

## **Organizational Culture, Job Satisfaction, Organizational Commitment, the Effect on Lecturer Performance**

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**ABSTRACT:** This study purpose was to analyze the effect of Organizational Culture, Job Satisfaction, and Organizational Commitment on Lecturer Performance at Merged Private Colleges at East Java province, Indonesia. Study population was 1715 lecturers of private university colleges. Samples of 325 lecturers were selected using proportional random sampling technique. Data were collected using a questionnaire with a Likert scale of 1 to 5, documentation, and interview. Data analysis used is Partial Least Square (PLS) and Sobel Test is used to measure the role of mediation hypothesis. There are 3 of 6 hypotheses proposed in this study are accepted. This study finding shows that a strong organizational culture and higher job satisfaction perceived by lecturers are not able to directly improve performance. However, the strong role of organizational culture affects to increase commitment, either directly or indirectly have an impact to improve lecturer performance.

**KEYWORDS:** Organizational Culture, Organizational Commitment, Job Satisfaction, Lecturer performance, Merger.

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### **I. BACKGROUND**

All business and education sectors in Indonesia are growing very rapidly in competitive and globalization era. Particularly at higher education, both public and private colleges, they compete in quality and quantity, thus attracting shareholders interest to develop higher education sector. Private Universities in Indonesia has reached 3,017 institutions, ranging from the academy, high school, college to university. These numbers continue to rise to reach 200 institutions per year (Suharyadi, Chairman of Indonesian Association of Private Higher Education in <http://dikti.go.id> 2011-2015). This creates interest for shareholders education to take opportunities in education, especially higher education.

Shareholders basis to realize desire to have a college was to merge college. Mergers can provide many benefits to shareholders, including increase capabilities in marketing, research, managerial skills, technology transfer, human resource and efficiency, a reduction in process costs and time (Marmenout, 2010).

Each college has a problem with post-merger dispute, with different resolution. Initial issue when an organization would involve in merger agreement are relationship pattern characteristic, consisting of organizational culture, organizational restructuring, uncertainty perception and reaction to perceived satisfaction of organizational members (Marmenout, 2010). Merger process will always be followed by an adjustment, both in culture of organization, position or title, and integrity. Rate adjustment of each member organization is not same. This raises mixed feelings toward cultural acceptance to new atmosphere, to be able to accept the new post-merger strength and able to manage more of level of uncertainty experienced (Marmenout, 2010). Merger will also have an impact on performance issues (Schweiger and Denisi, 1991; Hambrick and Cannella, 1993). Amiot, Terry, Callan (2007) explains that adjustment is easier on employees at a low level compared to high-level employees.

Lecturer performance becomes measurement tool of college operation effectiveness. Good lecturer performance reflects the effectiveness of college management. It can show that presence of assessment indicators that measured through education and teaching work, research and community service as well as profession support element of lecturer (Sangaji, 2009; Setiawati, 2009).

Lecturer performance, especially lecturers of Private Universities nowadays, is complained by many people, either by students, business and industry, and government due to a performance decrease. October 5, 2010 of Kompas Daily explain "Students complain about the lecturer performance, complained about the poor quality of teaching methods and academic lecturers". It could have negative impact on graduation quality and college itself (Kompas, 5 October 5<sup>th</sup>, 2010).

Another problem that is often faced by Merged Private Universities is lecturer job satisfaction. New environment and atmosphere occurs within culture of organization. Employees are expected to be able to adjust in new environment and culture of new organization that sometimes need a long time (Amiot, Terry and Callan, 2007). These problems can disrupt organization's operations and can reduce productivity (Robbins, 2007). Job satisfaction is highly dependent on supervision pattern, collaboration with colleagues, job description, promotion policy and amount of income that can be received (Chatterjee et al., 1992). Each individual has different level of satisfaction based on value system that applies to him (Kreitner and Kinicki, 2005). Thus, job satisfaction is an evaluation that describes a person feeling of like or dislike, satisfied or not satisfied at work (Kreitner and Kinicki (2005).

Organizational culture serves as maker mechanism of meaning and obstacle that guide the attitudes and behavior of its members, as well as set rules of game (Robbins, 2007). In order to function optimally, organizational culture must be created, maintained and strengthened even changed by management, as well as introduced to faculty through socialization process to unite faculty and organizational values. This can reduce symptoms of psychological distress, reduce desire to leave organization and increase job satisfaction (Nelson and Quick 1990 in Nurfarhati 1999).

Generally organizational commitment become issues related to individual performance. Stronger commitment to organization will decrease a person's chances to get out from organization (Naicker, 2008). Individuals who have high organizational commitment tend more focused to achieve results and not spend time for useless job, have a positive impact on productivity (Naicker, 2008).

Tjahjadi (2001) argues that cultural forces associated with performance contain 3 (three) things: (1) unification of purpose, (2) creating a strong motivation, (3) establishing control and structure. This means that organization with strong culture makes individuals have a tendency to follow the direction and specific targets. Therefore, culture is expected to contribute to optimize organization performance.

Wallach (1983) says there is no good or bad culture. Organizational culture becomes effective when able to support mission, goals and strategies of organization. Widyarini (2009) also add that in order to be effective, the culture must not only efficient, but also should match business needs, company and its employees. Everyone is aware of culture importance and how culture embraced. Wallach (1983) states there are three organizational culture, namely bureaucratic culture, innovative, and supportive culture.

Renyowijoyo (2003) revealed that supportive, innovative and bureaucratic culture has a relationship with employees work performance at varying results. Renyowijoyo also added that to improving employee performance, it needs to pay attention to innovative and empowering culture. Innovative culture will boost creativity, results-oriented, stimulation and challenge, became the driving performance. Basically organizational culture is closely associated with behavior at workplace or in this particular case is individual performance (Renyowijoyo, 2003; Koesmono, 2005; Widyarini, 2009; Sangaji 2009

Wallach (1983) have highlighted research differences results between relationship with result or work attitudes such as satisfaction and organizational commitment. It explains some of previous empirical phenomena as Widyarini (2009), which states that supportive and innovation culture has a positive effect on job satisfaction. Silverthone (2004) states an innovative and supportive culture creates a higher level of satisfaction than bureaucratic culture. Encouraging a supportive culture makes higher organizational commitment than innovative culture and even bureaucracy culture. Mathieu and Zajac (1990) stated that organizational culture does not become one antecedent of organizational commitment. Furthermore, O'Reilly, Chatman and Cadwell (1991) and Lahiry (1994) states the culture that consistent with strategy can increase organizational employees commitment to company. But Lahiry (1994) also highlight the weak relationship between organization culture and commitment.

Shaw and Reyes (1992) support this assumption, namely value orientation of a teacher affect on their organizational commitment. Previous empirical results and theories of organizational commitment and job satisfaction were related to individual performance. Naicker (2008) said that employees who have high organizational commitment are much better than person who promises, because there is a difference between promises and organizational commitment. Some studies such as Shah et al., (2012), Sangaji (2009), Renyowijoyo (2003) further strengthen the relationship of organizational culture on organizational commitment. Shah et al., (2011), Macintosh and Doherty (2010), Sangaji (2009), Koesmono (2005), Renyowijoyo (2003) gives an overview of variation relationship between organizational culture and job satisfaction.

Some theoretical and empirical results states that job satisfaction is basically related to employee's performance (Saari and Judge, 2004; Shore and Martin, 1989, Iaffaldano and Muchinsky, 1985). According to Shore and Martin (1989), organizational commitment (attitude related to organizations) is better to predict turnover (behavior related to organizational). Some descriptions predict individual work outcome from context of organizational culture, job satisfaction and organizational commitment. These can become a thing that mediates the relationship between two things (Culture - performance). These become strong reason for researchers to research organizational culture related to individual performance, through job satisfaction and individual organizational commitment.

Based on problems above, following theories will become cornerstone to build a conceptual framework.

- 1) (Organizational Culture Theory from culture development theory – that rooted in particular to theory of multi-disciplinary organizational culture that fits with organizational change.
- 2) Theory of Job Satisfaction, this theory discusses many things that need to be done in order organization can improve employee job satisfaction.
- 3) Theory of Organizational Commitment, dominant theory in improving employee's performance and having close relationship with job satisfaction.
- 4) Theory of Performance Appraisal, this theory discusses effective assessment procedures, types of performance appraisal and become adaptation ingredient for lecturer performance appraisal.

Based on explanation above, this research focus is to analyze the efforts to improve lecturer performances in merged private universities. Researchers want to find out and prove how strong the relationship of organizational culture, job satisfaction and organizational commitment and its affect on performance lecturer improvement.

## **II. REVIEW OF LITERATURE**

### **Organizational Culture**

Organizational culture is components of organization, including values, beliefs, assumptions, perceptions, and behavioral norms that reflected in behavior of each organization member. There are three types of organizational culture that observed in this study, a) bureaucratic culture, hierarchical and fragmented (compartmentalized) in nature and there are clear lines of responsibility and authority of each staff organization, b) Innovative culture that promoting creativity, results-oriented, and prioritize to work environment challenge, and c) supportive culture that promoting teamwork, humanity orientation, friendship, hope, and trust to work environment (Wallach, 1983). Studies of Renyowijoyo (2003) showed there is a relationship between supportive organizational culture, innovative organizational culture, and bureaucratic organizational culture and work satisfaction. In addition, Koesmono (2005) mentioned that generally organizational culture affects motivation, job satisfaction, and performance positively.

### **Job Satisfaction**

Robbins (2007) argued that job satisfaction is a general attitude towards someone work as difference between amount of rewards received and reward who workers believed that should received. Mathis and Jackson (2006) states that job satisfaction is a positive emotional state to evaluate someone work experience. Job dissatisfaction arises when these expectations are not met. Empirical studies related to job satisfaction in conjunction with other variables is examined by Ostroff (1992) which states that research findings support the relationship between satisfaction and organizational performance. Ostroff finding (1992) is also supportive relationship between performance and other work attitudes. More satisfied employees tend to perform his job more effectively when compared to other employees are less satisfied. In addition, Judge et al., (2001) shows the relationship between satisfaction and performance, empirically investigating the relationship and also look specifically at the potential mediators and moderators of relationship satisfaction with performance.

### **Organizational Commitment**

Organizational commitment is defined as a psychological condition as an illustration employee relationship with organization and its effect on employee's decision to continue membership with organization. Steers (1977) marks organizational commitment as an event in which an individual very interested in goals, values and objectives of organization. Therefore, organizational commitment is more than just membership in organization, but also a willingness to seek all the best for organization, do the best for organization to achieve goal. Yousef (2000) suggests that an employee with a high level of commitment will more likely to adjust to goals and values of organization, willing to give more effort to organization and seeks to provide benefits to organization. This suggests that employees with high commitment will more responsible in its work. Employees with a strong commitment will certainly be able to show good level of performance. In addition, Suliman and

Iles (2000), Suliman (2002), Maxwell and Steele (2003) also suggest that there is a relationship between organizational commitments to employee's performance.

### **Lecturer performance**

Rival (2008) stated that performance is result of a person or overall success rate for a certain period in performing tasks compared with a range of possibilities, such as work standards, targets or objectives above criteria predetermined and mutually agreed. Robins (2007) states that performance is a result that achieved by workers on job according to specific criteria that apply to a particular job. Furthermore, organizational performance should combine environmental, technological, and organizational culture. As already stated in faculty workload guidelines and evaluation of three responsibilities implementation at Higher Education (2010), main *Tridharma* task at college according with Sangaji (2009), Setiawati (2009) are : education and teaching, research and development, and community service assignments. Previous research of Renyowijoyo (2003) proposed a conceptual framework about the dimensions of organizational sub-culture in association with employee's achievements, which is mediated by organizational commitment and work satisfaction. Organizations culture examined as three variables: bureaucratic, innovative, and supportive culture. Job satisfaction was evaluated only in one dimension only.

### **Conceptual Framework and Hypotheses**

This study orientation is to analyze relationship between organizational culture (especially sub-variable of Bureaucratic, Innovation and Supportive Culture), Job Satisfaction, Organizational Commitment, and Lecturer Performance at Private Colleges in East Java, Indonesia. References description of previous studies to prepare this research hypothesis is follows.

#### **1. Effect of organizational culture on job satisfaction, organizational commitment and lecturer performance.**

- 1) Previous empirical studies of Renyowijoyo (2003), Shah et al., (2011), Koesmono (2005), Macintosh and Doherty (2009) stated that organizational culture affects on job satisfaction.
- 2) Previous research of Renyowijoyo (2003), Shaw and Reyes (1992), Shah et al., (2012), Kwantes (2009) suggests that organizational culture affect on organizational commitment.
- 3) Previous research of Renyowijoyo (2003), Koesmono (2005), Abu Bakr et al., (2008), Burdahyat (2009), Sangaji (2009) suggests that organizational culture has a positive and significant effect on performance.

#### **2. Effect of job satisfaction and organizational commitment on lecturer performance**

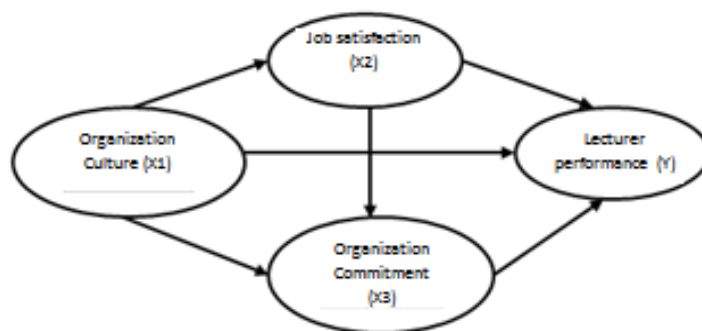
- 1) Previous study of Shore and Martin (1989), Ostroff (1992), Judge et al., (2001), Fisher (2003), Renyowijoyo (2003), Sangaji (2009) show that job satisfaction positive significantly affects on performance and there is potential mediate relationship between organizational culture on performance.
- 2) Previous empirical studies of Suliman and Iles (2000), Suliman (2002), Renyowijoyo (2003), Steers (1977), Sangaji (2009) show that there is a relationship between organizational commitment and there is potential mediator the relationship between organizational culture and employee performance.

#### **3. Effect of organizational culture on lecturer performance through job satisfaction and organizational commitment**

- 1) Previous empirical studies of Kwantes (2009), Curry et al., (1986), Muhadi (2007), Suliman (2002), Renyowijoyo (2003) show that there is are linkages between organizational culture (especially those formed by sub-variables of Bureaucracy, Innovation and Supportive Culture) and lecturer performance that mediated by job satisfaction and organizational commitment.

Based on these descriptions, hypothesis in this study are follows:

- H1 Strong organizational culture encourages an increase in lecturer's job satisfaction
- H2 Strong organizational culture encourages an increase in lecturer's organizational commitment
- H3 Strong organizational culture encourages improvement in lecturer performance
- H4 High Job satisfaction encourage lecturer performance
- H5 High organizational commitment encourages lecturer performance improvement
- H6 Job satisfaction and organizational commitment mediates the effect of organizational culture to increase lecturer performance.



### III. RESEARCH METHODS

#### Respondents and research procedure

Data were collected through a questionnaire that distributed to 325 lecturers at merged private universities in East Java, Indonesia. Sampling technique is proportional random sampling. In addition, supporting data is obtained from interviews with respondents.

#### Research variables

This study examines four variables research model namely organizational culture as independent variable, job satisfaction and organizational commitment as intervening variables, and lecturer performance as dependent. Here are descriptions of each indicator variable:

- 1) Organizational culture consists of 3 sub-culture namely bureaucratic, innovative and supportive culture (Wallach, 1983)
- 2) Job satisfaction has 5 indicators, namely: salary, promotion, supervision, work itself, and co-workers (Kreitner and Kenicki, 2005; Luthans, 1992)
- 3) Organizational commitment consists of three indicators from Meyer et al., (1991), namely: affective, Normative, and Continue Organizational Commitment.
- 4) Lecturer performance consists of four indicators namely: education and teaching, research and development, community services, and support activities of main lecture activity (Sangaji, 2009 and Setiawati, 2009).

#### Data Analysis

This data study was analyzed by Partial Least Square (PLS). This technique has powerful analytical tool because it does not assume the data should have certain measurement scale, a certain amount, and can be used to confirm theory (Hair et al., 2010). Sobel techniques are used to analyze mediation role of job satisfaction and organizational commitment to relationship between organization's culture and lecturer performance. This technique was developed by Sobel (1982). The advantage is sensitive to mediation effect. It can confirm analysis results of partial or simultaneous relationship that controlled by mediation variable.

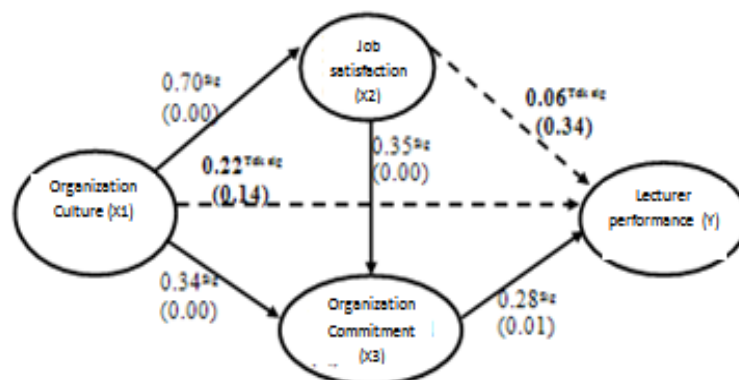
### IV. RESULT

Here are presented analysis results of Partial Least Square:

**Table 1. PLS Hypothesis Testing**

Relationship	Original Sample Estimate	t-statistic	P Value
Organization culture → Job satisfaction	0.70	10.21	0.00
Organization culture → Lecturer performance	0.22	1.11	0.14
Organization culture → organizational commitment	0.34	3.25	0.00
Job satisfaction → organizational commitment	0.35	3.51	0.00
Job satisfaction → Lecturer performance	0.06	0.41	0.34
organizational commitment → Lecturer performance	0.28	2.35	0.01

Figure 2 below show t-statistic test result for each path coefficient and relationship and significance of variables using path diagram model of hypothesis testing.

**Description:**

—→ S = Significant Path

- - - - -→ NS = Not significant Path

Hypothesis is accepted if t-statistic value exceeds critical value of 1.99 or if the p-value less than error level value ( $\alpha$ ) of 0.05. Path diagram test results for effect of culture Organizations on Job Satisfaction Lecturer shows t-statistics values of 10.21 which exceed critical value of 1.99 and a p-value 0.00 less than 0.05. Therefore Cultural Organization has significant effect to increase faculty job satisfaction. This suggests that hypothesis is accepted and original sample estimate indicates positive value of 0.70, thus proving an increase or a strong organizational culture could encourage an increase in lecturer's job satisfaction at Private Colleges at East Java.

Testing the effect of organizational Culture on Lecturer Organizational Commitment show t-statistics of 3.25 which exceeds the critical value of 1.99 and a p-value 0.00 less than 0.05 so stated that organizational culture significantly affect on improvement of organizational commitment lecturer. This suggests that hypothesis is accepted and original sample estimate with positive value of 0.34 prove that Organizational Culture increase will also increase lecturer organizational commitment in Private Colleges at East Java.

Testing effect of organizational Culture on Lecturer performance show t-statistics values of 1.11 less than critical value of 1.99 and p-value of 0.14 is exceeds standard error value of 0.05 so organizational culture does not significantly affect on lecturer performance improvement. This suggests that hypothesis is rejected and original sample estimate with positive and small value of 0.22 prove that relationship is weak and not significant. Therefore, Strong Culture Innovative Organizational Culture directly unable to improve lecturer performance in Private Colleges at East Java, especially in education and teaching.

Test results the effect of Job Satisfaction on Lecturer performance show t-statistics value of 0.41 less than critical value of 1.99 and a p-value of 0.34 is exceeds the standard error value of 0.05. Therefore, job satisfaction had no significant effect to increase lecturer performance. This suggests that hypothesis is rejected and original sample estimate with very small value and positive at 0.02 prove that the relationship is very weak and not significant. High job satisfaction directly was not able to encourage lecturer performance improvement in Private Colleges at East Java, especially in education and teaching.

Testing result the relationship between Organizational Commitment and Lecturer Performance show t-statistics value of 2.35 which exceeds the critical value of 1.99 and a p-value of 0.01 is less than standard error value of 0.05. It shows that organizational commitment has significant effect on lecturer performance improvement. This suggests that hypothesis is accepted and original sample estimate with value of 0.28 prove direction and significant relationship. High organizational commitment directly able to encourage lecturer performance in private universities at East Java, especially in education and teaching.

Based on research results and path diagram in hypothesis testing, the sixth hypothesis in this study is not accepted. Organizational culture, job satisfaction and organizational commitment partially have significant effect on performance. But we need to test the mediation relationship between organizational culture on lecturer performance to determine whether job satisfaction and organizational commitment has a mediation role in strengthening the affect of organizational culture on lecturer performance.

## Mediation role testing with Sobel Test

Table 2. Mediation Test Result

Between variables relationship	t-value	P Value	Description
Organization culture → Job Satisfaction → Organizational Commitment → Lecturer Performance	0.08	0.47	Insignificant Mediation
Organization culture → Organizational Commitment → Lecturer Performance	2.28	0.01	Significant Mediation

Table 2 shows that mediation role of job satisfaction and organizational commitment to relationship between organizational culture and lecturer performance is not significant. These results clarify that path coefficient test results show a significant path sequentially. Mediation variables do not necessarily have a role in mediation. Absence of mediation role the job satisfaction and organizational commitment a single path to lecturer performance based on organization culture showed that lecturer performance improvement in private universities can not be done based on organization's culture through lecturers perceived job satisfaction and organizational commitment. Higher lecturer performance can be achieved by improving organizational culture that supported by organizational commitment of lecturers in private universities. In addition, it was shown that higher organizational culture can increase job satisfaction, organizational commitment, and lecturer performance.

## Discussion of Model Results

Path diagram model of significant effect results is presented in Figure 3 as follows.



Significant relationship between organizational culture and job satisfaction shows that stronger organization culture will increase perceived job satisfaction of lecturer within scope of private universities at East Java. Indicators innovative culture is an indicator that dominates organizational culture conditions applied. Specifically, it can reflect innovative culture conditions, one motivation spirit in completion of his teaching duties. For job satisfaction, specific aspects of supervision with award for the success achieved from his work became one of major factors to shape supervision that reflecting lecturer's job satisfaction. Thus it can be seen stronger organizational culture will encourage an increase in lecturer perceived job satisfaction. These results are consistent with studies of Renyowijoyo (2003) which states that there is a positive but weak and not significant relationship between supportive organizational culture and bureaucratic culture with employee performance. Innovative organizational culture has a positive and significant relationship with employee performance. Because this culture also encourages employees to become creative, workers who create something completely new and original creativity is highly valued. In fact, presence of spirit from university where he worked makes lecturers motivated to complete teaching task. They are aware to his profession demands as a lecturer which should always be innovative in activities or teaching methods. Lecturers also motivated by respect given to them for their success. These conditions have an impact on lecturer perceived job satisfaction who dominating supervision indicator.

Lecturer perceptions toward organizational culture with organizational commitment showed a significant effect results. Existences a culture with the spirit that given by organization to their employees (lecturer) encourage them to increase continue commitment that related lecturer's continuance within organization. This result is consistent with research results of Shaw and Reyes (1992) which states that organizational commitment can be accepted as output of organizational culture as a component of organizational

culture as the norms, symbols, values, beliefs, and assumptions create basis of organizational commitment. Innovation that owned by lecturers, especially in terms of creative teaching methods will ensure that they stay on job and organization at this time. In addition, many opportunities to get a scholarship, became a researcher, conducting research, and lecturers certification potentially increase lecturer income that also become one consideration to not leave the current job.

Strong organizational culture can not directly affect performance improvement the lecturers in private universities. These results are consistent with studies of Etta Mamang (2009) which states that there is an indirect effect of organizational culture on lecturer performance through job satisfaction. From this study result, it needed mediator that relating organizational culture with lecturer performance. In addition, this study results confirms research of Madsen and Mabokela (2000) that a strong organizational culture had an impact on a person's behavior and reinforce how expectations affect on members of organization. When main value of innovative culture reflects a lecturer behavior in private college, it appears that there are more expectations about how they behave at work (Lecturer Performance) that further reflected in research and development. However, these results contrast with studies of Koesmono (2005), which examines the effect of organizational culture on motivation, job satisfaction and employee performance at medium-scale of wood processing industries in East Java. Culture of an organization can have an impact on employee performance directly. This can be explained by fact that organizational culture within private universities are not devoted to culture or cultural studies, but more focused on education and teaching. Within the process, most of them difficult to focus on research and development because of organization demands in teaching activities that focus on quantity, not the quality. Teaching more classes make organizational culture that more reflected by innovative culture can not encourage lecturer performance as reflected by indicators of lecturers research and development in private universities.

Lecturer high job satisfaction at private universities in East Java, especially in terms of oversight by supervision, does not affect on performance improvement shown by the lecturer, especially in field of research and development. This study result consistent with arguments of Iaffadano and Muchinsky (1985) on low correlation between job satisfaction and performance. In addition, this results show insignificant path coefficients between work satisfaction and performance that also strengthen opinion of Cook (2008) which states that some relationship or association between job satisfaction and performance are spurious.

However, these results contrast with studies of Shore and Martin (1989) which states that generally job satisfaction could affect individual performance compared with organizational commitment. This can be explained by fact that of supervision orientation is limited to education and teaching scope, while the orientation of majority of lecturers not only on field but also at research and development. Research and development according to them capable to support sustainability within organization. Higher organizational commitment especially related to sustainability of private universities in East Java will effect on performance improvement that especially shown in research and development. This result is consistent with research of Sudiro (2009) that organizational commitment affects on lecturer/professors performance, and partially work satisfaction does not affect on lecturer performance. With high organizational commitment and strong principles to his duties as a lecturer, it can improve performance.

Most lecturer performance from research and development field shows that in addition of major task in education and teaching field, especially to guide students to prepare their final project, they also understand the importance of their work in research and development field in private universities where works. They understand importance of every task and responsibility of organization sustainability due to factors that are directly related organization commitment. This is consistent with research of Yousef (2000) that an employee with high level commitment will be more likely to adjust to organization goals and values, willingness to give more effort to organization and seeks to provide benefits to organization. This suggests that employees with high commitment will more responsible in its work. So that employees who are committed certainly will be able to show good performance level.

Path coefficient analysis result showed that organizational culture perceptions of lecturer did not affect on their performance through job satisfaction and organizational commitment. It is only supported by organizational commitment. Two studies which have concept of organizational culture relationship using two mediators are Renyowijoyo (2003) and Koesmono (2005). Renyowijoyo (2003) proposed a conceptual framework about dimensions of organizational sub- culture with achievements of employees' association that mediated by organizational commitment and job satisfaction. Analysis showed that bureaucratic organization culture has a stronger relationship with organizational commitment compared with supportive and innovative



organization culture. While Koesmono (2005) describe conceptual framework the relationship of organizational culture on work-related behavioral outcomes (performance) that mediated by motivation and job satisfaction. Judge et al., (2001) shows the relationship between satisfaction and performance, empirically investigating the relationship and also looks specifically at the potential mediators and moderators the relationship of satisfaction and performance. Shaw and Reyes (1992) also revealed that organizational commitment can be accepted as the output of organizational culture as a component of organizational culture as the norms, symbols, values, beliefs, and assumptions create basis of organizational commitment. Results of previous study reinforces the results in this study which states that organizational culture affects on lecturer performance at private universities in East Java variable only through mediation of organizational commitment.

## **I. Conclusions and Recommendations**

Organization culture of merged private universities in East Java, specifically reflected by an innovative culture, able to increase lecturer perceived job satisfaction, especially through supervision. Main reason is because they feel having opportunity to create and deliver innovation in teaching tasks carried along with lecturer motivation spirit of private universities to complete their duties. In addition, an innovative culture in particular organizational culture can increase organizational commitment that reflected primarily by lecturer continue commitment. Stronger innovative culture within organization is able to increase organizational commitment, especially lecturer continue commitment in organization. But an innovative culture directly is not able to improve lecturer performance, especially in research and development field.

Job satisfaction that reflected by supervision do not directly affects to improve lecturer performance of private universities in East Java that reflected primarily in research and organizational field. Commitment is mirrored by continue commitment, capable to improve lecturer performance, especially in research and development field. Strong commitment and strong principles, especially in continue commitment in organization and about his duties as a teacher, can improve performance in research and development field. Lecturers at private universities in East Java *Kopertis VII* gives perception that culture in their college could affect on lecturer performance, but it should be stressed that effect of organizational culture can work only through mediation of organizational commitment without effect of job satisfaction.

Based on analysis results, it recommended to merged private universities in East Java to make improvement in terms of job satisfaction at all aspects especially in terms of co-workers improvement. Importance to supervise lecturer or teaching staff will support their job satisfaction, which in turn can support their performance. In addition, it is necessary to improve the innovative culture, for example by giving credence to lecturer in making decisions that can be justified in the urgent circumstances. Further research is recommended to examine the factors affecting lecturer performance degradation that mediated by job satisfaction and direct effect of organizational culture.

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