work environment) were measured using items such as "I am satisfied with my current salary" and "The organizational policies are fair and supportive."

3. Affective Commitment

   Measured with nine items, including "I feel emotionally attached to this organization" and "I feel a strong sense of belonging to my university."

Ethical Considerations

Ethical approval for the study was obtained from the relevant institutional review board. Participants were informed about the study's objectives, and their participation was voluntary. Informed consent was obtained before data collection, ensuring confidentiality and anonymity of responses. Data were securely stored and used solely for research purposes.

Results

Descriptive Statistics

A total of 288 private university lecturers in Riau Province participated in this study. Descriptive analysis revealed the demographic characteristics of respondents, including gender, age, academic rank, and teaching experience. The majority of respondents were male (54%), aged between 30-40 years (43%), with over 5 years of teaching experience (62%). These characteristics reflect a diverse sample, providing a comprehensive view of lecturers' perceptions regarding organizational support, job satisfaction, and affective commitment.

Measurement Model Evaluation

The outer model evaluation confirmed the reliability and validity of the measurement scales. Key results included:

1. Composite Reliability (CR)

   All constructs exceeded the threshold of 0.7, indicating high internal consistency.

2. Average Variance Extracted (AVE)

   Values were above 0.5 for all constructs, confirming convergent validity.

3. Discriminant Validity

   Fornell-Larcker criteria were satisfied, ensuring constructs were distinct from one another.

Structural Model Evaluation

The inner model evaluation assessed the strength and significance of the relationships between constructs:

1. R-Square (R^2)

   The model explained 24.3% of the variance in job satisfaction and 46.8% of the variance in affective commitment, suggesting moderate explanatory power.

Table 1. R Square (Coefficient Determination)

Variable	R^2	Adjusted R^2
Job Satisfaction	0.243	0.241
Affective Commitment	0.468	0.464

2. Path Coefficients

   Relationships between variables were examined, as detailed below.

Hypothesis Testing

The structural model illustrating the tested relationships between organizational support, job satisfaction, and affective commitment is depicted in Figure 1 below:
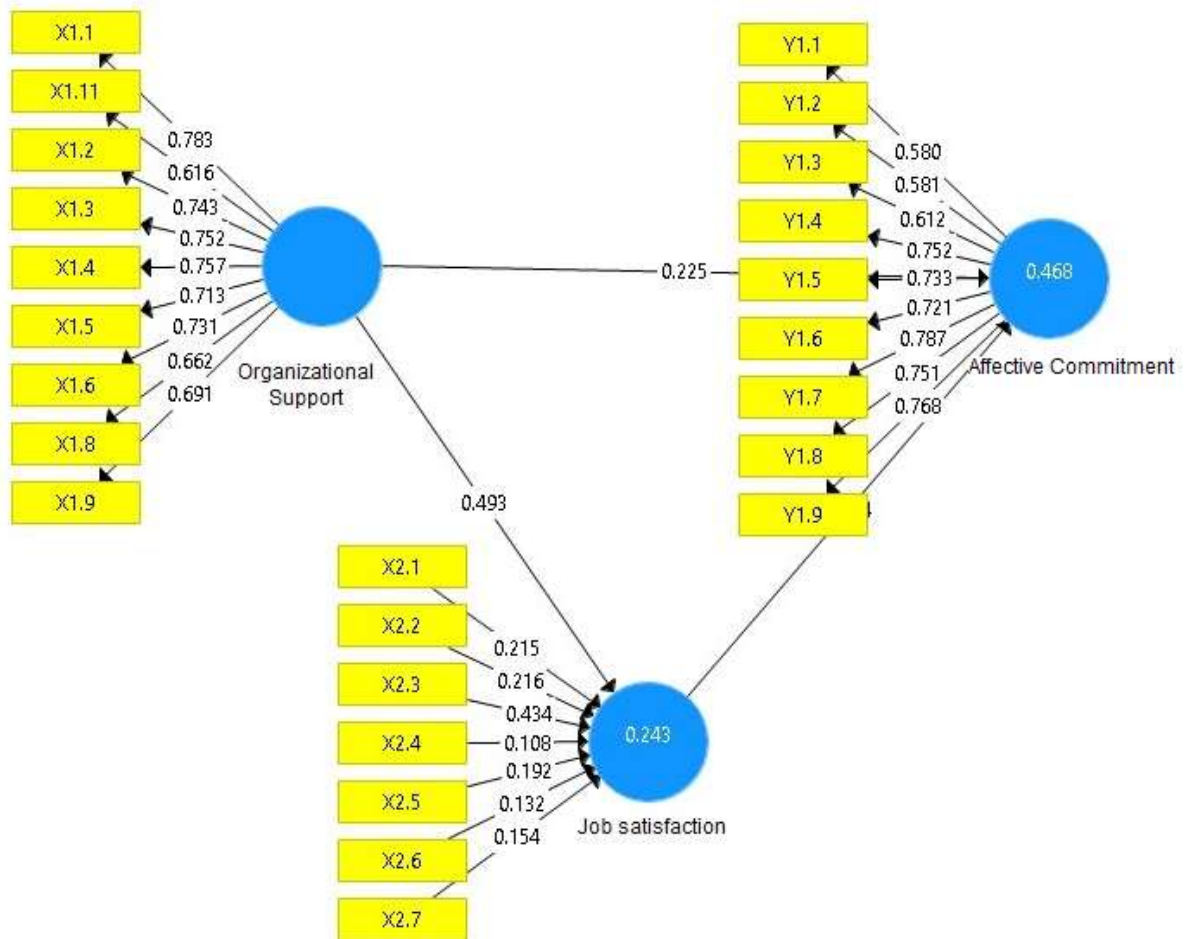
Figure 1. Hypothesis Testing Result Path

The study tested three primary hypotheses, with results summarized in Table 2.

Table 2. Path Coefficients

Hypothesis	Path	Coefficient (β)	t-Statistic	p-Value	Result
H1	Organizational Support → Job Satisfaction	0.493	11.102	<0.001	Supported
H2	Organizational Support → Affective Commitment	0.225	4.754	<0.001	Supported
H3	Job Satisfaction → Affective Commitment	0.544	12.867	<0.001	Supported

Findings

1. Effect of Organizational Support on Job Satisfaction

    Organizational support had a significant positive impact on job satisfaction (β=0.493, p<0.001). This finding aligns with prior research (Rhoades & Eisenberger, 2002; Ates & Unal, 2021), highlighting the importance of institutional recognition, fairness, and supportive policies in enhancing lecturers' satisfaction.

2. Effect of Organizational Support on Affective Commitment

A significant positive relationship was observed between organizational support and affective commitment (β=0.225, p<0.001). This result indicates that lecturers who perceive their organizations as supportive are more likely to develop a sense of loyalty and emotional attachment to their institutions.

3. Effect of Job Satisfaction on Affective Commitment

Job satisfaction emerged as a strong predictor of affective commitment (β=0.544, p<0.001), consistent with findings by Lambert et al. (2019) and Sukirno (2020). Lecturers satisfied with various aspects of their jobs, including remuneration, promotion opportunities, and work environment, exhibit higher commitment levels.

Mediating Role of Job Satisfaction

The mediating effect of job satisfaction in the relationship between organizational support and affective commitment was also examined. Results indicated that job satisfaction partially mediated this relationship, suggesting that while organizational support directly influences affective commitment, its impact is amplified when it enhances job satisfaction.

Additional Observations

1. Gender Differences

Male lecturers reported slightly higher levels of affective commitment compared to their female counterparts, although the difference was not statistically significant.

2. Experience and Commitment

Lecturers with over 10 years of experience exhibited higher affective commitment, likely due to a stronger identification with their institutions.

Summary of Results

The findings validate the proposed hypotheses and reinforce the critical role of organizational support and job satisfaction in fostering affective commitment among lecturers. These results provide empirical evidence for HEIs to develop targeted strategies to improve organizational support and satisfaction, ultimately enhancing lecturer retention and performance.

Discussion and Recommendations

Discussion

The findings of this study align with Lamin's (2021) research, which emphasizes the critical role of reward systems in enhancing job satisfaction and performance. In higher education, these principles can be adapted by offering recognition for academic achievements and providing equitable career advancement opportunities. Furthermore, Lamin's (2022) insights into work-life balance and burnout highlight the importance of addressing workload pressures among lecturers to sustain their affective commitment and overall performance.

Moreover, the importance of health and safety, as discussed by Lamin (2019), extends to academic settings where mental and emotional well-being are integral to lecturers' productivity. Universities must adopt holistic approaches to organizational support, ensuring that lecturers feel valued and supported in their professional and personal capacities.

The Role of Organizational Support

Organizational support significantly influences both job satisfaction and affective commitment, underscoring its foundational role in shaping lecturers' workplace attitudes. This finding corroborates earlier studies by Rhoades and Eisenberger (2002) and Beshlideh et al. (2018), which emphasize that institutions demonstrating fairness, providing adequate resources, and recognizing contributions foster greater loyalty

and satisfaction among employees. In the Indonesian context, where lecturers often face resource constraints and administrative challenges, enhancing perceived organizational support is particularly critical. For example, providing consistent professional development opportunities and creating a supportive work culture can strengthen the bond between lecturers and their institutions.

Job Satisfaction as a Mediator

Job satisfaction was identified as a strong mediator between organizational support and affective commitment, a finding that highlights its dual role as both an outcome and a pathway. This aligns with the work of Lambert et al. (2019) and Sukirno (2020), who argue that job satisfaction not only enhances individual well-being but also serves as a mechanism for improving organizational commitment. For lecturers, intrinsic satisfaction derived from teaching and research autonomy, combined with extrinsic factors such as salary and promotion opportunities, contributes to their sense of fulfillment and attachment to their institutions. Institutions should therefore prioritize a holistic approach to improving job satisfaction, addressing both intrinsic and extrinsic factors.

Affective Commitment and Institutional Success

Affective commitment is crucial for organizational success, particularly in higher education, where lecturer engagement directly impacts student outcomes and institutional reputation. Lecturers with high affective commitment are more likely to demonstrate proactive behaviors, contribute to organizational goals, and remain with their institutions long-term (Meyer & Herscovitch, 2001). However, the relatively moderate $R2R^2R2$ values for job satisfaction and affective commitment indicate that additional factors may influence these constructs. Future studies could explore other dimensions, such as leadership styles, work-life balance, or organizational culture, to provide a more comprehensive understanding.

Contextual Implications

The study's focus on private universities in Riau Province highlights contextual challenges unique to Indonesian HEIs. Disparities in organizational support and job satisfaction across institutions may reflect broader systemic issues, such as funding limitations and administrative inefficiencies. Addressing these challenges requires both institutional and governmental interventions. For instance, policies that standardize lecturer remuneration and workload across regions could help mitigate disparities and foster a more equitable academic environment.

Recommendations

Based on the findings and discussion, the following recommendations are proposed:

For University Administrators:

1. Enhance Organizational Support

   Develop clear and transparent policies that recognize lecturers' contributions, provide equitable access to resources, and foster a supportive academic environment. Initiatives such as mentorship programs and regular feedback mechanisms can help lecturers feel valued.

2. Invest in Professional Development

   Offer regular training and workshops to enhance lecturers' skills and career prospects. Professional growth opportunities are critical for sustaining job satisfaction and commitment.

3. Improve Job Satisfaction Dimensions

   Focus on both intrinsic and extrinsic factors, such as creating flexible teaching schedules, ensuring fair compensation, and providing opportunities for career advancement.

For Policymakers:

1. Standardize Policies Across HEIs

Introduce regulations that ensure consistent organizational support and remuneration across public and private universities, reducing systemic disparities.

2. Allocate Sufficient Resources

Increase funding for higher education to address resource constraints, particularly in research and community service activities.

For Future Research:

1. Explore Additional Variables

Investigate other potential determinants of affective commitment, such as leadership styles, organizational culture, or individual resilience.

2. Expand the Study Context

Conduct similar studies in public universities or other provinces to compare findings and develop generalized recommendations for Indonesia's higher education sector.

3. Longitudinal Studies

Examine how organizational support and job satisfaction evolve over time and their long-term impact on affective commitment.

Practical Implementation

To implement these recommendations affectively, institutions should adopt a phased approach, starting with internal assessments to identify key gaps in organizational support and job satisfaction. Collaborative efforts involving university administrators, lecturers, and policymakers are essential for creating a sustainable and supportive academic ecosystem.

Strengthen Reward Systems

In line with Lamin (2021), universities should implement transparent reward and recognition systems to enhance job satisfaction and commitment among lecturers.

Promote Work-Life Balance

Drawing from Lamin (2022), institutions should consider policies that reduce burnout, such as flexible working hours and supportive leave policies, to sustain lecturer engagement and productivity.

Enhance Workplace Safety and Support

Inspired by Lamin (2019), universities must ensure that lecturers operate in a safe and supportive environment, addressing both physical and psychological well-being.

Conclusion

This study underscores the pivotal roles of organizational support and job satisfaction in shaping affective commitment among lecturers in Indonesian private universities. The findings contribute to a deeper understanding of how these factors interact and influence one another, offering both theoretical and practical insights for improving lecturer engagement and institutional performance.

Key Findings

1. Organizational Support

The study highlights that perceived organizational support significantly influences job satisfaction and affective commitment. Institutions that demonstrate fairness, provide adequate resources, and recognize lecturers' contributions foster a stronger sense of loyalty and emotional attachment.

2. Job Satisfaction

Acting as both an outcome of organizational support and a driver of affective commitment, job satisfaction plays a mediating role, amplifying the impact of support mechanisms on lecturers' commitment.

3. Affective Commitment

The findings confirm that lecturers with high affective commitment exhibit greater emotional attachment to their institutions, which is critical for achieving organizational goals in education, research, and community service.

Implications

The results have significant implications for university administrators and policymakers. Enhancing organizational support and addressing key dimensions of job satisfaction—such as career growth opportunities, remuneration, and work environment—are crucial for cultivating a committed academic workforce. The study also emphasizes the need for systemic interventions to address disparities across institutions, ensuring that all lecturers have access to supportive and satisfying work conditions.

Limitations and Future Research

While this study provides valuable insights, certain limitations should be acknowledged. First, the research focused solely on private universities in Riau Province, limiting the generalizability of findings to other contexts. Second, the cross-sectional design precludes analysis of changes over time. Future research could address these limitations by expanding the geographical scope, including public universities, and employing longitudinal methods to capture dynamic relationships between the studied variables. Additionally, exploring other potential determinants of affective commitment, such as leadership styles or organizational culture, could provide a more comprehensive understanding.

Final Remarks

In conclusion, this study contributes to the ongoing discourse on lecturer commitment by highlighting the importance of organizational support and job satisfaction in fostering affective commitment. By addressing the identified gaps and implementing targeted strategies, Indonesian higher education institutions can create a supportive and engaging academic environment that enhances lecturer retention, performance, and overall institutional success.

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