

## ORGANIZATIONAL COMMITMENT: THE ANALYSIS OF THE HIGHER EDUCATION IN MEDAN

**Salbiah**

Fundamental and Medical Surgical Nursing Departement,  
Faculty of Nursing, University Sumatera Utara, Medan, Indonesia.  
Email: salbmanj@gmail.com – salbiah1@usu.ac.id

### Abstract

Organizational commitment is a psychological construct that indicates the relative degree of individual attachment to the organization employed and the implications for the individual's decision to remain in the organization or not. The purpose of this explorative descriptive research is to describe and analyze the organization commitment among the lecturers in nursing higher education in Medan. The research used a correlation design with *ex post facto research* approach. The population is 165 lecturers from 11 institutions. The sampling method used a proportional stratified random sampling considering gender, organization status and education level based. The sample involved 115 participants based on the Cochran William formula. The data collection conducted through developed closed questionnaires and passed the validity and reliability test. The result showed that there is a high category on organization commitment with the proportion 88.7% and empirical average is higher than the ideal average. In addition, the caring individuals in the category above the mean ideal. Based on the samples characteristic, the formation of commitment is not determined as gender or lecturer's level of education, but is determined by the status of the organization; that are public or private institution. In detail, it is obtained that the value of the organization's commitment among three - dimensional lecturer showed the same tendency, which is above the ideal average category. Based on the study results, it can be explained that the organizational commitment of Nursing Higher Education are need to be improved effectively.

**Keywords:** Organization commitment, Nursing higher education

### Introduction

The complexity of the formation of organizational effectiveness may occur in a variety of organizations conditions including nursing education. It should be considered a variety of things that can be a motivating factor or inhibiting factors in organizational effectiveness. One of the factors which should be considered is the essence of the educational organization, which is a unique organization and has implications with educational purposes.

Organization is a unity of social entity and coordinated consciously. It relatively identified boundary and working on a continuous basis to achieve a common goal or group of goals. Based on the organizational approach, it appears that the purpose of the organization is significantly important. Nevertheless, the organization still has to consider the

purpose of the individual. It is inevitable that organizations require employees to achieve organizational goals, and employees also require organizations to achieve personal goals. It must be realized that this social balance must be maintained since many negative things occurred. This is lead to the effectiveness of the organization at the time of social and psychological balance in the form of employee commitment to the organization is not awakened.

This condition occurs in all organizations, including nursing higher education. The alignment between the goals of individuals with the organization is the important determinants of the relationship between the organization and the individual. It should be understood that at the time of joining the organization, employees make a contract

psychologically with the organization, as a complementary economic agreements. Compared with economic agreement, the psychological agreement are not written and sometimes its not realized. Different economic agreements, agreements are usually not written psychological, and sometimes it's not realized. The form of psychological agreement, such as a willingness to devote effort and loyalty at a certain rate. It also demands more than just economic rewards, such as security, human behavior, relationships, and support in fulfilling personal purposes and hope.<sup>1</sup>

Organizational commitment is a psychological construct that indicates the relative degree of individual attachment to the organization employed and the implications for the individual's decision to remain in the organization or not. It also includes individual views about the strength of the organization's goals and the implementation to maintain the organization's relationship. The organizational commitment consists of three types namely: affective commitment, continuance commitment, and normative commitment.<sup>2</sup>

### Purposes

The purpose of this explorative descriptive research is to describe and analyze the organization commitment among the lecturers in nursing higher education in Medan.

### Methodology

This research design is classified into ex post facto research. This is the research which conducted to investigate the past. The research data were analyzed with quantitative approach. The population in this study is lecturers from 11 nursing higher education in Medan. The sampling method used proportional stratified

random sampling, considering the aspects of gender, organizational status, and education level. The sample involved 115 lecturers which determined Cochran William formula.

The data collection conducted through developed closed questionnaires based on the conceptual construct. It also passed the validity process through expert judgment and analysis instruments grain using product moment correlation. In addition, the reliability test was also conducted using Cronbach alpha analysis.

---

<sup>1</sup>*Ibid.*,hal. 44-45

<sup>2</sup>Meyer, J. P., dan Allen, N. J, *Commitment in the workplace theory research and application* (California: Sage Publications, 1997).

## Result

The result of organizational commitment is analyzed with computer assistance. The results are described as follows:

**Table 1. Organization Commitment of Nursing Higher Education in Medan**

Analysis		Organization Commitment
N	Valid	115
	Missing	0
Mean		109.28
Std. Error of Mean		0.613
Median		109
Mode		113
Std. Deviation		6.574
Variance		43.22
Range		30
Minimum		93
Maximum		123
Sum		12567
Mean Ideal		78
Std. Deviation Ideal		16
Minimum Ideal		31
Maximum Ideal		124

The sum of the organizational commitment variables are 115, with 123 as the highest score and 93 as the lowest score 93, range 30, the mean 109.28, and the standard deviation of 6,574. Data are grouped with Sturges rule and it obtained eight classes with wide intervals of four<sup>3</sup>. It can be seen in the following table:

**Table 2. Frequency Distribution Score of Organization Commitment of Nursing Higher Education in Medan**

No	Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	93 - 96	4	3.5	3.5
2	97 - 100	7	6.1	9.6
3	101 - 104	15	13.0	22.6
4	105 - 108	27	23.5	46.1
5	109 - 112	23	20.0	66.1

<sup>3</sup>The sum of the research data class interval, index 9, page 402

6	113	-	116	21	18.3	84.3
7	117	-	120	13	11.3	95.7
8	121	-	125	5	4.3	100.0
	<b>Total</b>			115		

Based on the data in the table above, it can be seen that the samples with highest scores in 121-125 with 4.3%, the lowest score are in 93-96 with 3.5%. The highest frequency in the range of 105-108 with a proportion of 23.5%. Furthermore, the frequency distribution of organizational commitment scores can be seen in the following figure:

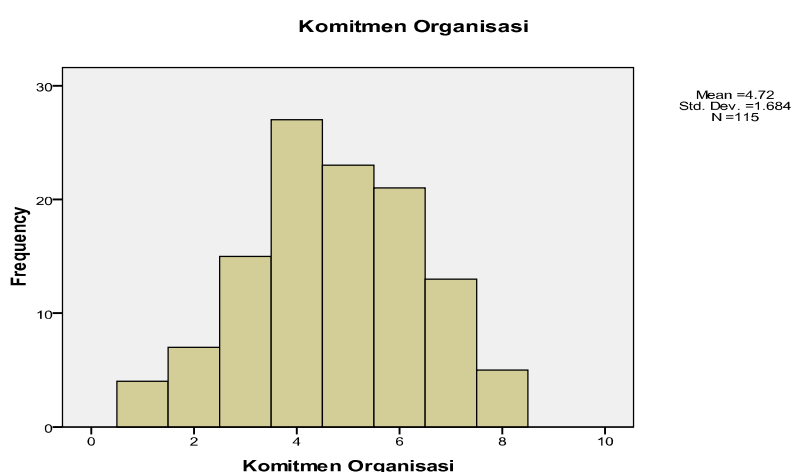


Figure1. Histogram of Lecturer's Organizational Commitment In Nursing Higher Education in Medan

The histogram of organization's commitment revealed that the frequency distributions are approximately symmetrical. The quality of organizational commitment can be seen based on the mean and standard deviation of the empirical data than the mean and standard deviation of the ideal score. Data theoretical minimum score is 31 and the maximum score is 124. The average score ideal is  $\frac{1}{2} (31 + 124) = 78$ , while  $SD_i = \frac{1}{6} (124-31) = 16$ . From this calculation, the mean organizational commitment variable data base is 78, the empirical mean score of 109.28 Organizational Commitment variable, compared with the mean empirical base is under the mean ideal. Thus, it can be argued that the organizational commitment of nursing higher education in Medan is in the category below the mean ideal. In detail, the tendency can be seen in the following table:

**Table 3. The Propensity of Organizational Commitment Data Variable of Nursing Higher Education in Medan**

Class	Interval Class	Observed Frequency (f)	Relative Frequency (%)	Category
1	>101 - Skor Mak	102	88.7	High
2	>78 - 101	13	11,3	Moderate
3	>54 - 78	0	0	Less
4	Skor Min - 54	0	0	Low
		<b>115</b>	<b>100</b>	

Based on the data in the table above, it can be seen that the level of organizational commitment tendency in the high category with the proportion of 88.7%.

Further analysis is conducted by calculating the mean difference between groups of samples including group of sex, organizational status, and level of education (S-1 and S-2). The calculation of the mean difference is described in the following table:

**Table 4. Summary of the average value and standard deviation of each stratum variable Nursing Higher Education Organizational Commitment in Medan**

Description	Sex		Organization Status		Level of Education	
	Male	Female	N	S	S-1	S-2
<b>N</b>	26	89	23	92	39	76
<b>Mean</b>	109.85	109.11	104.57	110.46	110.54	108.63
<b>SD</b>	5.58	6.86	5.60	6.29	6.50	6.56
<b>S</b>	2.36	2.61	2.64	2.51	2.55	2.56
<b>SD (Error)</b>	1.09	0.72	0.66	0.66	1.04	0.75
<b>T<sub>result</sub></b>	0.499		-4.395		0,904	
<b>T<sub>table</sub> (0,05,115)</b>	1.98		1,98		1,98	

Based on the table above, it can be seen that there is no significant difference in organizational commitment based on gender, where the value lies between  $-0.499 < 1.98 > 0.499$ . However, based on a factor analysis of the status of the organization, revealed a significant differences, which is located between  $-4.395 < 1.98 > 4.395$ . There is also found that there is no significant difference in terms of level of education (S-1 and S-2), which is located between  $-0.904 < 1.98 > 0.904$ . These data show that the factors of gender and level of education did not include determining organizational commitment, but the status of the organization, which are. Public and private organizations also determine the commitment of nursing higher education in Medan.

**Table 5. Organization's Commitment Dimension of Nursing Higher Education in Medan**

The Analysis of Organization's Commitment		<i>Affective commitment</i>	<i>Continuance commitment</i>	<i>Normative commitment</i>
N	Valid	115	115	115
	Missing	0	0	0
Mean		45.78	25.78	37.64
Std. Error of Mean		.450	.220	.365
Median		46.00	27.00	38.00
Mode		46 <sup>a</sup>	28	41

Std. Deviation	4.826	2.361	3.909
Variance	23.294	5.575	15.284
Range	23	9	19
Minimum	29	19	24
Maximum	52	28	43
Sum	5265	2965	4329
Mean Ideal	33	18	28
Std. Deviation Ideal	7	4	6
Minimum Ideal	13	7	11
Maximum Ideal	52	28	44

The data summary of the organizational commitment dimensions is 115 and three dimensions showed the same tendency, which is above ideal average category.

Affective commitment has the highest score of 52 and 29 as the lowest score. The range interval is 23, mean 45.8 and standard deviation 4.8. The quality of the affective commitment based on mean and standard deviation of the empirical data than the mean and standard deviation of the ideal score. Data theoretical minimum score is 13 with the maximum score of 52, average score 33, and Sdi 7, based on empirical mean compared to the ideal mean results obtained empirical mean is higher than the mean ideal. It means that the affective commitment is in the above category of mean ideal.

Continuance commitment data has the highest score 28 and the lowest score is 19, the range interval is 9, mean 25.8 and standard deviation 2.4. The quality of the *continuance commitment* based on mean and standard deviation of the empirical data than the mean and standard deviation of the ideal score. Data theoretical minimum score is 7 and the maximum score is 28, average score 18, and Sdi 4. Based on empirical mean compared to the ideal mean results obtained empirical mean is higher than the mean ideal. It means that the dimensions of continuance

commitment are in the above category of mean ideal.

Furthermore, the data of normative commitment has the highest score 43 and the lowest score is 24, the range interval is 19, mean 37.7 and standard deviation 3.9. The quality of the normative commitment based on mean and standard deviation of the empirical data than the mean and standard deviation of the ideal score. Data theoretical minimum score is 11 and the maximum score is 44, the average score is 28, and SDi 6. Based on empirical mean compared to the ideal mean is obtained the empirical mean is higher than the ideal mean. It means that the dimensions of normative commitment are in the above category of mean ideal.

## Discussion

The empirical research data obtained higher mean than the mean ideal. Thus, it can be argued that the organizational commitment of Nursing Higher Education in Medan is above mean ideal category (Table 1). It proved that data distribution of the organizational commitment is in the high category, up to 88.7 % (Table 3).

The findings of this study are not in line with the initial predictions regarding the organization's commitment expected in the low category previously. The results of preliminary studies on several lecturers in

Nursing Higher Education in Medan informally showed that the faculty staffs' turnover is relatively high. Furthermore, each year some professors committed resign or incoming new faculty workers with less than one year working experience.

It is need a thorough analysis to view and interpret the discrepancy between the data and the real conditions. According to the dimensions specifically, it showed that the third dimension are above ideal mean category. However, the continuance commitment has a low score in standard deviation and variation. It is revealed that the organizational commitment of nursing higher education in continuance commitment dimension shows a strength level.

This analysis answered the phenomenon of initial findings difference. It showed the discrepancy of the organizational commitment overall in high category. However, the highest category of organizational is the continuance commitment. It showed that the lecturers motivation to remain working in the organization just for reasons of need (need).

The levels of organizational commitment, starting from high to low level in which the individual have attitudes about various aspects of their organization. Such as, organization promotion, organizations quality product and differences in organizational culture<sup>4</sup>. The organizational commitment consists of three dimensions: affective commitment, continuance commitment and normative commitment. This kind of dimensions may used as a reference to the organization, top management, departments, managers, team works and co-workers specifically<sup>4,5</sup>

<sup>4</sup>Jason A Colquitt, Jeffery A LePine, Michael J Wesson, *Organizational Behavior. Improving Performance and Commitment in The Workplace* (Singapore: McGraw-Hill, 2009), hal. 68-76.

Specifically, the level of commitments among the staffs related to the emotional connection to the organizations, staffs' identification and the staffs involvement in the organization's activities. In term of affective commitment, the reason of organizations' members to continue to be a member of the organization because it has a desire from within itself. This kind of the individuals who have this type of commitment will last longer on the organization. The internal desire occurred when the individual feels that they get what they want as the major factor (want). The staffs feel that the organization has purposes and values that are similar to their expectations.<sup>6</sup>

Whereas continuance commitment related to the organization's members awareness about disadvantages of leaving the organization. The organizations members with high commitment will stay in the organization for the purposes of need. The main purposes is the individual work as one of the needs. The type of this commitment tends to be passive, where the staff will do anything solely based on the reward that will be acquired. Lastly, the normative commitment, which describe bonding to the organization among members. The organizations member with high normative commitment will continue to be a member of the organization since they feel that they should be in the organization (ought to) for some reasons<sup>7</sup>.

According to the concept of commitment, it is need to aware the research result especially for the organization managers. Since the result showed that the bonding occurred between lecturers and organization just for the purposes of need. Colquitt, Lepine and Wesson stated that

<sup>5</sup>Meyer, J. P., dan Allen, N. J, *loc cit*.

<sup>6</sup> Jason A Colquitt, Jeffery A LePine, Michael J Wesson, *op cit.*, hal. 68.

<sup>7</sup>*Ibid.*, hal. 69.

the staffs with continuance commitment tends to be passive, did something solely based on the reward that will be acquired. Moreover, the staffs will resign from the organization if there is a better opportunity from another organization.<sup>8</sup>

The internal desire to remain in the organization is analogized as commitment of couples to keep together under any circumstances. Similarly, employees with expressed a commitment is those who keep remain in the organization. If there is still a desire to find another organization, it means that the commitment is doubtfully. While the willingness to work hard on behalf of the organization is described as an employee with commitment. Therefore, those employees will do the best effort in the organization whatever the organization is.<sup>9</sup>

The occurrence of mal organization symptoms, such as turnover, high absenteeism, staffs conflicts between staff members and others, might caused by a lack of organizational commitment among employees. The variety of these conditions may become the etiology and predisposing factors of low individual commitment to the organization in nursing higher education system. The issues have been described in the background of the research problem. If ignored, sooner or later the turmoil will occurred in the organization system. The phenomenon described in the research background revealed that one of the cause's organizational low commitments is the difference between the organizational system and culture to the employees values as an individual. Therefore, its' impact occurred to the alignment of the individual purposes to the organizational purposes. This condition affected the formation mechanism of the individual as

part of the organization's members. Whereas, it should be the organization formed and maintained on the basis of unity among its members. Luthans explained that organizational commitment as a strong desire to remain in a particular organization. A strong desire will try to maintain the name of the organization, as well as the confidence and acceptance of the values and goals of the organization.<sup>10,11</sup>

Based on the samples characteristics, the formation of the commitment is not determined by gender or the lecturers' education level, but is determined by the status of the organization; is public or private (Table 4). Baron and Greenberg stated that organizational commitment has a strong sense of individual acceptance to the organization goals and values. It will lead the individual to strive and have a strong desire to remain in the organization<sup>12</sup>. The results of this study are consistent with the research conducted by Eckman in high school level. It found that there are no differences in terms of commitment and job satisfaction between male and female principals<sup>13</sup>.

The results of the study showed that the organizational commitment is determined by the status of the organization, whereas the organizational commitment of lecturers in the nursing private school is higher than the lecturer who worked on the nursing state institutions. It revealed that this findings are in line with the previous

<sup>10</sup> Luthans, F, *Prilaku Organisasi*, tenth edition, translation: Vivin Andika Yuwono, et al (Yogyakarta: Andi, 1997), page 130.

<sup>11</sup> Stephen P Robbins, *op cit.*, page 140.

<sup>12</sup> Meyer, J. P., and Allen, N. J, *loc cit.*

<sup>13</sup> Ellen Wexler Eckman, Similarities and Differences in Role Conflict, Role Commitment, and Job Satisfaction for Female and Male High School Principals. *The University Council for Educational Administration: Educational Administration Quarterly* 40, No. 3 (2004) 366-387, accessed from <http://online.sagepub.com> on February, 3<sup>rd</sup>, 2012 on 11.00 am

<sup>8</sup> *Ibid.*, hal. 69.

<sup>9</sup> Michael Armstrong, *Manging People: A Practical Guide For Line Managers* (London: Kogan Page Limited, 2003).



findings, which showed that the high commitment solely for reasons of need (normative commitment), not because of the intrinsic emotional bonding such a dimensions of affective commitment.

The analysis of the research results and the literature studies showed the complexity of organizational issues and formation in many factors, such as affecting factors and description of the lecturers' of commitment level. Arishanti research which aimed to determine the effect of organizational culture and organizational commitment on job satisfaction, showed that there is a significant influence of organizational culture by 19 %, and 34.3 % of organizational commitment on job satisfaction. The research is tested together with a significant influence on job satisfaction for 36.3 %<sup>14</sup>.

In addition, it is need to consider how to improve and develop the individual commitment as the organization's personnel commitment is also a very important part to analyze. Furthermore, is the intermediate variable that can increase the stimulation of the formation of commitment, as well as the relation to other factors that may also be related, since these things can determine the effectiveness of nursing higher education.

### Implications

The complexity of the formation of organizational commitment as one of the organization's output occurred in various organizations, including the organization of nursing education. It is need to consider the motivating factors and the inhibiting factors in the organization formation since it's' impact to the organization effectiveness. One of the issues to

<sup>14</sup> Klara Innata Arishanti, *oBudaya Organisasi, Komitmen Organisasional, Dan Kepuasan Kerja Karyawan*, Depok: *Jurnal Psikologi* 1, No. 1 (2007), page 25-32, accessed from <http://ejournal.gunadarma> on February, 2<sup>nd</sup>, 2012 on 12.00 pm.

consider including the essence of the educational organization, which is a unique organization and has implications that is educational. The lecturers as the motor of the organization need to determine the quality of honesty. There are a variety of humanitarian values (humanistic) underlying the philosophical view of nurses as professional, as a lecturer and as a behave professional.

### DAFTAR PUSTAKA

- Amstrong, M. (2003). *Manging People: A Practical Guide For Line Managers*. London: Kogan Page Limited.
- Arishanti, K.I. (2007). “*Budaya Organisasi, Komitmen Organisasional, Dan Kepuasan Kerja Karyawan*”. *Jurnal Psikologi* 1 (1).25-32. Diakses dari <http://ejournal.gunadarma.2> Februari 2012 pukul 12.00.
- Eckman, E.W. (2004). “Similarities and Differences in Role Conflict, Role Commitment, and Job Satisfaction for Female and Male High School Principals”. *The University Council for Educational Administration: Educational Administration Quarterly* 40 (3), 366-387. Diakses dari <http://online.sagepub.com.3> Februari 2012 pukul 11.00.
- Davis K & John W. N. (1985). *Human Behavior at Work: Organizational Behavior*. Seventh Edition. Inggris: Mc Grow-Hill International.
- Colquit, J.A, LePine, J.A, Wesson M.J. (2009). *Organizational Behavior. Improving Performance and Commitment in The Workplace*. Singapore: McGraw-Hill.

- Luthans, F. (1997). *Prilaku Organisasi*. (Edisi Kesepuluh). Alih Bahasa: Vivin Andika Yuwono, dkk. Yogyakarta: Andi.
- Mathieu, J. E., & Zajac, D.M. (1990). A review and meta analysis of the antecedents, correlates, consequences of organizational commitment. *Psychological Bulletin* 108. 171-194.
- Meyer, J. P., & Allen, N. J. (1991). *Commitment in The Workplace Theory Research and Application*. California: Sage Publications.
- Robbins, S. P. (1994). *Teori Organisasi Struktur, Desain, dan Aplikasi*. Jakarta: Arcan