

Understanding the Mediator Role of Job Satisfaction on Lecturer's Organizational Commitment

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Abstract- Personal urge to stay in the organization is an interesting issue in nowadays business conditions. This issue becomes an important things to be studied since the existence is not limited only in the companies but also in the education institution, in this case is the university. In this study, lecturer is the main resource who determines the output quality of students in a university; therefore it is crucial to understand the commitment of the lecturer. This study aimed to determine the effect of workload and autonomy on organizational commitment of the lecturer. In addition to this, the study also aimed to determine the effect of job satisfaction as mediating variables that mediates the effect between workload on organizational commitment, also to the effect of autonomy to organizational commitment. The samples used in this study were 64 lecturers from the private University in Surabaya. The Partial Least Square (PLS) was used as Data analysis technique in this study. The research proved the existence of significant effect on the five hypotheses: the influence of autonomy on job satisfaction, job satisfaction on organizational commitment, workload on organizational commitment, autonomy to organizational commitment, and autonomy on organizational commitment through job satisfaction. Meanwhile, no significant effect was found on the influence workload on job satisfaction and workload on organizational commitment through job satisfaction.

Keywords: *organizational commitment, job satisfaction, workload, autonomy*

I. INTRODUCTION

Education is an important aspect in everyone's life. It is undeniable that education contributes in giving the directions to ensure development in a country. It underlies the educational system must be planned strategically to produce the best results for all parties, both for students, educational institutions, communities, and the nation of Indonesia. The main actor in the field of education is an educator, which can be called as a teacher, tutor, or lecturer. Regardless of the name, or institutions where educators work, educators bear a heavy responsibility in educating students.

Organizational commitment becomes important for an organization. An organizational commitment to employees feeling obliged to stay in the organization, feeling the pressure resulting from the internalization of normative given to an employee [1]. The previous studies [2], [3] showed a connection where antecedent variable of organizational commitment is job satisfaction. Job satisfaction indicates positive emotions towards a particular job, while organizational commitment is the extent to which an employee is loyal to a particular organization [2], [3]

Many researches have been done to investigate factors that affect job satisfaction. Among these factors are workload and autonomy. Recent researches show that the lecturers are experiencing high levels of stress and fatigue similar to other "demanding" service profession, for example in health professions[4]. These findings could potentially cause problems for the university because of the stress associated with decreased performance and reduced job satisfaction, productivity, and organizational commitment [5]. One contributor of the stress level by the lecturer is high workload. Lecturer workload represented by the average hours per unit of time engaging in certain activities, such as teaching, research, service, and other tasks given by the university[5].

Meanwhile, autonomy could also be the antecedent of job satisfaction, where the greater autonomy given to an employee, the greater the level of employee satisfaction. Autonomy on educators is a topic of interest among practitioners and researchers in educational organizations. The key to better teaching is to give greater autonomy, which can be achieved by involving teachers in setting standards for student achievement [6].

Universitas Hang Tuah (hereinafter will be mentioned as UHT) is a university in Surabaya, Indonesia, which has a pattern of basic scientific and marine science. The college was founded as a form of participation of the Indonesian Navy in the development of national education (<http://www.hangtuah.ac.id/>). As with other universities, UHT

expected to contribute to the education in Indonesia, especially in the area of Surabaya and East Java.

UHT has a significant contribution to education in Surabaya. This was reflected in the number of students who choose to continue their education at the UHT Surabaya were approximately 4% of the total of 78.179 students who take education in private universities in Surabaya[7]. In line with the objectives of the University of Hang Tuah in the future, trying to increase organizational commitment and job satisfaction is very important because it will affect productivity, creativity, and contribution to the quality of university lecturers. In the long run, it will not only affect the academic performance of student progress (output), but also the perception of students entering (input) and, in the end it will affect the stakeholder s' perceptions of the university.

One thing that could be measured from organizational commitment is a work period [8]. Organizational commitment with regard to personal factors and organizational factors, those employees who have worked more than two years and have a high need for achievement is very likely to have a higher organizational commitment. This was taken into consideration to determine whether the policies that affect organizational commitment at the university, in order to keep the newly appointed lecturers are able to commit to serve in the university

Based on these problems, it is necessary to conduct a study that investigated the effect of workload and autonomy on organizational commitment using job satisfaction as intervening variable in permanent lecturer in the university.

II. BASIC THEORY AND HYPOTHESES DEVELOPMENT

Lea, Corlett, and Rodgers argues workload can be defined as the amount of work completed by an employee within a certain period [9]. Awang in his study found that the amount of workload that is assigned to faculty UiTM Kelantan does have a significant impact on the level of job satisfaction [10]. It seems reasonable that the workload will have a direct negative effect on job satisfaction. The workload has the second biggest impact in determining the level of job satisfaction of nurses [11]. Another researcher [12] did not found significantly negative result in two other studies [13],[14]. From all of the above study, although there are some differences in the results of the correlation between the two variables, but it can be drawn the following hypotheses:

H1: There is a significant effect of workload on job satisfaction on permanent lecturer.

Autonomy is the extent to which an employee gets discretion over tasks [15]. When employees see the alignment between the level of autonomy and the environment, the individual is able to perform at a higher level. Autonomy is positively related to job satisfaction [16], where autonomy is often referred to a participation that has been seen as an important factor of job satisfaction, the greater autonomy, and greater job satisfaction. More specifically, autonomy demonstrates a positive impact on job satisfaction [17]. In [12], autonomy defined as control restrictions on the work of the employee, which these controls have a positive effect on perceived job satisfaction of employees.

H2: There is a significant effect of autonomy to the job satisfaction on permanent lecturer.

Job satisfaction is described as the attitude of the individual on how big the expectations in the workplace in accordance with the results obtained [18]. Awang states job satisfaction significantly affects organizational commitment among faculty member in UiTM Kelantan [10]. In other words, a lecturer must be satisfied that he is committed to his job. These results are consistent with previous studies such as with Tella, Ayeni, and Popoola [19], and in university, like other organizations, committed staff is an invaluable asset for the organization. Findings from the studies above, to support the research hypothesis

H3: There is a significant effect of job satisfaction to the organizational commitment on a permanent lecturer.

Peace conducted a study on the faculty at higher education institutions in Uganda, workload significantly affects organizational commitment [20], and it is in line with the findings of Stevens, Beyer, and Trice which states that the excessive workload negatively related to organizational commitment [21]. Gaertner also found the same thing, which for modelling studied employee turnover; excess workload is one of the best predictors of organizational commitment [22]. The higher the workload perceived by employees, the less the bond on organizational commitment the employees had. So the hypothesis can be developed by considering that the variable workload significantly negatively affect organizational commitment.

H4: There is a significant effect of workload to the organizational commitment on permanent lecturer.

Naqvi, Istiaq, Kanwal, and Mohsin found that an increase of job autonomy significantly affect the increase of organizational commitment [23]. When an employee given more freedom in doing his/her job, the employee will feel that the organization appreciates his/her opinion. It explains the increased organizational commitment because employees feel trusted by the organization for the tasks given. If the employees of an organization committed employee will make a serious effort to learn, develop and grow.

H5: There is a significant effect of autonomy to the organizational commitment on permanent lecturer.

Gaertner found that workload significantly negatively affects organizational commitment; excess workload is one of the predictors of organizational commitment [22]. Meanwhile, Awang in his study found that the amount of workload that is assigned to faculty member UiTM Kelantan does have a significant negative impact on the level of job satisfaction [10]. Still in the same study, he states that job satisfaction significantly affect organizational commitment among faculty member UiTM Kelantan [10]. Both studies proved a link between the variable workload, job satisfaction, and organizational commitment.

H6: There is a significant effect of workload to the organizational commitment through job satisfaction on permanent lecturer.

Naqvi et al., found that an increased work autonomy significantly positively influence the improvement of organizational commitment [23]. Meanwhile, autonomy is positively related to job satisfaction [16], where autonomy is often referred to participation that has been seen as an important factor of job satisfaction, i.e. the greater autonomy, greater job satisfaction. On the other hand, Awang stated that job satisfaction significantly affect organizational commitment

among faculty UiTM Kelantan [10]. All three of these studies proved a link between the variable autonomy, job satisfaction, and organizational commitment.

H7: There is a significant effect of autonomy to the organizational commitment through job satisfaction on permanent lecturers.

Framework in this study is as follows:

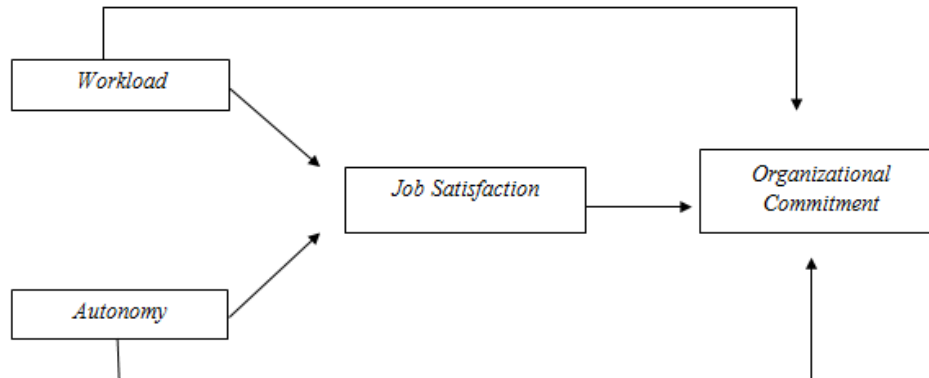


Fig. 1. The research frameworks

III. METHODOLOGY

This study used a quantitative approach that emphasizes the theory testing through the measurement of research variables using statistical procedures. This study aimed to prove the causal relationship between the variables of workload, autonomy, job satisfaction, and organizational commitment. The data used in this study are primary data and secondary data.

In this study, the population was permanent lecturers of the university, totalling 319 people. The sampling is done by using purposive sampling techniques are included in the sampling nonprobability. Purposive sampling was used to obtain certain information from respondents' specific targets, where the target respondents were adapted to the characteristics specified by the researchers [24]. According to the theory, the number of samples of at least 10% of the population or 30 people for correlation studies [25]. This study used Partial Least Square (PLS) as data analysis technique which has the provision of samples of at least 10 times the existing path on framework [26]. Based on these two provisions, the number of samples in this study had complied with the number of samples.

There are four variables studied which were workload (X1), autonomy (X2), career commitment, job satisfaction (Z), and organizational commitment (Y). In this study workload perspective is defined as the extent to which the amount of work that must be completed by a full-time lecturer under study in a measurable period of time, i.e in one semester. The measurement unit dimensions assessed in the amount of works undertaken in the dimension of time or can be referred to as the frequency of someone working on a task.

Measurements of variable workload using instruments of Philipp and Kunter [27], specifically on teacher workload are:

- The amount of teaching time per week.
- When the correction test.
- The number of counselling with students.
- The number of teaching materials that are borne.
- Opportunity to study.
- Opportunity to community service.
- The opportunity to attend the conference for profession development.
- The number of administrative tasks.

Autonomy in this study is defined as the extent to which permanent lecturers under study may have the flexibility to do the job. Measurement of autonomy variables using instruments, Friedman [28] as follows:

- Having the freedom to prepare teaching.
- Can develop instructional literature.
- Can use teaching techniques and tools to optimize student learning.
- Having the freedom to make the development of student assessment methods.
- Can create test methods and its assessment.
- Can doing research for universities.
- Can choose a model of community service.

Job satisfaction in this study is defined as the extent to which permanent lecturers under study felt positive emotion about what he/she is obtained from their work is in line with expectations. Job satisfaction variable measurement used instruments on research conducted Gui, Barriball, and While to the teacher of nursing [29] as follows:

- Satisfaction with the role as a lecturer, according to interests owned.
- Satisfaction with responsibility and routine activities.
- Satisfaction with the relationship with student interaction.
- Satisfaction with cooperative relationships with fellow lecturers.
- Satisfaction with the facilities in teaching given by university.
- Satisfaction with the policies and support in conducting research.
- Satisfaction with income received.
- Satisfaction with the chance of promotion.
- Satisfaction with recognition given for achievement and attainment.
- Satisfaction with the supervision conducted by superiors.
- Satisfaction with feedback conducted by superiors.

In this study, organizational commitment is the extent to which permanent lecturers under study felt a loyalty to the organization. Measurement of organizational commitment variables using instruments of Meyer, Allen and Smith which is divided into three components with the following indicators [30]:

- Feeling happy working in organizations.
- Feelings of attachment about the problem encountered in the organization.
- Feelings of attachment as part of the family within the organization.
- A sense of pride as a member of the organization.
- Feelings have similar values with the organization.
- Willingness to give the best for the organization.
- Feelings of fear or perceived difficulty leaving the organization.
- There is no other choice but to remain in the organization.
- The feeling that it is a great sacrifice leaving the organization.
- Feelings of guilt felt when leaving the organization.

- Statement of employee loyalty towards the organization.
- Feelings of employees who are obliged to remain in the organization.
- The perceived feeling indebted to the organization.

The Partial Least Square (PLS) that has been used in this research is Warp software PLS. It was used to analyse the causal relationship between the variables of workload, autonomy, job satisfaction, and organizational commitment in accordance with the hypothesis that has been proposed. PLS have two stages of analysis, namely the inner evaluation model (testing the construct validity and reliability) and outer evaluation model (testing the causal relationship between the magnitudes of the variables in the study).

IV. RESULTS AND DISCUSSION

Evaluation Measurement Model

The part of measurement model evaluation included testing the validity and reliability of measurement instruments used in this study.

Validity test

Testing the validity of the PLS consists of two parts, namely the convergent validity and discriminant validity.

A. Convergent Validity (Convergent Validity)

The first evaluation of the measurement model is convergent validity (convergent validity). To view the test results of convergent validity of the measurement instrument (questionnaire) can be seen in output combined loadings and cross loading. There are two criteria to assess whether the model qualifies outer convergent validity, namely:

- Loading must be above 0.70. In some cases, often above 0.70 loading condition is often not met, especially for newly developed questionnaire. By Karen was loading from 0.40 to 0.70 should still be considered to be maintained.
- Significant p-value of less than 5%

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

- The variable workloads (X1) indicates that the value of loading (λ) of the indicator to 1, 2, 3, 4, 5, 6, 7 and 8 worth more than 0.40 with a p-value of less than 5%. Thus eighth workload indicator variable is maintained (valid) and statistically significant (p-value <5%) in measuring the workload variable (X1).
- On Autonomy variable (X2) indicates that the value of loading (λ) of the indicator to 1, 2, 3, 4, 5, 6 and 7 is worth more than 0.70 with a p-value of less than 5%. Thus the seventh indicator variable is maintained Autonomy (valid) and statistically significant (p-value <5%) in measuring the variables Autonomy (X2).

- Satisfaction on Job variable (Z) indicates that the value of loading (λ) of the indicator to 1, 2, 3, 4, 5, 6, 7, 8 and 9 worth more than 0.40 with a p-value of less than 5%. While the value of loading (λ) of the indicator to-10 value of less than 0.40 with a p-value of more than 5%. Thus the indicator is deleted (invalid), because the value of loading (λ) is less than 0.40 and not statistically significant (p-value > 5%) in measuring the variables Job Satisfaction (Z).
- On Organizational Commitment variable (Y) shows that the value of loading (λ) of indicator to-5, 6, 7, 8, 9, 10, 11 and 12 worth more than 0.70 with a p-value of less than 5%. While the value of loading (λ) of the indicator to 1, 2, 3, 4 and 13 value of less than 0.40 with a p-value a majority of more than 5%. Thus the five indicator variables removed Organizational Commitment (invalid), because the value of loading (λ) is less than 0.40 and not statistically significant (p-value > 5%) in measuring the variables Organizational Commitment (Y).

The following are the results of testing Warp PLS output convergent validity of measurement instruments (questionnaires) after reduction of the item in question (indicator) do.

After the reduction of indicators that did not fit the criteria, it can be seen that the outer loading each of the indicators on the four research variables are all worth more than 0.40 with a p-value of less than 5%. This means that the indicators used in this study has met convergent validity.

B. Discriminant Validity

The second evaluation on the outer model is discriminant validity. Measuring discriminant validity is done by using the value of cross loading. An indicator is said to meet the discriminant validity if the value of the cross loading indicator variable is the largest compared to other variables.

TABLE I. DISCRIMINANT VALIDITY TEST

	WL	A	JS	OC
WL1	0.827	-0.034	-0.130	-0.419
WL2	0.747	-0.053	-0.165	-0.316
WL3	0.702	-0.069	-0.048	-0.256
WL4	0.586	0.114	0.022	-0.226
WL5	0.765	0.040	-0.089	-0.363
WL6	0.834	0.013	-0.093	-0.163
WL7	0.850	0.034	-0.044	-0.298
WL8	0.533	0.042	-0.040	-0.148
A1	0.011	0.886	0.675	0.110
A2	-0.010	0.740	0.673	0.029
A3	0.023	0.891	0.692	0.128
A4	-0.002	0.877	0.742	0.198
A5	-0.068	0.874	0.758	0.112
A6	0.131	0.822	0.709	0.031
A7	-0.023	0.855	0.730	0.064
JS1	-0.080	0.801	0.891	0.259
JS2	-0.077	0.791	0.917	0.235
JS3	-0.036	0.834	0.868	0.190
JS4	-0.139	0.088	0.416	0.321
JS5	-0.130	0.041	0.402	0.689
JS6	-0.117	0.414	0.663	0.590
JS7	-0.094	0.815	0.909	0.312
JS8	-0.103	0.769	0.933	0.280
JS9	-0.050	0.851	0.867	0.215
OC5	-0.252	-0.039	0.292	0.851
OC6	-0.365	0.096	0.352	0.866
OC7	-0.312	0.117	0.419	0.894
OC8	-0.277	0.096	0.386	0.885
OC9	-0.347	0.045	0.310	0.874
OC10	-0.340	0.155	0.368	0.820
OC11	-0.325	0.165	0.338	0.897
OC12	-0.360	0.162	0.353	0.739

Based on the value of cross loading, it can be seen that all the indicators that make up each of the variables in this study (values in bold) meets discriminant validity because it has the largest cross loading for a variable to the establishment and not on other variables. Thus all of the indicators in each of the variables in this study have met the discriminant validity.

Reliability Test

Final evaluation on the outer model is a composite of reliability and Cronbach alpha. Composite reliability and Cronbach alpha reliability of the instrument test the value in a variable. A variable is said to meet the reliability test if it has a value of composite reliability and Cronbach alpha of greater than 0.7.

TABLE II. COMPOSITE RELIABILITY DAN CRONBACH ALPHA

Composite reliability coefficients			
WL	A	JS	OC
0.904	0.948	0.933	0.956
(Table II, cont.)			
Cronbach's alpha coefficients			
WL	A	JS	OC
0.876	0.936	0.915	0.947

Table II showed that the value of reliability and Cronbach alpha compositing each study variable value greater than 0.7. It can be concluded that each variable has met the composite reliability.

Evaluation of Structural Model

Section inner evaluation includes an assessment of the model R-squared, Q-squared, the effect size, goodness of fit and test causality.

Rated average path coefficient (APC) generated at 0,349 and significantly less than 5%. Average value of R-Square (ARS) generated by 0.500 and significantly less than 5%. Average value of variance inflation factor (AVIF) amounted to 1,146 less than 5. Thus, it can be concluded that the goodness of fit of models have been met.

Hypothesis testing

Here is the Table of proof hypothesized relationship between the variables directly and indirectly (a relationship which sees the role of job satisfaction as an intervening variable):

TABLE III. COEFFICIENT ESTIMATE AND HYPOTHESIS SIGNIFICANCE EVIDENCE

Direct Effect			
Path	Coefficient Estimate	Significant	Information
$X_1 \rightarrow Z$	-0,075	0,280	Affect - not significant
$X_2 \rightarrow Z$	0,838	<0,001	Affect + significant
$Z \rightarrow Y$	0,308	0,028	Affect + significant
$X_1 \rightarrow Y$	-0,401	0,001	Affect - significant
$X_2 \rightarrow Y$	0,421	0,032	Affect + significant
Indirect Effect			
Path	Coefficient Estimate	Significant	Information
$X_1 \rightarrow Z \rightarrow Y$	-0,023	0,344	Affect – not significant through JS
$X_2 \rightarrow Z \rightarrow Y$	0,258	0,023	Affect + significant through JS

V. DISCUSSION

Workload affects Job Satisfaction

The coefficient of path job satisfaction affects workload of -0.075 with a p-value of 0.280 greater than 5%, this showed that there was no significant negative effect of the workload on job satisfactions of the university permanent lecturers. That is, the increase of workload will not result in a decrease on job satisfaction; because of the workload effect on job satisfaction was not real. Based on these results, the hypothesis of the research first suspected an influence workload significantly to job satisfaction on university permanent lecturers, is unacceptable.

The results of this study does not match with the research of Awang (2010) which stated that the amount of workload that was assigned to faculty UiTM Kelantan did have a significant impact on the level of job satisfaction lecturers. As well as research conducted among academic staff in universities in Zimbabwe by Chimanikire in Awang found that one of the reasons that most academic staff were not satisfied with the work is the high volume of the workload[10].

Autonomy affects Job Satisfaction

Path coefficient value of autonomy affects job satisfaction at 0.838 with a p-value less than 0.001 it indicated that there was significant positive effect of autonomy on job satisfaction of the university permanent lecturers. That is, the increase in autonomy will result in an increase in job satisfaction. Based on these results, the hypothesis of the two studies alleging autonomy indicated that autonomy gave significant effect to job satisfaction on university permanent lecturers was accepted.

The results of this study are in accordance with Currvan study that proposed autonomy, peer support, supervisor support, and salary are positively influence job satisfaction [15]. When employees see the alignment between the level of autonomy and the environment, the individual is able to perform at a higher level [31]. More specifically, autonomy demonstrates a positive impact on job satisfaction [17].

Autonomy is positively related to job satisfaction [16], where autonomy is often referred to as participation has been

seen as an important factor of job satisfaction, i.e. the greater autonomy, the greater job satisfaction. In the study conducted at the company's employees in the field of IT services, found that when employees are given more freedom in decision-making processes related to work, the employee will feel the satisfaction, because it was his/her role to bring the expected results.

Job Satisfaction affects Organizational Commitment

Path coefficient value that job satisfaction affects organizational commitment amounted to 0.308 with p-value of 0.028 which is less than 5%, this indicated that there was a significant positive effect of job satisfaction on organizational commitment of the full-time lecturers of the University. That is, an increase in job satisfaction will result in an increase in organizational commitment. Based on these results, the hypothesis fifth suspect there are studies that influence job satisfaction, organizational commitment significantly to the permanent lecturers of the university, is acceptable.

Research that is almost the same as this study confirmed the relationship between the two variables, Awang stated that it is undisputed that significantly affects job satisfaction, organizational commitment among faculty UiTM Kelantan [10]. In other words, a teacher must be satisfied that he is committed to his job. Results of research confirm that job satisfaction has a strong positive relationship with work commitments. In university, like other organizations, committed staff is an invaluable asset for the organization. Knowing this, the administrators and the management have to put the effort to create a lecturer satisfied. Once satisfied, the lecturer will be reciprocity that contributes more to the university, helping to achieve its objectives.

Workload affects Organizational Commitment

Path coefficient value workload affects organizational commitment of -0.401 with a p-value of 0.001 which is less than 5%, this indicated that there is a significant negative influence of workload on the organizational commitment to permanent lecturers. That is, the increase in workload will result in reduced organizational commitment. Based on these results, the hypothesis of the three studies alleging that there is significant influence to the workload of organizational commitment on university permanent lecturers was acceptable.

The results of the relationship between the two variables is supported by research on teachers in one of the largest private high school in the United States, Currvan found the workload negatively affect organizational commitment [15]. Peace conducted a study on the faculty at higher education institutions in Uganda, workload significantly affect organizational commitment [20], it is in line with the findings of Stevens et al, which states that the excessive workload negatively related to organizational commitment [21]. Gaertner also found the same thing, which for modelling studied employee turnover; excess workload is one of the best predictors of organizational commitment [22]. The higher the perceived workload of employees, the less organizational commitment those employees have.

Autonomy affects Organizational Commitment

The coefficient of path influence on organizational commitment autonomy of 0.421 with a p-value of 0.032 which is less than 5%, this showed that there was a significant positive influence of the autonomy on organizational commitment of the university permanent lecturer. That is, the increase in autonomy will result in an increase in organizational commitment. Based on these results, four of the study hypothesis suspected an autonomy significant influence of organizational commitment on the university permanent lecturers, was acceptable.

These results are supported by several other studies that a higher level of autonomy to be associated with increased organizational commitment. Gaertner also found the same thing, which for modelling turnover, in a study conducted on teachers in one of the largest private high school in the United States[22], Currivan found autonomy positively influence organizational commitment [15].

Naqvi et al., found an increase in job autonomy significantly affect the increase organizational commitment [23]. When an employee given more freedom in doing his/her job, the employee will feel that the organization appreciates his/her opinion. It explains the increased organizational commitment because employees feel trusted by the organization for the tasks given. If the employees of an organization are committed then it will make a serious effort to learn, develop and grow.

Workload affects Organizational Commitment through Job Satisfaction

Job Satisfaction in an indirect relationship has not been proven as an intervening variable between workload with organizational commitment because the workload itself is not a significant effect on job satisfaction, but workload is directly significant effect on organizational commitment. In fact the indirect relationship between workload and organizational commitment cannot be proven. The results of the study indicated that the PLS on the path coefficient of -0.023 with a p-value of 0.344 which is more than 5%, this showed that there was no significant effect or no real effect on the indirect relationship between workload on organizational commitment through job satisfaction on the university permanent lecturers, so this hypothesis cannot be accepted.

This happens because a significant p-value standard, but it also does not fulfil the requirements in mediation in indirect relation to the workload through job satisfaction, organizational commitment, that there is one path that is not significant. The point is of variable workload to job satisfaction, so it fell off the indirect relationships [32], [33], [34].

Several studies have examined each track, i.e. Ahuja et al., who found no significant results between workload and job satisfaction [16], as well as Awang states that job satisfaction significantly affects organizational commitment [10]. So the first track is not significant, resulting in an indirect path which becomes insignificant anyway. These results indicate that there is no role in lowering the value of job satisfaction, organizational commitment, which is caused by the influence of job satisfaction.

Autonomy affects Organizational Commitment through Job Satisfaction

Job Satisfaction on proven research as an intervening variable between autonomy with organizational commitment for autonomy significant effect on job satisfaction and organizational commitment. The results of the study indicate that the PLS on the path coefficient value of 0.258 with a p-value of 0.023 which is less than 5%, this shows there is a significant indirect influence between the autonomy of the organizational commitment with job satisfaction on the university permanent lecturers.

The p-value results of eligible significance in relation to the autonomy affects organizational commitment through job satisfaction, shows that there is a role of job satisfaction in building or improving organizational commitment value caused by the influence of autonomy. Indirect effect through job satisfaction which is smaller than the direct effect of autonomy on the organizational commitment shows that organizational commitment of university lecturers were more influenced by autonomy. It also shows that job satisfaction partially mediates the relationship autonomy to organizational commitment, shown by the path coefficient value of the connectivity of autonomy to organizational commitment, which is smaller than its indirect relationship. This partial mediation is mediating effect a second form [32], [33], [34]. The level of commitment to continue teaching in the university more influenced by autonomy, in other words, the high organizational commitment of lecturers more influenced by the freedom granted in their work than the job satisfaction they felt. So when the lecturers committed, they will make a serious effort to learn, develop and grow.

Autonomy showed a positive impact on job satisfaction [17] and Awang states that job satisfaction significantly affects organizational commitment [10]. It proved that there was a positive and significant relationship between these three variables and supports the results of the seventh hypothesis in this study.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on Partial Least Square (PLS) using PLS software WARP 3.0 can conclude that:

- There is no significant effect between workload to job satisfaction on the university permanent lecturers.
- There is a significant effect between autonomy to job satisfaction on university permanent lecturers.
- There is a significant effect between job satisfactions to organizational commitment on university permanent lecturers.
- There is a significant effect between organizational commitments to workload on the university permanent lecturers.
- There is a significant effect between organizational commitments to autonomy on the university permanent lecturers.

- There is no significant effect of workload to organizational commitment through job satisfaction as an intervening variable on the university permanent lecturers.
- There is a significant effect between autonomy to organizational commitment through job satisfaction as an intervening variable on the university permanent lecturers.

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