Key Success Factors of Lecturer's Work Engagement at College of Economics

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Abstract: This study aims to determine the key success factors of the lecturers work engagement is expected to be able to further improve the quality of education in Indonesia because the lecturer is one of the key holders of success in the process of university education system. The research was conducted on lecturers who have the National Lecturer Registration Number in Private Higher Education in East Jakarta. The population in this study is 377 lecturers and using a proportional random sampling technique, the sample of this study is 200 lecturers. The data analysis method used in this study is Structural Equation Modeling (SEM), for data processing, this study using Partial Least Square-Structural Equation Models (PLS-SEM) Software. The results of the study show that the managerial effectiveness has positive direct effect but not significant on the lecturer's work engagement. The work environment has positive direct effect and significant on the lecturer's work engagement. Self-development has positive direct effect and significant on the lecturer's work engagement. Managerial effectiveness has positive direct effect but not significant on self-development. Work environment has positive direct effect and significant on self-development and has the greatest influence in this research that is 0.657.

Key words: Work engagement, managerial effectiveness, work environment, self-development, significant

INTRODUCTION

Institutions of higher education have a big role in the development of Indonesian human resources. One of the key success holder in the process is the profession of lecturer in the college education system. Lecturers are potential assets in higher education institutions. Achievement of a college requires lecturers who have high work engagement because of its existence supports the success and performance of the organization. Lecturers as potential assets at higher education institutions. Work engagement is one of the important things needed to improve the performance of an institution. Increasing the level of work engagement to the lecturer will form a private lecturer who not only resides in college to work but furthermore builds the institution or organization even the community by performing its role in the institution.

From the results of the initial survey through the spread of questionnaires and interviews, it is known there is a problem in the spirit and dedication of lecturers in the work. This can be an interesting study to be studied by lecturers regarding the engagement of work owned by a lecturer which is a major factor for the development of the world of education today. Amstrong and Taylor (2014) describe the engagement of work as a high emotional and cognitive relationship to a worker, coworkers, bosses and organizations that ultimately influence the person concerned to put more effort into the work.

In a survey, five factors were identified that influenced employee engagement, namely: an interesting and challenging work environment, learning and developing opportunities, working with good and righteous people, fair wages, superiors who support (Hedger, 2007). The survey results are supported by a survey conducted by Ketter (2008) with 75 questions in an online-distributed questionnaire (which includes six engagement categories: the people they work with, what they do, the availability of developing opportunities, awards and recognition, the company itself and the working environment (Ketter, 2008). According to Lockwood (2007) work engagement is a complex concept and influenced by many factors including workplace culture, organizational communication, managerial style that sparks trust and appreciation as well as the leadership and reputation of the company itself. Engagement is also influenced by organizational characteristics such as reputation for integrity, good internal communication and cultural innovation.

Based on the above explanation, the researcher is interested to do research on key success factors of lecturer's engagement. The research was conducted in

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Private College of Economics in East Jakarta. In addition, in Private University has never done research on the engagement of lecturer work.

Theoretical basis

Work engagement: Sakovska (2012) suggests a frequently used definition of engagement which includes cognitive, emotional and behavioral components. Cognitive aspects of engagement include employee's beliefs about organization, management and working conditions. Emotional components (or beliefs) define positive attitudes of employees how they feel about their leadership, company values, leaders and working conditions. The behavioral component measures the willingness to act in a certain way, the skills that employees offer and the willingness to engage "extra".

Bakker *et al.* (2011) in his article entitled An Evidence-Based Model of Work Engagement re-explains the notion of work engagement he had previously written with Schaufeli an active work-related statement characterized by passion, dedication and absorption. Morale refers to high energy levels and mental endurance at work whereas dedication refers to someone who is deeply engaged in work and experiencing a sense of importance, enthusiasm and challenge. Absorption is characterized by being fully concentrated and happily engrossed in work as time passes quickly.

Based on the above description, it can be synthesized that the engagement of work is the engagement of a person to the work and its role in positive motivational state both physically, psychologically and cognition are indicated by the spirit of work (vigor), dedication and absorption.

Managerial effectiveness: Amstrong and Taylor (2014) describe an effective leader who is confident and knows where they want to go and what they want to do. They have to take over, passing their vision to their team members into action and making sure that they reach an agreed goal. They are trustworthy, both to influence people and gain respect from their team. They are aware of their own strengths and weaknesses and are skilled at understanding what will motivate their team members. They value the benefits of consulting and involving people in decision making. They are flexible from one leadership style to the other satisfying the demands of different situations and people.

Yukl (2006) suggests the concept of effective leadership differs from one expert to another. Most researchers evaluate effective leadership based on the consequences of leadership actions for followers and other components within the organization. The various types of outcomes used include the performance and growth of the leader's group or organization, its readiness to face challenges or crises, the satisfaction of followers to leaders, the follower's commitment to group goals, the well-being and psychological development of followers, the increasing status of leaders in groups and progress leader to a higher authority position within the organization.

Based on the above description, it can be synthesized that managerial effectiveness is the accuracy of a manager's actions in achieving job goals by using methods or means and potentials with indicators: managing and leading, interpersonal relationships, knowledge and initiative, successful orientation and contextual independence.

Work environment: The work environment proposed by Amstrong and Taylor (2014), namely: the work environment consists of the system of work, the design of jobs and the managers and co-workers.

Leshabari *et al.* in Oswald (2012), states that the work environment can be divided into components of two components namely physical and behavioral. The physical environment consists of elements related to office elements. The behavioral environment consists of components that relate to how well the office elements are connected to each other and the impact the office environment can have on individual behavior. The physical environment with occupant productivity falls into two main categories of office layout and office convenience (suited to the office environment for work processes) and the behavioral environment is the two main components of interaction and interruption.

From the description above, it can be synthesized that the work environment is a situation around the workplace both physically and non-physically that can affect the performance of employees with indicators: physical (conditions of work, work infrastructure and administrative conditions) and non-physical relations between workers, public relations workplace and working conditions).

Self-development: Self-development is a demand for every employee. In the perspective of developmental psychology, self-development relates to self-potentials that are optimized effectively and sustainably.

Development is the growth or realization of a person's ability and potential through the provision of learning and educational experiences (Farrand, 2005). Drukcer in Amstrong (2009) wisely suggests that development is always self-development. The responsibility rests with individuals, their abilities, their efforts. Drukcer describes as follows: people grow according to the demands they make on themselves. Self-development takes place through self-managed or self-directed learning. This means that you take

responsibility for satisfying your own learning needs to develop skills, improve performance and progress your career. It is based on processes that enable you to identify what you need to know about your effectiveness.

Self-development is described as an effort to improve skills and is followed by increased behavior in the work environment which will develop/change the individual habits in completing their research. Stages in self-development include: self-assessment, about the ability and skills and strengths and weaknesses, self-awareness, feedback from leaders or co-workers and make decisions for the purpose, ability, improve skills and skills through education and training, developing information, self-study, studying other people's experiences, engaging in professional activities and applying new knowledge, motivation, consistent in self-development efforts, organizational support, seeking peer support, leadership and environmental facilities and infrastructure work.

Based on the above description can be synthesized that self-development is an action that someone undertakes to improve skills and skills in the completion of work and followed by behavioral improvement in the current and future work environment. Indicators used: self-assessment, self-reflection activities and self-development actions.

Preliminary studies: In the Ristekdikti's news May 9, 2016 mentioned that the problem of lecturers at this time among them due to busy lecturers in the field of teaching and ignore research and community service. In addition, scientific publications in international journals by lecturers certified majority by lecturers of State Universities, lecturers at private universities is still very small. Though the number of university lecturers far more than lecturers of State Universities should the performance of university lecturers in the implementation of Tri Dharma Higher Education can be further improved.

The data of lecturer evaluation by the students obtained there are still lecturers who lack discipline in teaching time and delivery of lecturing materials. Interviews conducted on several lecturers proved to be the same, ie the lecturers complained about the current condition which is very different from the previous condition, now the many demands they have fulfill and perform as a lecturer. This reflects a lack of enthusiasm and contribution in performing duties as a lecturer.

MATERIALS AND METHODS

Population in this research is all lecturers of College of Economics which have the National Lecturer Number,
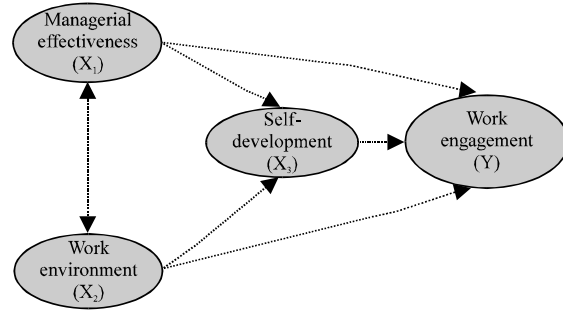

Fig. 1: Research framework

that is 377 lecturers. And the specified sample is 200 lecturers with proportional random sampling technique. This research model is illustrated in Fig. 1.

Based on conceptual study and theoretical framework, it can be formulated research hypothesis as follows:

- Managerial effectiveness has positive direct effect on work engagement
- Work environment has positive direct effect on work engagement
- Self-development has positive direct effect on work engagement
- Managerial effectiveness has positive direct effect on the work environment
- Managerial effectiveness has positive direct effect on self-development
- Work environment has positive direct effect on self-development

RESULTS AND DISCUSSION

Data is processed by using SmartPLS 2.0. The following results are obtained: based on Fig. 2, then obtained as follows:

- Managerial effectiveness has positive direct effect of 0.079 but not significant to work engagement
- The work environment has positive direct effect of 0.243 and significant to the work engagement
- Self-development has positive direct effect of 0.243 and significant to work engagement
- Managerial effectiveness has positive direct effect of 0.505 and significant to the working environment
- Managerial effectiveness has positive direct effect of 0.100 but not significant to self-development
- Work environment has positive direct effect of 0.657 and significant to self-development

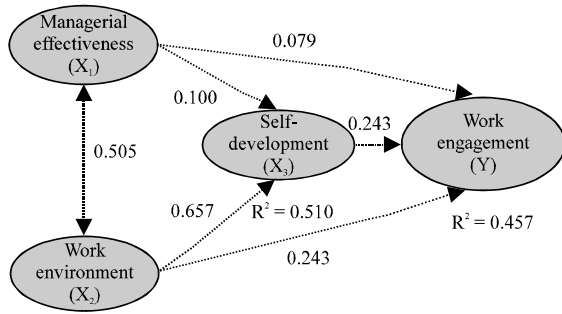Managerial effectiveness in this case the head of the study program has positive direct effect but not

Fig. 2: Effect of latent variables managerial effectiveness, work environment and self-development of work engagement

significant on the work engagement of lecturers. In this case of private universities which have the authority to develop institutions and lecturers are the heads of universities or foundations, head of study program lack the authority to develop institutions and lecturers. So that, the managerial effectiveness does not affect the work engagement of lecturers. In addition, lecturers at private universities have a tendency to teach not only in one college, this is because the lecturer's dominant compensation is still in teaching fees, in universities where there are not many students, so that, the lecturers feel that they still need to teach in other universities to obtain compensation as expected, so that, in this case, the role of study on the work engagement of lecturers is not influential. This is contrary to the results of research by Stanley (2016), Mendes and Stander (2011) and Ravikumar (2013) stating managerial effectiveness has a positive direct effect on work engagement. But the results of this study in accordance with the results of the study of Luthans and Peterson (2002) concluded that managerial influences work engagement through the work environment by creating an environment where employees become emotionally bound (ie forming strong ties to work, colleagues and managers) and cognitively bound (i.e., expressing feelings of mission or purpose and providing information and feedback).

The work environment has positive direct effect and significant on work engagement. The work environment includes the physical means and infrastructure that can support lecturers in carrying out their duties and self-development as well as non-physical, namely the lecturer social relations with the institutional environment which provides a sense of comfort in work. So that, the work environment has a significant effect on work engagement. This means that the more conducive work environment can increase the work attachment of lecturers. These results are in accordance with Bakker *et al.* (2011), Macey's research by Armstrong and

Taylor (2014) and Sakovska (2012) stated that the work environment has direct effect towards work engagement.

Self-development has positive direct effect and significant on the work engagement of lecturers. Self-development is the desire and action taken by a lecturer to improve abilities and skills in carrying out tasks and is followed by increased behavior in the current work environment and in the future. The higher the desire of the lecturer to develop themselves, the more the work attachment of the lecturer will increase. This result is in accordance with the results of the study of Knight *et al.* (2017), Ouweneel *et al.* (2013), Calitz (2013) and Amstrong and Taylor (2014) and found a significant effect of self-development interventions on work engagement.

Managerial effectiveness has positive direct effect but not significant for self-development. Amstrong and Taylor (2014) and Noe *et al.* (2017) state that managerial influences self-development but not so in private universities this is because: authority in self-development decisions the lecturer is at the head of the college or foundation. In accordance with the Government Regulation of the Republic of Indonesia Number 37 of 2009, the teaching profession has the initiative to develop independently. And the dominant indicator of the self-development variable is the act of self-development, namely by actively following the development of knowledge relating to the duties of the lecturer. That is, lecturers carry out self-development based on their own initiatives not influenced directly by the head of study program.

The work environment has positive direct effect and significant on self-development and has the greatest influence in this study which is 0.657. Self-development is more gained through experience in the work environment (Amstrong and Taylor, 2014). And the results of research conducted by Lombardo and Eichinger, show that humans learn 70% through work experience, 20% through social learning and 10% through training and reading (Amstrong and Taylor, 2014). So that, the physical work environment, namely the completeness of facilities and infrastructure as well as non-physical, namely the harmony of the relationship vertically and horizontally is a factor that has a big influence on the motivation of lecturer's self-development. The more fulfilled facilities and infrastructure to carry out the duties of lecturers and the more harmonious the relationship between lecturers and the environment in the institution, it will encourage lecturers to carry out self-development.

Managerial effectiveness has positive direct effect but not significant on work engagement but managerial

effectiveness influences work engagement through the work environment and work environment has a significant effect on work engagement with a total influence of 0.123. Or managerial effectiveness has a significant effect on the work environment and work environment has a significant effect on self-development which ultimately self-development has a significant effect on work engagement with a total influence of 0.146.

CONCLUSION

Based on the results of the above research, it can be concluded as follows: managerial effectiveness has positive direct effect but not significant on the work engagement of lecturers. Managerial effectiveness influences work engagement through the work environment and or self-development. The work environment has positive direct effect and significant on work engagement. Self-development has positive direct effect and significant on the work engagement of lecturers. Managerial effectiveness has positive direct effect and significant on the work environment. Managerial effectiveness has positive direct effect but is not significant on self-development. The work environment has a positive direct effect and significant on self-development.

ACKNOWLEDGMENTS

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