

## **Effect Of Empowerment, Self Efficacy, And Lecturer To Profession's Commitment Of The Manado State University**

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**ABSTRACT:** *In general, this study aims to obtain empirical evidence related to the effect of empowerment and self-efficacy variable of the commitment of the profession. The results of this study are expected to be the input for the decision-makers at the State University of Manado to empower human resources faculty in this regard so that high self-efficacy is formed so as to increase the commitment of lecturers profession. The study population was all faculty at the Manado State University totaling 827 people scattered in seven faculties . Determination of the sample determined by the technique several stages, and the number of samples randomly selected predication proportionally as much as 119 lecturers. The findings of this research as follows : 1) Empowerment direct positive effect on self-efficacy lecturer, 2) Empowerment direct positive impact on the profession's commitment lecturer, and 3) self- efficacy was a positive direct effect on the profession's commitment lecturer.*

**KEYWORDS:** *Empowerment , Self-Efficacy, and profession's commitment)*

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### **I. INTRODUCTION**

College faculty as employees will not change by itself simply because it ruled, but is expected to be changed voluntarily and consciously, so it will work based on the demands of himself. Higher demands are manifested by the enactment of Law No. 14 Year 2005 on Teachers and Lecturers, and the Indonesian Government Regulation No. 37 Year 2009 on the Faculty, has given the direction of change in the organization of the task and the effectiveness of college faculty (lecturers) which has implications directly to faculty development and readiness of his duties. Such changes have an impact on organizational culture change that will inevitably have to face a series of adaptations that must be made on the diversity of organizational attributes is quite complex and challenge is how to change old organizational culture that is no longer compatible with the cultural values of the new organization at the request of the entire faculty and voluntary participation of faculty and staff. Higher demands, demanding an increase in the primary task of lecturers who are professors in the size of the critical success working. Faculty performance demands will determine the other elements as the positive effects that appear lecturers, especially influential in the success of the organization's program of study, faculty, and universities, as well as to the community. The most decisive element of success is a lecturer in the task if the lecturer has a commitment to the profession .According to Robbins (1999), organizational commitment is one of the most important dependent variable in the model of organizational behavior. The study of this become an important study in light of the ongoing changes and developments about what makes someone commit will work. Low commitment result in disruption of activity in achieving a goal, because commitment to the task and the work is one indicator of the effectiveness of one's work. Based on this phenomenon, it can be stated that the commitment of faculty profession is determined by many interacting factors. Determinants of commitment to the profession lecturer in effect has been investigated by many experts of management and behavioral economics, especially that associated with the public sector, however, much research is done partially, especially while simultaneously study the interaction between the variables that determine the performance of employees is still very varied.

How important factor for workers to work commitments , due to work commitments that will encourage someone to work well motivated, and therefore contributes to the effectiveness of the employee in this case was a lecturer. This suggests that the profession's commitment lecturer motivation determines one's work which then determines its outcome. However, the phenomenon occurs that the profession's commitment lecturer in general have not been able to lift, due to not having a clear direction empowering faculty and other decisive element. One of them as told Deborah (2006) which states that the employment in general empowerment, psychological empowerment, organizational trust and job satisfaction of faculty at universities remains in moderate condition. Besides access to information, access to resources, access support and access to opportunities in the work environment is an important factor forming empowerment work.

Other factors that determine the commitment to the profession is self-efficacy or confidence is down. According to Wicaksono (2008) self-confidence is an element that can change the vibration of thought of the finite mind, into a form that is entered into the equivalent of a spiritual corridor, and is the basis of all "miracles", and a mystery that can not be analyzed by means of science. Self confidence it is a single medium and only one, which makes it possible to generate a force of limitless energy source within ourselves and change control to be used for the sake of human kindness itself. Therefore, self-efficacy as a person's belief that he would be able to implement the required behavior in a task. Furthermore, it is stated that self-efficacy will determine achievement .On that basis , the efficacy of self that is in the individual is able to influence the commitment of the profession. This shows that the higher the confidence will be higher the faculty commitment lecturer profession, and vice versa. This condition should occur at every lecturer in performing their duties, which must have self-efficacy or confidence high, thus enhancing the profession 's commitment. This situation is still not happening at the State University of Manado, this indication is shown by the phenomena that many lecturers are passive in both the teaching and implementing tri-dharma other colleges, less creative in solving problems related to teaching, research and community service. Besides, many lecturers are : 1) avoid difficult tasks, 2) Focus on personal deficiencies, 3) Always try to do a feeble effort, 4) Being desperate as setbacks, 5) Blame it on the lack of ability or setback on bad luck, and 6) less to think about the reason for failing . Meanwhile weaknesses indicated by the lecturer, by Robert Kreitner and Angelo Klinicki (2007), as an indicator of self-efficacy with low confidence. This condition will lead to the low level of commitment to the profession and to the organization.

On that basis, the profession 's commitment is not only influenced by a single factor but is influenced by many factors, individual factors such as self-efficacy, managerial as empowerment is done, as well as the systems and team work . The results are very much in line with the conditions on the management of such college in the Manado State University. This implies that the profession's commitment lecturer at the Manado State University is determined by many interrelated factors as well as the determinants of the variables with other variables, such as empowerment and confidence in one's self to the job and organization. Based on the background of the problem and limitation issues that have been raised , the research problem is formulated as follows : is empowerment, self-efficacy directly determine the commitment of the profession directly . Specifically, the research problem is formulated as follows :

- [1] Is empowerment directly influence self-efficacy ? .
- [2] Is empowerment directly influence the profession 's commitment ? .
- [3] Is self-efficacy directly influence the profession 's commitment ? .

In general, this study aims to obtain empirical evidence relating to the influence of variables empowerment, self-efficacy, commitment profession in relation to the effectiveness of the work (job effectivity). Specifically, this study aims to:

- [1] Analyze the effect on the efficacy of self-empowerment
- [2] Analyzing the effect of empowering the profession 's commitment
- [3] Analyzing the influence of self-efficacy to professional commitments.

This research is useful for: 1) The agency, Manado State University, Being an input for the decision-makers at the Manado State University to empower human resources faculty in this regard so that high self-efficacy is formed so as to increase the commitment of lecturers profession. 2) The academics from the field of human resource management who want to know and develop research related to self-efficacy and commitment to the profession lecturers. Besides, it can be used as an empirical study and reference materials in the development of human resource management and organizational behavior.

## **II. THEORETICAL FRAMEWORK AND SUBMISSION OF HYPOTHESES**

### **2.1 . Empowerment and Self-Efficacy**

As noted earlier that the concept of empowerment proposed by Thomas and Velthouse (1990), and Wibowo, (2007) as the increase in intrinsic task motivation that will produce satisfaction. If an organization run empowerment, among the members, the organization will grow into a feeling of being confident. From this confidence is born of self confidence (self-efficacy) to work even harder. Therefore, self-efficacy as a form of empowerment from leaders to subordinates. According to Nur Chasanah (2009) that the satisfaction and confidence that grows caused due dihargaai someone feels motivated by his superiors, thus growing confidence in taking the responsibility to carry out their duties. There is a feeling that they have done something worthwhile and have fun in their communication and cooperation with others. Thus, empowerment improves one's self confidence so confident in doing something , which at the time had not previously been possible confidence. The result will increase confidence in the work , closer cooperation with others , working with clear goals , and get achievements if the goal is reached .

Conger and Kanungo, (1988), and Deborah, (2006), concurred stating that empowerment is a management technique used by companies to improve organizational effectiveness. Furthermore, according to Kanter (1993), and Deborah, (2006), states are empowered to work in conditions that have a positive impact on employees, which increases feelings of self-confidence and job satisfaction, higher motivation, and physical fatigue/mental low. Work situations that are structurally empowered are more likely to have management practices that can increase feelings of self-confidence and trust in the organization of workers in the work. Therefore empowering determine confidence (self-efficacy) of someone in work. Based on the above theoretical studies, it can be expected there is a positive direct effect on the efficacy of self-empowerment.

**2.2. Empowerment and Professional Commitment**

The concept of empowerment more broadly stated by Thomas and Velthouse (1995), and Wibowo, (2007), as an increase in intrinsic task motivation that will generate commitment. If an organization runs empowerment among the members, it will grow confidence that spawned a commitment to work in accordance with the profession, feeling that finally there is the commitment that they have done something worthwhile and have fun in their communication and cooperation with others. Thus, empowerment increases the confidence to commit . The result will increase the ability of closer cooperation with others , working with clear goals, and get achievements if the goal is reached. Recognition awards resulting work is the work saw the light of new and more appreciative (Wibowo, 2007). This implies that empowerment is a form of recognition of one's work are able to carry out their duties. From this came the next person's self confidence that he will be committed to carry out individual tasks. Therefore, it is exactly what is stated Conger and Kanungo, (1988), in Deborah, (2006), empowerment is a management technique used by the organization to improve organizational effectiveness. Based on these theoretical studies, it can be expected there is a positive direct effect on commitment to the empowerment of the profession.

**2.3. Self Efficacy and Commitment Profession**

Self-efficacy is the belief in one's ability to perform tasks. People who are confident in their ability tend to succeed, while those who have always felt like a failure tends to fail . Self-efficacy related to the commitment of the profession where if someone has high self-efficacy tend to the commitment to what he was doing. Bandura (1998) revealed that individuals with high self-efficacy will achieve a better performance because these individuals have a strong motivation, clear goals, emotionally stable, and its ability to deliver top performance with a commitment to the activity or behavior successfully. The excellent performance of an employee with high self-efficacy showed also high work commitment. Unlike individuals with low self-efficacy will tend to not want to try or favors cooperation in a difficult situation and a high level of complexity of the task (Lee and Babko, 1994). Results of studies Bandura (1994) found that when receiving negative feedback, individuals who have high self-efficacy will respond by increasing effort and motivation, while individuals with low self-efficacy will tend to be low and cause reduced performance of the individual. Individuals who have high self-efficacy tend to be a commitment to all he would do. Meta- analysis conducted by Judge and Bono (2001) found a positive relationship between self-efficacy and job satisfaction and organizational commitment. Because people who have high self-confidence over what happened, will tend to feel committed to working and trying. On the basis of the previous concept can be stated that individuals with high self-efficacy can affect high professional commitment, whereas individuals with low self-efficacy will have a low level of commitment to the profession as well. Thus it can be presumed self-efficacy directly influence positively the commitment of the profession. Think and hypotheses on the basis of a framework proposed earlier, then the derived design study concept and its measurement framework as follows :

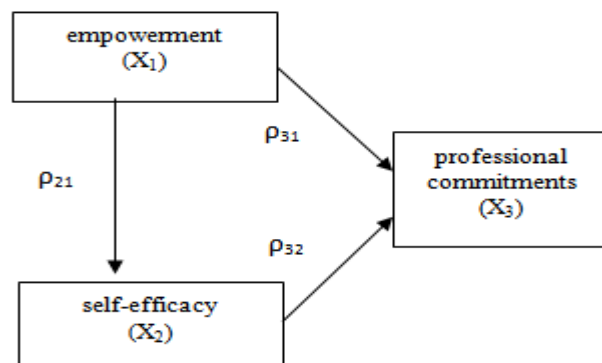


Figure 1: Design Research

## **2.4. Research Hypothesis**

Based on the framework, above, research hypotheses can be derived as follows:

- [1] There is a direct positive effect on the efficacy of self-empowerment lecturer.
- [2] There is a positive direct effect on commitment to the empowerment of the profession.
- [3] There is a positive direct effect of self-efficacy to professional commitments.

## **III. RESEARCH METHODOLOGY**

### **3.1. Methods and Research Design**

As per the study objectives and problems, this research is explanatory (explanatory research), which seeks to explain the causal relationship (causality relationship) between variables : empowerment and self-efficacy to effectiveness of the faculty through an intervening variable commitment of the profession at the Manado State University. Therefore this study was to examine one or more variables into the determinants of the other variables, this research tends to study explanatory nature of causality. Therefore, this kind of research is likely to lead to the quantitative research approach oriented model of path (path modeling).

### **3.2. Population and Sample**

The population was all faculty at the Manado State University as much as 827 scattered in seven faculties. Because of the characteristics of this population is varied, then the determination of the sample determined by the technique of multiple stages (multistage sampling) . The first stage, the determination of the target population selected by using purposive sampling, or sample aims. The sample selected is a lecturer who has academic positions associate professor and associate professor, lecturer with the number 621. These samples were selected on the grounds that the lecturer associate professor shook under the expert assistants, lecturers who are still considered new to the experience of teaching and performance can not be measured with certainty or are still changing. The second phase, determination of sample proportionally based on the amount of students who are spread in each faculty. Third Phase, Targeting respondents conducted in a random way (random). Thus lecturer sampling using proportional random sampling technique. Determination of sample predictions done using the formula offered by Cochran, ( 1991), the number of samples obtained is rounded to 119. The samples proportionally (np) for each faculty, performed by using the formula proportions, namely:  $np = Np / N \times n$ .

### **3.3. Operational Definition of Variables**

The instrument used in this study is a questionnaire technique . Given the data to be captured is the perception of respondents about the material to be studied , then the answer to the question posed in the form of changed attitudes scale models such as the Likert scale . The research variables are defined below :

#### **3.3.1. Empowerment Lecturer (X<sub>1</sub>)**

Empowerment in this study is the evaluation of any faculty managerial process conducted by the head of faculty/department/study program to improve the competence of a lecturer, as the responsibility and authority to complete the task in the form of decentralization that involves giving direct responsibility on the faculty in making decisions , which is obtained of respondents scores on instruments that measure the components : 1) Activity involvement in decision making, 2) Development of an opportunity to give an opinion/new ideas, 3) Encouraging active role in the work of lecturers, 4) Encouraging responsible lecturer capabilities, 5) Encouraging lecturers make decisions, and 6) Encourage open communication lecturer on mutual understanding.

#### **3.3.2 . Self Efficacy (X<sub>2</sub>)**

Respondents' assessment of self-efficacy is to determine how people feel, think , motivate themselves and success-oriented behaviors and goals, score the answers obtained from respondents to the measuring instrument components, namely:

- [1] Confidence in the ability to perform the tasks. It is included in this element are : (1) the belief that contain a situation can not be predicted, (2) conviction face a stressful situation, 3) confidence and the ability to work harder to achieve success despite stressful.
- [2] Confidence in the ability to achieve a result . It is included in this element are : (1) the belief the individual to be able to influence the activity as well as the work done in the face of adversity to achieve and complete the task. (2) Individuals who are able to move the confidence self-motivation, (3) cognitive ability in performing the necessary actions to achieve a result.
- [3] Belief achieve the set targets. It is included in this element are : (1) The setting of targets for its success in performing each task. (2) Trying even harder to reach the target if it fails. (3) attempting to learn from experience to increase confidence.

- [4] Confidence in the ability to cope with problems that arise . It is included in this element are : (1) Have confidence cope with problems or difficulties in the field of practiced tasks, (2) Striving be personally important to other people as intended.

### **3.3.3. Commitment Profession ( $X_3$ )**

Profession is the involvement and commitment of loyalty expressed by a person to work as a profession that is substantive professional tasks pertaining to a number of characteristics of professions faculty. Dimensions to measure commitment to the profession is 1) the affective component of commitment-based emotions, relating to: a) affection towards teaching activities , b ) affection towards research activities, and c ) affection towards community service activities. 2) the normative component of commitment-based obligations , related to: a) the obligation to carry out teaching activities, b) the obligation to carry out research activities, and c) the obligation to carry out community service activities. 3) the calculative or rational component is a commitment-based calculative or rational, relating to: a) the activities of teaching, b ) research activities, and c) community service activities.

### **3.4. Data Collection Techniques**

The main instrument used to obtain the data in this study was a structured questionnaire adopted from previous studies that considered proven validity and reliability, however, researchers are also developing more adapted to the situation and the related theory. Data was collected through questionnaire techniques to existing lecturers at the University of Manado, as respondents. Questionnaire carried out directly (questionnaires delivered directly to the respondent). To ensure the effectiveness of data collection, the distribution of the questionnaire was done by dropping its own and use previously trained enumerators.

### **3.5. Data Analysis Techniques**

Within the framework of the research concepts and hypotheses are generated , then our model is a model pathway. Therefore data analysis is a technique used path analysis (path analysis), with the help of correlation analysis , either partially or partial relationship to test together (multiple) to test together. Test the quality of the data from the second study the use of instruments is evaluated through reliability testing. According to Nunally (1968 ) in Cecilia (2006 ) that the reliability test by looking at the coefficient (Cronbach alpha). Values of Cronbach alpha reliability seen each research instrument ( $\geq 0.60$  are considered reliable). While Anderson and Gebbing (1988), as well as Kusenendi (2008), stating that a research instrument have indicated adequate reliability if Cronbach's alpha coefficient greater than or equal to 0.70. In this study using a reference criterion Anderson, the Cronbach alpha coefficient greater than or equal to 0.70. This criterion is used because it is considered higher the coefficient , so it is considered a very adequate level of reliability.

As for the test using the test assumptions of normality and linearity . Normality test aims to test whether the data is normally distributed variables or not . Good data is to have the data distribution is normal or near normal. To test whether the data were normally distributed or not, use the estimated error test of Lilliefors (L), while the linearity test over the resulting regression model using the F-test.

### **3.6. Hypothesis Statistics**

Based on the formulation of research problems and hypotheses , it can be formulated statistical hypotheses to be tested based on empirical data obtained through the survey, which is formulated as follows :

- 1).  $H_0$  :  $\beta_{21} \leq 0$   
 $H_1$  :  $\beta_{21} > 0$
- 2).  $H_0$  :  $\beta_{31} \leq 0$   
 $H_1$  :  $\beta_{31} > 0$
- 3).  $H_0$  :  $\beta_{32} \leq 0$   
 $H_1$  :  $\beta_{32} > 0$

## **IV. RESULTS**

### **4.1. Normality Test Data (Error Estimated)**

Test for normality of data distribution using the estimated error Liliffors test. The results of normality test data for each variable, are presented in the following table :



**Table 1: Normality Test Data**

No	Variable	n	L-count	L-table ( $\alpha=0,05$ )	Decision
1	$X_2$ to $X_1$	119	0.0002	0.0812	Normal distribution
2	$X_3$ to $X_1$	119	0.0026	0.0812	Normal distribution
3	$X_3$ to $X_2$	119	0.0135	0.0812	Normal distribution

#### 4.2. Linearity Test

Linearity test aims to test whether the regression line independent variables over the dependent variable has a linear relationship or otherwise. If both of these data is linearly related, then the predictions of these two variables have a unidirectional relationship. Tests on the linearity of the data using the F-test, with the test criteria:

H0: Patterned linear regression model, if the F-count  $\leq$  F-table

H1: not patterned linear regression model, if the F-count  $>$  F-table

Based on the results of the regression model significance test (F-test significance), that the above regression model  $X_1$   $X_2$ ,  $X_3$  to  $X_1$ ,  $X_2$  and  $X_3$  top overall showed significant models. Summary of results of tests of significance overall regression model can be seen in the following table.

**Table 2: Summary of Significant Regression Model Test Results**

No	Interpersonal Variable	Model	F-Count	F-table ( $\alpha= 0.05$ )	Significance Results	Test
1	$X_2$ to $X_1$		74,30	3.92	Significance	
2	$X_3$ to $X_1$		118,58	3.92	Significance	
3	$X_3$ to $X_2$		111,43	3.92	Significance	

While the results of the regression linearity test (Test-F linierity) also showed that, above regression model  $X_2$  to  $X_1$ ,  $X_3$  to  $X_1$ ,  $X_3$  to  $X_2$  over all linear pattern. Overall summary of the results of linearity test regression model can be seen in the following table.

**Table 3: Summary of Test Results Linearity Regression Model**

Numb	Interpersonal Variables	Model	F-count (tuna match)	F-table ( $\alpha= 0.05$ )	Pattern Linearity Test Results
1	$X_2$ to $X_1$		0,1904	1.53	Linier
2	$X_3$ atas $X_1$		0,4349	1.56	Linier
3	$X_3$ atas $X_2$		0,0833	1.56	Linier

#### 4.3. Path Coefficient Calculation

Causal relationships between variables , consisting of two exogenous variables, namely empowerment ( $X_1$ ) and self efficacy ( $X_2$ ) , as well as an endogenous variable, namely the commitment of the profession ( $X_3$ ). Equation causal relationship, as follows :

$$\hat{X}_3 = \beta_{31}X_1 + \beta_{32}X_2 + e_3$$

$$\hat{X}_2 = \beta_{21}X_1 + e_2$$

Results calculated by SPSS-18's, after confirmed through manual calculations using the inverse matrix calculation , obtained by following the path coefficients.  $X_1$  to  $X_3$  path coefficients obtained for  $\rho_{31} = 0.242$  (t-count = 4.820) ; paths  $X_2$  to  $X_3$  coefficient is  $\rho_{32} = 0.736$  (t-count = 14.680); while ttable on  $\alpha = 0.05$  and  $df = 119-2$  obtained 1.98; while the path coefficients  $X_1$  to  $X_2$ , obtained by  $\rho_{21} = 0.623$ ; (t-count = 8.623). While t-table at  $\alpha = 0.05$  and  $df = 119-2$  obtained 1.98. On the basis of the results of this calculation, the empirical framework of causal relationship of variables  $X_1$ ,  $X_2$ ,  $X_3$  against, as follows :

$$\hat{X}_3 = 0.242X_1 + 0.736X_2 + 0,422e_3.$$

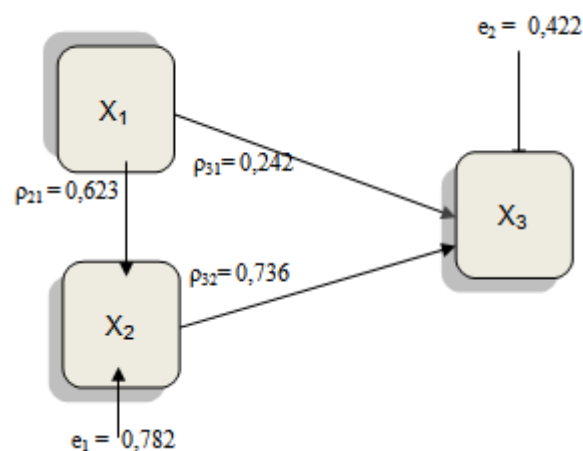
$$\hat{X}_2 = 0.623X_1 + 0,782e_2.$$

Based on calculations koefisien-1 pathway in the substructure and the substructure-2 , then the results of the analysis can be summarized in the following table as a whole.

**Table 4: Calculation Model Parameter Estimation Results**

Path coefficient	Value	Line	t-count	t-table ( $\alpha=0,05$ )	Description
$\rho_{21}$	0,623		8,623	1,98	Significant
$\rho_{31}$	0,242		4,820	1,98	Significant
$\rho_{32}$	0,736		14,680	1,98	Significant

Based on the results of path coefficient analysis, both for substructure and the substructure-1 and substructure-2, it can be served complete diagram that illustrates the empirical causal relationship between the study variables  $X_1$  and  $X_2$  to  $X_3$ , as shown in the picture below.



**Figure 2: Empirical Causal Relationships Between Variables**

As per the above tables and figures, shows that of the six path coefficients are examined, it turns out all the identified path coefficient significant at  $\alpha = 0.05$ . Pathways identified very significant ie : lines  $X_1$  to  $X_2$  ( $\rho_{21}$ ) , lines  $X_1$  to  $X_3$  ( $\rho_{31}$ ), and the line  $X_2$  to  $X_3$  ( $\rho_{32}$ ).

#### 4.4. Hypothesis Testing

##### 4.4.1. First Hypothesis Testing

The fourth hypothesis is made that examines the effect of empowerment ( $X_1$ ) on self-efficacy ( $X_2$ ). To test that empowerment ( $X_1$ ) a positive direct effect on self-efficacy ( $X_2$ ), statistical hypothesis is formulated as follows :

$$H_0 = \beta_{21} \leq 0$$

$$H_1 = \beta_{21} > 0$$

From the calculations, the value of the path coefficient ( $\rho_{21}$ ) = 0.623 with tcount = 8.623, while ttable the real level  $\alpha = 0.05$  was obtained table = 1.98. Because proven t-count = 8.623 > t-table = 1.98, then the appropriate test criteria reject  $H_0$  and accept  $H_1$ . Thus there is a direct positive effect of empowerment variables ( $X_1$ ) on self-efficacy ( $X_2$ ). This means that the higher the frequency the empowerment ( $X_1$ ) will increase self-efficacy ( $X_2$ ) individual lecturer at the Manado State University.

##### 4.4.2. Second Hypothesis Testing

The fifth hypothesis is performed, which examines the effect of empowerment ( $X_1$ ) the commitment of the profession ( $X_3$ ). To test that empowerment ( $X_1$ ) a positive direct effect on commitment to the profession ( $X_3$ ), three statistical hypotheses were tested, as follows :

$$H_0 : \beta_{31} \leq 0$$

$$H_1 : \beta_{31} > 0$$

From the calculations, the value of the path coefficient ( $\rho_{31}$ ) = 0.242 with t-count = 4.820 , while t-table the real level  $\alpha = 0.05$  was obtained table = 1.98. Because proven t-count = 4.820 > t-table = 1.98 , then the appropriate test criteria reject H0 and accept H1. Thus there is a direct positive effect of empowerment variables ( $X_1$ ) the commitment of the profession ( $X_3$ ). This means that the higher the frequency the empowerment ( $X_1$ ) will increase the commitment of the profession ( $X_3$ ) individual lecturer at Manado State University.

#### **4.3.3. Third Hypothesis Testing**

The sixth hypothesis is made that examines the effect of self-efficacy ( $X_2$ ) the commitment of the profession ( $X_3$ ). To test that self-efficacy ( $X_2$ ) a positive direct effect on commitment to the profession ( $X_3$ ), three statistical hypotheses were tested, as follows :

$$H_0 : \beta_{32} \leq 0$$

$$H_1 : \beta_{32} > 0$$

From the calculations, the value of the path coefficient ( $\rho_{32}$ ) = 0.736 with t-count = 14.680 , while t-table the real level  $\alpha = 0.05$  was obtained table = 1.98 . Because proven t-count = 14.680 > t-table = 1.98 , then the appropriate test criteria reject H0 and accept H1. Thus there is a direct positive effect of self-efficacy variables ( $X_2$ ) the commitment of the profession ( $X_3$ ). This means that the stronger the self-efficacy ( $X_2$ ) of every lecturer will increase the commitment of the profession ( $X_3$ ) lecturer at the Manado State University.

## **VI. DISCUSSION OF RESULTS**

### **5.1. Effect of Empowerment ( $X_1$ ) Efficacy Against Yourself ( $X_2$ )**

The findings of this research indicate that empowerment positively determine the efficacy (self - efficacy) commitment to the profession . The results showed that the effect on the efficacy of self empowerment is very significant influence. It gives evidence that empowerment is an important variable in determining the efficacy of self, it gives evidence that empowerment is an important variable in determining the efficacy of self, so that can not be ignored. This finding is supported by some of the concepts , as has been stated previously that, among others, pointed out Thomas and Velthouse (1995), which reinforced Wibowo, (2007) which states that an increase in empowerment as intrinsic task motivation that will produce satisfaction. If an organization run empowerment , among the members, the organization will grow into a feeling of being confident . From this confidence is born of self confidence ( self-efficacy) to work even harder. Therefore, self-efficacy as a form of empowerment from leaders to subordinates.From the findings of this study are corroborated theoretical concepts and the results of previous studies, provide an important indication that empowerment is one of the techniques used to influence the management of life about a man in order to feel happy and be able to work with real, which in turn will increase the effectiveness of the work.

### **5.2. Effect of Empowerment ( $X_1$ ) Commitment to Profession Lecturer ( $X_3$ )**

The results showed that the effect of empowering the very significant commitment to the profession. The findings of this study indicate that that empowerment is positively and significantly determine the profession's commitment lecturer. These findings have given directions that the commitment of lecturers in their profession empowerment is determined by factors that are applied by both the university and faculty leaders. Therefore, empowerment is an important factor for any institution or organization, especially higher education institutions such as the University of Manado in determining the lecturer commitment in carrying out professional teachers.Implementation of empowerment in order to strengthen the effectiveness of work increases the lecturers of the faculty in carrying out the profession's commitment to his teachers confirmed by the concept of Conger and Kanungo, (1989), and Deborah, (2006), who concluded that empowerment is a management technique used by the organization to improve organizational effectiveness. The concept of empowerment more broadly stated by Thomas and Velthouse (1995), and Wibowo, (2007), which states that an increase in empowerment as intrinsic task motivation that will generate commitment. If an organization runs empowerment among the members, it will grow confidence that spawned a commitment to work in accordance with a commitment to the profession eventually. It is fitting therefore what is stated (Wibowo, 2007), recognition is a tribute to the work of all work saw the light of new and more appreciative . This implies that empowerment is a form of recognition of one's work are able to carry out their duties. From this came the next person's self confidence that he will be committed to carry out individual tasks. Can be expressed on the basis of empowerment increase one's confidence to commit to the work.

### **5.3. Effect of Self Efficacy ( $X_2$ ) Commitment Against Profession ( $X_3$ )**

The findings of this research indicate that self-efficacy (self-efficacy) positively determine the commitment of the profession. The results showed that the influence of self-efficacy to professional commitments demonstrate a significant effect. It gives evidence that self-efficacy can not be ignored in determining the profession's commitment lecturer. This finding is supported by some theoretical concepts,



which among other things put forward by Bandura (1998) which revealed that individuals with high self-efficacy will achieve a better performance because these individuals have a strong motivation, clear goals, emotionally stable and ability to deliver top performance with a commitment to the activity or behavior successfully. A good work of an employee with high self-efficacy showed also high work commitment. This concept is reinforced by Lee and Bobko, (1994), which states that individuals with low self-efficacy will tend to not want to try or favors cooperation in a difficult situation and a high level of complexity of the task. In addition to theoretical concepts supported by the findings of this study also supports research results Bandura (1988) who found that when receiving negative feedback, individuals who have high self-efficacy will respond by increasing effort and motivation, while individuals with low self-efficacy will tend low self-esteem and lead to reduced performance of the individual. Individuals who have high self-efficacy tend to be a commitment to all he would do. Meta analysis conducted by Judge and Bono (2001) found a positive relationship between self-efficacy and job satisfaction and organizational commitment. Because people who have high self-confidence over what happened, will tend to feel committed to working and trying. Implications for research to solidify the commitment that faculty in their profession, required a high confidence of the faculty in the run. These results can not be ignored because a person's self confidence will be her suggestion for seeking the maximum extent possible in determining the commitment in working.

## **VII. IMPLICATION**

Contrary to the discussion and conclusions stated earlier, some implications of these findings are as follows :

- [1] If the repair commitment lecturer profession, it is necessary to fix the empowerment lecturer.
- [2] Based on the conclusion that empower positive direct effect on commitment to the profession, thus implications commitment to improve the profession, the need improvement on empowerment. If leaders have consistently agreed empowerment model run (standard) as giving responsibility to the faculty as a subordinate, along with support facilities required in the achievement of organizational goals, there will be a high commitment in working. Besides, it is supported by strong fund management, competency standards lecturers, lecturers and character possessed. Implement empowerment is not easy, because empowerment is done to increase the maximum commitment lecturer profession if followed by the main requirements as represented in the above pointed out. Thus the increase in faculty professional commitments will be done right, if the leader is able to empower correctly.
- [3] When repairing self-efficacy, it is necessary to change the profession's commitment lecturer.
- [4] Based on the conclusion that self-efficacy positively direct effect on commitment to the profession, thereby fixing its implications for professional commitments, it is necessary to make changes in self-efficacy. If any lecturer at the Manado State University able to accustom themselves to think positively so as to have high confidence in the work, it will create a high commitment to the profession. Because if someone has high self-efficacy, it will be committed to trying to do my best to realize what he wanted. Implications for research to solidify the commitment that faculty in their profession, required a high confidence of the faculty in the run. These results can not be ignored because a person's self confidence will happen to her suggestion to try as much as possible in determining the commitment in working.
- [5] When repairing self-efficacy, it is necessary to fix the empowerment of lecturers.
- [6] Based on the conclusion that empower positive direct effect on self-efficacy, thereby amend its implications for self-efficacy, it is necessary to do the repair empowerment lecturer. If empowerment will be undertaken by the leadership of both the leadership and faculty of the university faculty with regard to giving responsibility to the lecturer as well as a subordinate worker accompanied with the necessary support facilities faculty can be done with the right target, there will be a change in one's self-efficacy. The implication is that in order to make changes to the efficacy of self-empowerment that a lecturer is required in accordance with the capabilities and competence of lecturers.

## **VIII. CONCLUSIONS AND RECOMMENDATIONS**

### **6.1. Conclusion**

Based on the analysis and discussion of the influence of empowerment, self-efficacy to the effectiveness of the faculty, through the commitment of the profession, some conclusions can be made as follows :

- [1] Empowerment positive direct effect on self-efficacy lecturer. This means that the changes would lead to increased empowerment improvement in self-efficacy lecturer at the Manado State University.
- [2] Empowerment positive direct effect on the profession's commitment lecturer. This means that a change in growth will lead to an increase in the empowerment of the profession's commitment lecturer at the Manado State University.

- [3] Self-efficacy a positive direct effect on the profession's commitment lecturer. This means that changes in the increase in self-efficacy will lead to an increase in commitment to the profession lecturer at the Manado State University.

## 6.2. Recommendations

Contrary to the conclusions and implications are presented before, some suggestions related to increased professional commitments lecturer at the State University of Manado, as follows:

- [1] Policy is needed in the form of a special rule minimum standard model of empowerment, as well as operational procedures lecturers work , education related to teaching, research, and community service, as the main task of the lecturer.
- [2] In order to improve the profession's commitment lecturer , lecturer competency required work reports either the annual or semi-annual basis as a way to monitor, empower, and increase confidence that the maximum lecturer.
- [3] In order to effectively carry out the work standards and procedures established operational standards, required regular and consistent monitoring by the leadership structure, both levels of the University, Faculty through the department/program of study for the use of facilities and faculty performance.

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