

The Effect of Workload and Autonomy on Organizational Commitment with Job Satisfaction as an Intervening Variable in Permanent Lecturers at Hang Tuah University Surabaya

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ABSTRACT

This study aims to determine the effect of workload and autonomy on organizational commitment with job satisfaction as an intervening variable. This research was conducted at Hang Tuah University Surabaya with 64 permanent lecturers as respondents. Data were collected through a Likert scale 1-5 questionnaire given to respondents and several supporting documents from Hang Tuah University Surabaya. In this study, the data was processed using the PLS-SEM method with WARP-PLS as the analysis tool. The results obtained indicate that the workload has no significant effect on job satisfaction; autonomy has a significant effect on job satisfaction; job satisfaction has a significant effect on organizational commitment; workload has a significant effect on organizational commitment; autonomy has a significant effect on organizational commitment.

Keywords: *Autonomy; Workloads; Job Satisfaction; Organizational Commitment*

INTRODUCTION

Education has a major contribution in providing the direction of a country's development. One of the main actors in the field of education – namely lecturers, bears a heavy responsibility in educating students. Because, not only having to give lectures, lecturers are also expected to be able to provide professional consultations, conduct academic research and publish research findings. In addition, lecturers are also required to compete with new knowledge, new technology and new techniques, so they can provide the best for students.

In a company, employees can feel dissatisfaction. Likewise with lecturers, when this happens, job dissatisfaction can trigger low lecturer commitment to give the best. The problem of violating rules such as absenteeism that leads to dismissal and resignation is one form of employees who are dissatisfied and have no commitment to the company. In addition, the performance of lecturers is also at risk of not meeting targets, which will have an impact on university performance.

According to Mueller et al., (1992) and Price (1997) there is an antecedent relationship between organizational commitment and job satisfaction. In his research it was stated that job satisfaction is an antecedent variable of organizational commitment. Akfopure et al., (2006) in Awang et al., (2010) also stated that job satisfaction contributes to organizational commitment. An employee who is satisfied with his job will do his job well and is committed to his job, then to his organization, and vice versa. Therefore, it is important for companies to know the factors that affect the level of employee job satisfaction which can affect employee and organizational performance.

Many studies have been conducted to take into account the factors that affect job satisfaction. Among these factors, there is workload and autonomy. Lecturer workload – represented by the average hours per unit of time in various activities, such as teaching, research, service, and other tasks from the university (Donovan, 2012). High workload is one of the contributors to stress which can trigger a decrease in performance, job

satisfaction, productivity, and organizational commitment (Abouseire, 1996; Olsen, 1993 in Donovan, 2012).

Meanwhile, lecturers with a high degree of autonomy have high job satisfaction and vice versa. Porter (1989) notes that the key to better teaching is to give teachers greater autonomy in setting standards for student achievement. Teachers who feel they have high autonomy become more willing and supportive of change (Common, 1983 in Friedman, 1999).

Hang Tuah University is a university in Surabaya, Indonesia which has a basic scientific pattern of science and technology and maritime affairs. This college was established as a form of participation Indonesian Navy in the development of national education. Based on the SWOT analysis in the Strategic Plan of Hang Tuah University Surabaya for 2008-2013, in terms of human resources - especially the lecturers at Hang Tuah University, the ratio of students to the number of students is 1:11. This ratio figure is quite ideal in the continuity of the learning process. However, the evaluation results for each Study Program at Hang Tuah University in Surabaya have not yielded optimal results, the average accreditation score obtained is B (UHT Strategic Plan, 2008). This situation does not necessarily indicate that the focus of the problem is on the lecturer, but the lecturer as the spearhead of teaching, makes a major contribution.

In line with the goals of Hang Tuah University in the future, efforts to increase organizational commitment and job satisfaction are very important. Because this will affect the productivity, creativity, and contribution of lecturers to the quality of the university. In the long term, this will not only affect the ongoing academic performance of students (output), but

also the perceptions of incoming students (input). In the end, this will affect the perception of stakeholders towards the university as a whole.

One of the things that can be a measure of organizational commitment according to Luthans et al., (1987) is the period of service. Based on data from the Administration and Finance Section of Hang Tuah University Surabaya (2015), there were 104 permanent lecturers who were newly appointed in 2013. The remaining 215 people are permanent lecturers who have served more than 2 years and even 35% of them have a working period of more than 10 years – which shows an indication of high organizational commitment. This is taken into consideration to find out what factors influence organizational commitment at Hang Tuah University in Surabaya and so that the newly appointed permanent lecturer is able to commit to serving at Hang Tuah University in Surabaya.

Furthermore, one of the things that is considered important by lecturers is satisfaction in work, which is influenced by workload and autonomy. The two antecedent variables were chosen because they are in line with what the Deputy Rector I of Hang Tuah University Surabaya, Prof. Dr. Mas Roro Lilik Ekowanti MS. He stated that these two things were problems that had to be known about the actual situation in all the faculties of Hang Tuah University, Surabaya. Based on the explanation above, a study was conducted with the title: "The Influence of Workload and Autonomy on Organizational Commitment with Job Satisfaction as an Intervening Variable for Permanent Lecturers at Hang Tuah University, Surabaya":

Relations between Variables

The relationship between variables is contained in the following conceptual framework.

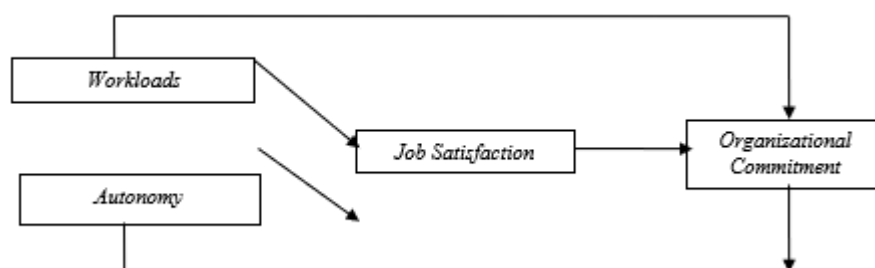


Figure 1. CONCEPTUAL FRAMEWORK

Workload has been widely studied and found to have a correlation with job dissatisfaction, as well as with work pressure (Jex and Beehr, 1991 in Spector, 1997). However, in the correlation of these two variables (workload and job satisfaction) there are inconsistencies in the results of various studies. Research by Dwyer and Gangster (1991) in Spector (1997) on the manufacturing industry shows a positive correlation. Whereas in the research of O'Connell (1994), Fox et al., (1993), Spector (1987), and Karasek et al., (1987) showed a significant negative correlation. According to Spector (1987) there is no clear reason for the inconsistency of the results of the various studies, although a possible explanation is that there are differences in the measurement of the workload variable and differences in the characteristics of the respondents from each study.

Meanwhile, Seo et al., (2004) stated that workload has the second largest impact in determining the level of nurse job satisfaction. Altay (2009: 2) in Sahin and Sahingoz (2013) adds that people who work in the service and health sectors must achieve successful results, on the other hand, employees must face heavy workloads, responsibilities and work difficulties. Likewise with lecturers. Awang (2010) in his study found that the amount of workload assigned to UiTM Kelantan lecturers did have a significant impact on the level of job satisfaction.

Enhancement workload can lead to a decrease in job satisfaction. Samra et al., (2012) emphasized that it is not only the amount of work that makes a difference in employee satisfaction and success, but also the extent to which employees have the resources (time, equipment and support) to do a good job. Based on the explanation above, it is hypothesized that,

H1: There is a significant effect of workload on job satisfaction at permanent lecturers at Hang Tuah University, Surabaya.

Currivan (2000) in his research presents a proposed model *autonomy*, *peer support*, *supervisor support*, and *pay* positively affect job satisfaction. Several studies have shown that when employees have *autonomy* low, then job

satisfaction tends to decrease (Grayson, 1993; Melamed et al., 1995 in Currivan 2000). Chu Chen et al., (2008) and Ahuja et al., (2002) stated that *autonomy* positively related to job satisfaction.

Based on the research above, it is known that when employees have low autonomy, employee satisfaction tends to decrease. Because, tasks are monotonous or feel lacking skills. However, when employees see the suitability of the level of autonomy, then employees will have higher satisfaction. Therefore it is hypothesized that,

H2: There is a significant effect of autonomy on job satisfaction at permanent lecturers at Hang Tuah University Surabaya.

At least two studies have found organizational commitment to be a causal variable before job satisfaction (Bateman and Strasser, 1984; Vandenberg and Lance, 1992 in Currivan, 2000). These studies argue that employees adjust their level of satisfaction to be consistent with their current level of commitment. This position is consistent with a general social psychological perspective which assumes that individuals develop attitudes consistent with the situation of committed employees (O'Reilly and Caldwell, 1980, 1981; Staw, 1980 in Currivan, 2000).

On the other hand, given the arguments and evidence to the contrary, this position does not take into account the role of specific job attitudes in the formulation of general organizational attitudes (Lincoln and Kalleberg, 1990 in Currivan, 2000). Several other studies have concluded that a reciprocal relationship exists between job satisfaction and organizational commitment (Farkas and Tetrick, 1989; Lance, 1991; Mathieu, 1991; Mottaz, 1988 in Currivan, 2000). Research Farkas and Tetrick (1989) as one exception, three studies observed a relationship in which job satisfaction has a stronger effect as an antecedent variable on organizational commitment. Likewise, Lincoln and Kalleberg (1990) in Currivan (2000), really observed the significance of the reciprocal relationship between job satisfaction and

organizational commitment in the United States and Japan,

Furthermore, Awang (2010) states that job satisfaction significantly influences organizational commitment among UiTM Kelantan lecturers. In other words, a teacher must be satisfied for him to commit to his work. This result is consistent with previous research (Tella et al., 2007) which stated that in universities, like in other organizations, committed staff is an invaluable asset to the organization. Therefore, it is hypothesized that,

H3: There is a significant effect of job satisfaction on organizational commitment to permanent lecturers at Hang Tuah University, Surabaya.

In research conducted on teachers at one of the largest private high schools in the United States, Currivan (2000) found workload negatively affecting organizational commitment, this was also supported by numerous previous studies (DeCotiis and Summers, 1987; Dunham, Grube, and Castaneda, 1994; Glisson and Durick, 1988; Kalleberg and Reve, 1992; Kim et al., 1996; Ko, Price, and Mueller, 1997; Lincoln and Kalleberg, 1985, 1990; Mottaz, 1988; Mueller and Price, 1990; Mueller et al., 1994; Price and Mueller, 1986; Wallace, 1995 in Currivan 2000).

Peace (1993) conducted research on lecturers at Higher Education Institutions in Uganda, workload significantly affected organizational commitment, this is in line with the findings of Stevens et al., (1978) which stated that excessive workload was negatively related to organizational commitment. Gaertner (2000) also found something similar, where for the model of employee turnover studied, excess workload is one of the best predictors of organizational commitment. The higher the perceived workload of employees, the lower the organizational commitment of employees. Therefore it is hypothesized that,

H4: There is a significant effect of workload on organizational commitment to permanent lecturers at Hang Tuah University, Surabaya.

Dude (2012) in his research model shows that autonomy is a predictor that significantly affects organizational commitment. This result is

supported by several other studies that a higher level of autonomy will be associated with an increase in organizational commitment. Gaertner (2000) also found something similar, where for the employee turnover model studied, in a study conducted on teachers of one of the largest private high schools in the United States, Currivan (2000) found autonomy to positively affect organizational commitment.

Then, Naqvi et al., (2013) found an increase in job autonomy significantly affected an increase in organizational commitment. The significance level of the influence of these two variables states that when an employee is given more freedom in carrying out his duties, the employee will feel that the organization values him and his opinion. This explains the increase in organizational commitment because employees feel trusted by the organization for the tasks given. If employees of an organization are committed then employees will make serious efforts to learn, develop themselves and grow. Therefore, it is hypothesized that,

H5: There is a significant effect of autonomy on organizational commitment at Hang University permanent lecturers Surabaya luck.

Gaertner (2000) found that workload affects organizational commitment significantly negatively, excess workload is a predictor of organizational

commitment. Meanwhile, Awang (2010) in his study found that the amount of workload assigned to UiTM Kelantan lecturers did have a significant negative impact on the level of job satisfaction. Awang (2010) also stated that it is undeniable that job satisfaction significantly affects organizational commitment among UiTM Kelantan lecturers. These two studies prove that there is a relationship between workload, job satisfaction, and organizational commitment variables.

It seems reasonable that the workload will have a negative effect on job satisfaction, where when employees feel the burden is very large and the time allotted is very limited, then the employee will experience a decrease in satisfaction. When employees feel dissatisfied, employees no longer feel any commitment to the organization. Meanwhile, the higher the

perceived workload of employees, the lower the organizational commitment of employees. Therefore, it is hypothesized that,

H6: There is significant effect of workload on organizational commitment through job satisfaction at permanent lecturers at Hang Tuah University Surabaya.

Naqvi et al., (2013) found that there was an increase in work autonomy that had a significant positive effect on an increase in organizational commitment. Meanwhile, *autonomy* positively related to job satisfaction (Ahuja et al, 2002), where *autonomy* often referred to as participation which has been seen as an important factor of job satisfaction, namely the greater *autonomy*, the greater the job satisfaction. On the other hand, Awang (2010) states that it is undeniable that job satisfaction significantly affects organizational commitment among UiTM Kelantan lecturers. These three studies prove that there is a relationship between the variables of autonomy, job satisfaction, and organizational commitment.

The greater it is *autonomy* provided by the organization to employees, the greater the perceived job satisfaction. Then when an employee is given more freedom in carrying out his duties, the employee will feel that the organization values him and his opinion. If employees of an organization are committed then employees will make serious efforts to learn, develop themselves and grow.

H7: There is significant effect of autonomy on organizational commitment through job satisfaction at permanent lecturers at Hang Tuah University Surabaya.

METHOD

This type of research is quantitative research. This research was conducted at Hang Tuah University in Surabaya. The population of this study were 319 permanent lecturers at Hang Tuah University, Surabaya. Determination of the sample in this study using a purposive sampling technique. Through this technique, 64 permanent lecturers were selected to become respondents.

There are two sources of data in this study, namely primary data taken through a Likert scale

1-5 questionnaire for respondents (permanent lecturers) and secondary data collected through human resource management literature and documents from Hang Tuah University. Data processing in this study uses PLS-SEM method with WARP-PLS as the analysis tool.

RESULT and DISCUSSION

Characteristics of Respondents

Based on the data obtained, the respondents in this study consisted of 31 men (48.44%) and 33 women (51.56%). Respondents were lecturers from several faculties, namely FH (18.75%), FISIP (25%), FPsi (20.31%), FTIK (12.5%), FKG (9.38%), FK (6.25%), PDP (7.81%). Based on their position, the respondents consisted of 44 Lecturers (68.75%), 16 Head Lecturers (25%), and 4 Professors (6.25%). Then based on tenure, 8 lecturers (12.5%) worked in the range of 2 to 5 years, 19 lecturers (29.68%) worked in the range of 5 to 10 years, and 37 lecturers (57.82%) had worked more than 10 years.

Through a Likert scale 1-5 questionnaire, a description of the respondents' answers is obtained in the form of an average value for each variable. The average value of the workload variable is 2.73 or is included in the medium category. The average value of the autonomy variable is 4.31 – it is included in the very high category. The average value of the job satisfaction variable is 4.20 – it is in the high category, and the average value of the organizational commitment variable is 4.24 – it is in the very high category.

Validity Test Results and Reliability Test Results

Convergent Validity

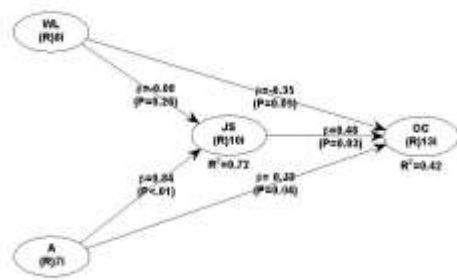
The results of testing the convergent validity of the measurement instrument (questionnaire) in this study are as follows:

1. The workload variable (X1) shows that the loading value (λ) of the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th indicators is more than 0.40 with a p-value of less than 5%. Thus the eight workload variable indicators are maintained (valid) and statistically

- significant (p -value $< 5\%$) in measuring the workload variable (X1).
2. The Autonomy variable (X2) shows that the loading value (λ) of the 1st, 2nd, 3rd, 4th, 5th, 6th and 7th indicators is more than 0.70 with a p -value of less than 5%. Thus the seven indicators of the Autonomy variable are maintained (valid) and statistically significant (p -value $< 5\%$) in measuring the Autonomy variable (X2).
3. The Job Satisfaction (Z) variable shows that the loading value (λ) of the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th and 9th indicators is more than 0.40 with a p -value of less than 5%. Meanwhile, the loading value (λ) of the 10th indicator is less than 0.40 with a p -value of more than 5%. Thus the indicator is removed (invalid), because the loading

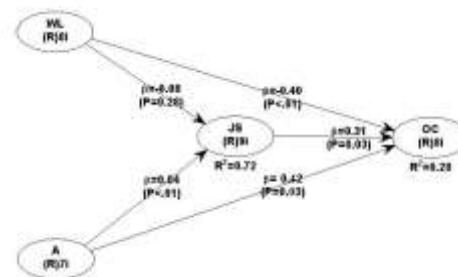
- value (λ) is less than 0.40 and not statistically significant (p -value $> 5\%$) in measuring the Job Satisfaction (Z) variable.
4. The Organizational Commitment (Y) variable shows that the loading value (λ) of the 5th, 6th, 7th, 8th, 9th, 10th, 11th and 12th indicators is more than 0.70 with a p -value of less than 5%. While the loading value (λ) of the 1st, 2nd, 3rd, 4th and 13th indicators is less than 0.40 with a p -value of more than 5%. Thus the five indicators of the Organizational Commitment variable are removed (invalid), because the loading value (λ) is less than 0.40 and not statistically significant (p -value $> 5\%$) in measuring the Organizational Commitment (Y) variable.

5.



Source: Processed data.

Figure 2. WARP PLS OUTPUT BEFORE INDICATOR REDUCTION
Discriminate Validity



Source: Processed data.

Figure 3. PLS WARP OUTPUT AFTER INDICATOR REDUCTION

Table 1. DISCRIMINANT VALIDITY TEST (CROSS LOADING)

No		WL	A	JS	OC						
17	JS2	-0.08	0.791	917	0.24	18					
18	JS3	-0.04	0.834	0.87	0.19	19					
19	JS4	-0.14	0.088	0.42	0.32	20					
20	JS5	-0.13	0.041	0.4	0.69	21					
21	JS6	-0.12	0.414	0.66	0.59	22					
22	JS7	-0.09	0.815	0.91	0.31	23					
23	JS8	-0.1	0.769	0.93	0.28	24					
24	JS9	-0.05	0.851	867	0.22	25					
25	OC5	-0.25	-0.04	0.29	0.85	26					
26	OC6	-0.37	0.096	0.35	0.87	27					
27	OC7	-0.31	0.117	0.42	0.89	28					
28	OC8	-0.28	0.096	0.39	0.89	29					
29	OC9	-0.35	0.045	0.31	0.87	30					
30	OC10	-0.34	0.155	0.37	0.82	31					
31	OC11	-0.33	0.165	0.34	897	32					
32	OC12	-0.36	0.162	0.35	0.74	33					
1	WL1	0.827	-0.03	-0.13	-0.42						
2	WL2	0.747	-0.05	-0.17	-0.32						
3	WL3	0.702	-0.07	-0.05	-0.26						
4	WL4	0.586	0.114	0.022	-0.23						
5	WL5	0.765	0.04	-0.09	-0.36						
6	WL6	0.834	0.013	-0.09	-0.16						
7	WL7	0.85	0.034	-0.04	-0.3						
8	WL8	0.533	0.042	-0.04	-0.15						
9	A1	0.011	0.886	0.675	0.11						
10	A2	-0.01	0.74	0.673	0.029						
11	A3	0.023	891	0.692	0.128						
12	A4	-0	0.877	0.742	0.198						
13	A5	-0.07	0.874	0.758	0.112						
14	A6	0.131	0.822	0.709	0.031						
15	A7	-0.02	0.855	0.73	0.064						
16	JS1	-0.08	0.801	891	0.259						

Source: Data processed.

Based on the cross loading values, it can be seen that all the indicators that make up each variable in this study (values in bold) have met discriminant validity because they have the largest cross loading values for the variables they form and not for other variables. Thus all indicators in each variable in this study have fulfilled discriminant validity.

Composite Reliability & Cronbach Alpha

Table 2. Composite Reliability & Cronbach Alpha

Indicator	Composite Reliability	Cronbach Alpha
WL	0.904	0.876
A	0.948	0.936
JS	0.933	0.915
OC	0.956	0.947

Source: Data processed.

Table 2 shows that the value of composite reliability and Cronbach alpha for each research variable is more than 0.7. Thus it can be concluded that each variable has met the composite reliability.

R-Squared value

Table 3. R-SQUARED VALUE

R-Squared Coefficients			
WL	A	JS	OC
		0.722	0.278

Source: Data processed.

R-Square value for *job satisfaction* of 0.722 means that the percentage of data diversity is large *job satisfaction* which can be described by the workload and *autonomy* was 72.2%. R-Square value for *organizational commitment* of 0.279 means that the percentage of data diversity is large *organizational commitment* which can be described by workload variables, *autonomy* and *job satisfaction* was 27.8%.

Q-Squared value

Table 4. Q-SQUARED VALUE

R-Squared Coefficients			
WL	A	JS	OC
		0.722	0.277

Source: Data processed.

The calculation results show a Q2 value of 0.722 and 0.277, meaning that the results of the estimation model in this study indicate good predictive validity, because the Q-Squared value is above zero.

Effect Size value

Table 5. Effect Size Value

Effect sizes for path coefficients				
	WL	A	JS	OC
WL				
A				
JS	0.013	0.709		
OC	0.175	0.134	0.127	

Source: Data processed.

The estimation results show that the largest effect size is the effect of Autonomy on Job Satisfaction, which is 0.709 and belongs to the large effect size group, indicating that Autonomy has a very important role in increasing Job Satisfaction.

Goodness Of Fit

Table 6. Goodness of Fit

Model fit indices and P values
APC=0.349, P<0.001
ARS=0.500, P<0.001
AVIF=1.146, Good if < 5

Source: Data processed.

The resulting average path coefficient (APC) value is 0.349 and is significantly less than 5%. The resulting average R-Square (ARS) value is 0.500 and is significantly less than 5%. The Average variance inflation factor (AVIF) value of 1.146 is less than 5. Thus, it can be concluded that the goodness of fit model has been fulfilled.

Hypothesis Test Results

Table 7. Results Path Coefficients And P-Values

Path coefficients				
	WL	A	JS	OC
WL				
A				
JS	-0.08	0.838		



OC	-0.4	0.421	0.31	
		<i>P-Values</i>		
	WL	A	JS	OC
WL				
A				
JS	0.28	<0.001		
OC	0.001	0.032	0.03	

Source: Data processed.

Table 8. Table Of Estimation Coefficient And Significance Of Hypothesis Proof

Direct Influence		
Influence	Estimate Coefficient	Significant
X1 → Z	-0.075	0.28
X2 → Z	0.838	<0.001
Z → Y	0.308	0.028
X1 → Y	-0.401	0.001
X2 → Y	0.421	0.032
Indirect Influence		
Influence	Estimate Coefficient	Significant
X1 → Z → Y	-0.023	0.344
X2 → Z → Y	0.258	0.023

Source: Data processed.

Effect of Workload on Job Satisfaction

The results of the research test show that there is a negative effect that is not significant between workload on job satisfaction at the permanent lecturers at Hang Tuah University Surabaya. That is, an increase in workload will not result in a decrease in job satisfaction, because the effect of workload on job satisfaction is not real. Based on these results, Hypothesis 1 is rejected.

The results of this study do not agree with the results of Awang's (2010) and Chimanikar et al. (2007). The description of the results of the respondents' answers shows that the permanent lecturers at Hang Tuah University Surabaya have a moderate workload. The current workload has no significant or no significant effect on the high lecturer job satisfaction. This can be caused by the fulfillment of lecturer satisfaction by Hang Tuah University Surabaya in various aspects, such as payroll, teaching facilities, promotions, recognition of achievements and others.

This insignificant negative result is in line with the findings of August and Waltman (2004) in Sabharwal and Corley (2009) for faculty members. The study found that the number of studies and presentations did not have a significant effect on the overall job satisfaction. This proves that the lecturer's workload does not have a significant effect on job satisfaction. As well as Ahuja et al., (2002), Fox et al., (1993), and Spector and O'Connell (1994) who found the results insignificant. There is no clear reason for the inconsistency between the results of the various studies (Spector, 1997), although one possible explanation is that there are differences in the workload measurements used and differences in the characteristics of the respondents in these studies.

The Effect of Autonomy on Job Satisfaction

The results of this study indicate that there is a significant positive effect of autonomy on job satisfaction at permanent lecturers at Hang Tuah University Surabaya. That is, an increase in autonomy will result in an increase in job satisfaction. Based on these results, hypothesis 2 is accepted. The results of this study concur with Currivan's research (2000) which proposed that autonomy, peer support, supervisor support, and pay positively affect job satisfaction. When employees see harmony between levels of autonomy and the environment, individuals are able to perform at higher levels (Xie and Johns, 1995). More specifically, autonomy shows a positive impact on job satisfaction (Chu Chen et al., 2008). Research conducted by Ahuja et al., (2002) also stated that autonomy is positively related to job satisfaction. Employees who are given more freedom in the process of making decisions in their work feel satisfied - because employees feel their role brings the expected results.

The description of the results of the respondents' answers shows that the permanent lecturer at Hang Tuah University Surabaya has *autonomy* very high. *Autonomy* This very high rate can result in high job satisfaction as well. The highest form of autonomy felt by the permanent lecturers at Hang Tuah University in Surabaya is the freedom to prepare lecture



material according to student needs, freedom to determine assessment methods, test criteria and scoring in testing student scores. While the highest job satisfaction is satisfaction with the income received as a lecturer.

The result of high autonomy and its effect on increasing job satisfaction is also strengthened by the characteristics of the respondents in this study, namely years of service. The majority of permanent lecturers who are respondents have served more than 5 years. This finding is in line with the results of Denton and Kleiman's (2001) study regarding the impact of tenure on the relationship between autonomy and job satisfaction. The results of this study provide support for the hypothesis that tenure moderates the relationship between autonomy and job satisfaction. When a lecturer at Hang Tuah University has a relatively long working period, his seniority will increase, so that he will be given flexibility in teaching - which has an impact on increasing lecturer job satisfaction.

Effect of Job Satisfaction on Organizational Commitment

The results of the research test showed that there was a significant positive effect on the effect of job satisfaction on the organizational commitment of permanent lecturers at Hang Tuah University, Surabaya. That is, an increase in job satisfaction will result in an increase in organizational commitment. Based on these results, hypothesis 5 is accepted.

The description of the results of the respondents' answers shows that the permanent lecturers at Hang Tuah University Surabaya have very high job satisfaction. The highest Job Satisfaction felt by the permanent lecturers at Hang Tuah University Surabaya was satisfaction with the income received as a lecturer while the highest organizational commitment felt by the permanent lecturers at Hang Tuah University Surabaya was the willingness to give their best to make this university more advanced.

The results of this study are in line with Awang's research (2010) which states that job satisfaction significantly affects organizational commitment among UiTM Kelantan lecturers. In other words, a teacher must be satisfied for him

to commit to his work. In colleges, as in other organizations, committed employees are an invaluable asset to the organization. Knowing this, administrators and management must put efforts to make lecturers satisfied. Once satisfied, the lecturer will reciprocate, namely contributing more to the university, helping to achieve its goals.

In terms of the characteristics of the respondents, lecturers at the Hang Tuah University in Surabaya have worked for more than 5 years and are more than 40 years old. This strengthens the relationship between perceived job satisfaction and organizational commitment. Sabharwal and Corley (2009) state that tenure and rank level will affect job satisfaction. Octug (2013) also shows that age and years of service moderate the relationship between job satisfaction and organizational commitment. In other words, the longer an employee works at the company and the older he gets, the more satisfied and committed the employee will be to the organization.

Furthermore, research by Sabharwal and Corley (2009) states that social science ranks second after natural science in its effect on job satisfaction. Social sciences (FISIP, law, and psychology) are the majority of the respondents in this study, having a large influence on lecturer satisfaction.

Effect of Workload on Organizational Commitment

The test results of this study indicate that there is a significant negative effect of workload on organizational commitment at the permanent lecturers of Hang Tuah University, Surabaya. That is, an increase in workload will result in a decrease in organizational commitment. Based on these results, hypothesis 3 is accepted.

The description of the results of the respondents' answers shows that the permanent lecturers at Hang Tuah University Surabaya have a moderate workload. This moderate workload can result in high organizational commitment. Moderate workloads can be an opportunity for permanent lecturers to learn and get welfare more quickly, so that lecturers will choose to stay at the university.

The results of the relationship between the two variables are supported by research conducted on teachers at one of the largest private high schools in the United States, Currivan (2000) found that workload negatively affects organizational commitment. Similar results were also obtained in research by Peace (1993) and Stevens et al. (1978) which stated that workload has a negative effect on organizational commitment. Gaertner (2000) added that for modeling employee turnover, excess workload is one of the best predictors of organizational commitment. The higher the perceived workload of employees, the lower the employee's organizational commitment.

The Effect of Autonomy on Organizational Commitment

The test results of this study indicate that there is a significant positive effect of autonomy on organizational commitment at permanent lecturers at Hang Tuah University Surabaya. That is, an increase in autonomy will result in an increase in organizational commitment. Based on these results, hypothesis 4 is accepted.

The description of the results of the respondents' answers shows that the permanent lecturer at Hang Tuah University Surabaya has *autonomy* very high. The highest organizational commitment of a permanent lecturer at Hang Tuah University in Surabaya is the willingness to give the best to make the university more advanced. *Autonomy* This very high level can have an impact on high organizational commitment as well. Because, when the lecturer is given *autonomy* in teaching, the lecturer will feel that he is trusted by the university, so he tries to provide the best for the university.

The characteristics of respondents based on years of service show that the majority of Hang Tuah University Surabaya lecturers have worked for more than 5 years. Based on Dude's research (2012), years of service can strengthen the relationship between autonomy and job satisfaction. One of the findings shows that there is a significant interaction between autonomy and tenure at the level of organizational commitment. The influence of these two variables indicates that employees who feel they

have high autonomy also have high organizational commitment to the organization with many impacts from years of experience. Conversely, low autonomy reduces employee commitment to the organization as years of work increase.

The results of this study are supported by several studies (Naqvi et al., 2013; Gaertner 2000; Currivan 2000) which show that increasing autonomy in work has an impact on increasing organizational commitment. When an employee is given more freedom in carrying out his duties, the employee will feel that the organization values him and his opinion. Employees who feel trusted in carrying out their duties increase their organizational commitment. If employees are committed then these employees can make serious efforts to learn, develop themselves and grow.

Effect of Workload on Organizational Commitment Through Job Satisfaction

The test results of this study indicate that there is an insignificant or insignificant effect on the indirect relationship between workload and organizational commitment through job satisfaction at the permanent lecturers at Hang Tuah University, Surabaya. Based on these results, hypothesis 6 is rejected. This happens because the standard p-value is significant, besides that the conditions for mediation do not fulfill the indirect relationship between workload and organizational commitment through job satisfaction, namely there is one path that is not significant. The path is from the workload variable to job satisfaction, so that the indirect relationship falls (Baron and Kenny, 1986; Hair et al., 2010; Kock, 2011 in Sholihin and Ratmono, 2013).

Several studies examining each path, viz Ahuja et al., (2002) who found insignificant results between workload and job satisfaction, and Awang (2010) stated that job satisfaction significantly affects organizational commitment. So that the first path is not significant, resulting in an indirect path which is also not significant. These results indicate that there is no role of job satisfaction in reducing the value of organizational commitment caused by the

influence of job satisfaction. As seen in the description of the respondents' answers, the workload section which has moderate value and organizational commitment which has high value, as well as the lecturer's level of job satisfaction with the achievements in his work are also at a high level. This shows the absence of the role of job satisfaction to increase the level of organizational commitment.

In addition, the characteristics of the majority of permanent lecturers who are respondents in this study are lecturers who have served more than 5 years at Hang Tuah University in Surabaya, but in terms of position the majority are still at the lector level, which can be said to be not too congruent with the lecturers' tenure. The workload felt by the permanent lecturers of Hang Tuah University Surabaya is at a moderate level, with the position of a majority of lecturers, this is very relevant. Moderate workload can be an opportunity that offers potential benefits, namely the opportunity for permanent lecturers to learn and gain prosperity more quickly, so that lecturers will choose to stay at the university.

The Influence of Autonomy on Organizational Commitment Through Job Satisfaction

The test results of this study indicate that there is a significant indirect effect between autonomy on organizational commitment through job satisfaction at permanent lecturers at Hang Tuah University Surabaya. Based on these results, hypothesis 7 is accepted.

These results indicate that there is a role for job satisfaction in increasing the value of organizational commitment caused by the influence of autonomy. The indirect effect through job satisfaction which is smaller than the direct effect of autonomy on organizational commitment shows that the organizational commitment of Hang Tuah University Surabaya lecturers is more influenced by autonomy. The results also show that job satisfaction partially mediates the relationship between autonomy and organizational commitment - indicated by the path coefficient value of the path between autonomy and organizational commitment which is smaller than the indirect relationship. This

statement of the partial mediation relationship is a mediation effect of the second form (Baron and Kenny, 1986; Hair et al., 2010; Kock, 2011 in Sholihin and Ratmono, 2013).

The level of commitment to continuing to become a lecturer at Hang Tuah University in Surabaya is more influenced by autonomy. In other words, the high organizational commitment possessed by lecturers is much influenced by the freedom given in doing their work rather than by the job satisfaction they feel. When lecturers are committed, lecturers will make serious efforts to learn, develop themselves and grow. This is in line with the results of research by Chu Chen et al., 2008 which showed that autonomy has a positive impact on job satisfaction and research by Awang (2010) which states that job satisfaction significantly affects organizational commitment.

CONCLUSION

Based on the results of the study, the influence of Workload and Autonomy on Organizational Commitment with Job Satisfaction as an Intervening Variable for Permanent Lecturers at Hang Tuah University Surabaya, it can be concluded that: workload has no significant effect on job satisfaction, autonomy has a significant effect on job satisfaction; job satisfaction has a significant effect on organizational commitment; workload has a significant effect on organizational commitment; autonomy has a significant effect on organizational commitment; workload has no significant effect on organizational commitment through job satisfaction; and autonomy has a significant effect on organizational commitment through job satisfaction.

Based on the results of the research test and the description of the respondents' answers, Hang Tuah University Surabaya should optimize efforts in an effort to maintain employee job satisfaction, such as improving the relationship between superiors and lecturers, evaluating feedback given to lecturers, so that when supervision is carried out the lecturer will feel fair and willing to cooperate. Hang Tuah University Surabaya can improve cooperative relations with fellow lecturers through a series of programs,

events and even competitions that increase the closeness of relationships. Basically, the management of Hang Tuah University Surabaya must be able to maintain all aspects of lecturer job satisfaction that have been achieved, such as payroll, teaching facilities, promotions and recognition of achievements.

Furthermore, it is necessary to carry out a careful evaluation of the workload of Hang Tuah University lecturers in Surabaya, because the workload value perceived by lecturers appears to be low in some aspects and moderate in other aspects. Low workload doesn't mean it doesn't have a negative impact on the university. Workload management is important because there is a unique relationship between job demands, intellectual demands and job satisfaction. After the evaluation stage, it is necessary to make policies, so that in the future a balanced workload should be achieved and the satisfaction obtained by lecturers at Hang Tuah University Surabaya.

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