


Examination the influences of personal value and job satisfaction dimensions on professional commitment

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ABSTRACT

This study aims to examine the influences of Personal Value and Job Satisfaction dimensions on Professional Commitment. The research was conducted at 33 private universities in West Jakarta and used as many as 288 lecturers who had not yet had the Certificate of Functional Position. The statistical analysis technique was used the Partial Least Squares – Structural Equation Modelling (PLS-SEM) to examine the direct and indirect influences of Personal Value and Job Satisfaction on Professional Commitment, and further detailed analysis was conducted to find which dimensions of personal value and job satisfaction played a significant role in professional commitment. This research showed that Personal Value and Job Satisfaction had significant direct positive influences on Professional Commitment, but only certain dimensions had significant influences on Professional Commitment. This research recommends that it is necessary to strengthen the significant dimensions of Personal Value and Job Satisfaction to increase lecturers' Professional Commitment.

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1. Introduction

Lecturers are a key human resource in higher education and universities. There are 4 state universities and 275 private universities located in 11 regions surrounding Jakarta City, and 33 private universities are located in West Jakarta Region. As reported by the Jakarta Statistic Office, in the period 2019-2021 it was found that there was a high rate of lecturer turnover (17%) at private universities in West Jakarta City. Most of the turnover occurred in lecturers' who had not yet had the Certificate of Lecturer Functional Position. Formally and legally, a professional lecturer is required to have the Certificate of Lecturer Functional Position. Sixteen percent of lecturers (from a total of 6338 lecturers) have not had this certificate. This means that many lecturers are not committed to their profession, which can lead to turnover.

Research by McInerney et al. (2015), Awalina et al. (2015), Fernet et al. (2021), and Tsaousoglou et al. (2022) had generated a similarly found that commitment to the profession or occupation had a negative relationship with turnover intention. This means that having a low level of commitment to the profession leads to a high level of turnover intention.

The university organization needs lecturers with a high professional commitment that they will permanently work in the organization in order to conduct the Three Obligation Pillars (Tri Dharma) of Higher Education namely Education and Learning, Research and Development, and Dedication to the

Community. The Organization for Economic Cooperation and Development (OECD, 2021) has derived a recommendation about the importance of developing shared values of citizenship in educational organizations to build more inclusive, fair, and sustainable economies and societies. Mashlah (2015) found robust links between personal values and the ways people think, feel, and act. Arieli et al. (2020) found that there was a relationship between personal value and occupational choice made by an individual.

Many factors influence lecturers' professional commitments. Research by Isnaeni et al. (2023) found that Personal Value had a direct influence on Professional Commitment. Sharma (2019) found that teachers with high job satisfaction tend to have higher Professional Commitment than teachers with low Job Satisfaction. Khan and Kaur (2021) found that job satisfaction and professional commitment are significantly related.

These previous researches mentioned above just separately examined the influence of Personal Value on Professional Commitment, and the influence of Job Satisfaction on Professional Commitment. These research findings just showed the influences in the level of variable. The findings had lack information of what dimensions of each variable (Personal Value and Job Satisfaction) that have a significant influenced on Professional Commitment. The authors designed this study in a more comprehensive one that examined the influences of lecturers' Personal Value and Job Satisfaction on their Professional Commitment, and further to determine more specifically what dimensions of Personal Value and Job Satisfaction have a significant influence on Professional Commitment.

This study conducted at 33 private universities in West Jakarta that covered a population of 1,017 lecturers who had not yet had the Certificate of Lecturer Functional Position, and used as many as 288 lectures as a research sample. This study applied a quantitative approach that used Survey Method and questionnaires to collect data. The PLS-SEM 3.3 program software used to conduct a statistical analysis of the research data collected. Based on the results of dimensions analysis, more specific recommendations can be formulated to increase lecturers' Professional Commitment.

The objective of this study is to identify dimensions of Personal Value and Job Satisfaction that have significant roles to strengthen lecturers' Professional Commitment. Strengthening lecturers' Professional Commitment becomes an alternative solution to decrease lecturers' intention to leave the organization.

2. Theoretical framework and hypotheses formulation

2.1. Theoretical model underlying the theoretical framework

This research used an *Integrative Model of Organizational Behavior* (Colquitt et al., 2019) that underlies the theoretical framework. The model explained that the commitment variable is categorized as an individual outcome, which can be described as the outcome of people working. This study used Professional Commitment as an outcome of people working as a dependent variable. Personal Value, which is categorized as an individual characteristic variable, is an independent variable that influences the dependent variable. Job Satisfaction, which is categorized as an Individual Mechanism, becomes an intervening variable that mediates the influence of independent variables on the dependent variable.

2.2. Professional commitment

In many references, Professional Commitment has another term with a similar meaning, namely, commitment to the profession or occupational commitment. Permatasari et al. (2020) defined professional commitment as a person's (lecturer's) willingness to perform and have a certain positive attitude toward fulfilling their duties and responsibilities. Yulianti and Fitdiarini (2019) described that individuals with high professional commitment are characterized as having a strong belief in and acceptance of professional goals, a strong desire to maintain membership in a profession, a willingness to use their efforts to advance the profession, and a moral obligation toward the profession.

Khan and Qazi (2017), and Jocson (2021), described three dimensions of Professional Commitment, namely (a) *Affective Commitment* that refers to an individual's desire to identify with a certain profession and strive to achieve their profession's goals; (b) *Continuance Commitment* referred to an individual's

decision to work permanently on a certain profession that provides good compensation and benefits; and (c) *Normative Commitment* that refers to an individual's obligation to be loyal toward and strive to develop a certain profession.

2.3. Personal value and professional commitment

McShane and von Glinow (2018) defined personal values as relatively stable, evaluative beliefs that guide a person's preferences for outcomes or courses of action in a variety of situations. Bratton (2021) defined personal values as stable, long-lasting individual beliefs about what is important in various situations. Chung and Pennebaker (2020) explained that value is considered a personal concern and a framework on which an individual can guide his/her behaviors. All of these definitions confirm that personal value is a belief that draws and guides individual preferences and behaviors.

There are four types of personal value (Schwartz's Values Circumplex Model in McShane & von Glinow, 2018). First, *self-transcendence* refers to the motivation to promote the welfare of others and nature, which are concerned with others in one's life. Second, *openness to change*, refers to the extent to which a person is motivated to pursue innovative ways that are concerned with self-direction (creativity and independent thought) and self-stimulation (excitement and challenge). Third, *conservation* which is the extent to which a person is motivated to preserve the status quo, which is concerned with conformity, security, and tradition. Fourth, *self-enhancement* refers to the extent to which a person is motivated by self-interest that is concerned with pursuit achievement, power, or hedonism. Self-transcendence value which concerned "to others" has an opposite direction with Self-enhancement value which concerned to "self-interest. Fifth, Openness to Change value which concerned to "innovative ways" has an opposite direction with Conservation value which concerned to status quo.

Personal values in terms of a person's preferences for outcomes or courses of action can be assumed to have a relationship with Professional Commitment in terms of the person's willingness to perform and have a certain positive attitude toward fulfilling their duties and responsibilities. A study by Isnaeni et al. (2023) found that Personal values had a direct influence ($\beta = 0.257$, $p < 0.05$) on Professional Commitment. Supardi et al. (2021) found that moral value in terms of work ethos had a direct influence ($\beta = 0.766$, $p < 0.000$) on Professional Commitment.

Based on the theoretical description and research findings, two hypotheses were formulated. The first hypothesis is formulated that there is a direct positive influence of Personal Value on Professional Commitment, and further to be more specifically it is formulated the Second Hypothesis that there is a direct positive influence of each Personal Value dimension on Professional Commitment.

2.4. Job satisfaction and professional commitment

Robbins and Judge (2018) defined job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics, including job condition, compensation, relationship with others, supervision from the manager, and promotion opportunities. McShane and von Glinow (2018) identified similar dimensions of job satisfaction: salary, promotion opportunities, supervision from supervisors, co-workers, job security, work facilities, and the job itself.

Job Satisfaction as a positive feeling about a job can be assumed that it will have influence toward Professional Commitment in term as the person's (lecturers) willingness to perform and have a certain positive attitude to fulfill their duties and responsibilities. Khan and Kaur (2021) found a finding between Job Satisfaction had a significant relationship ($r = 0.438$ $p < 0.01$) with Professional Commitment. A study by Isnaeni et al. (2023) found that Job Characteristics, as a dimension of Job Satisfaction, had a positive influence ($\beta = 0.277$, $p < 0.01$) on Professional Commitment.

Based on the theoretical descriptions and research findings, two hypotheses were formulated. The Third hypothesis is formulated that there is a direct positive influence of Job Satisfaction on Professional Commitment, and further to be more specifically formulated, the Fourth Hypothesis is that there is a direct positive influence of each Job Satisfaction dimension on Professional Commitment.

2.5. Personal value and job satisfaction

In general, employees are satisfied when their jobs provide the things that they value (Colquitt et al., 2019). Personal Values in terms of a person's preferences for outcomes or courses of action can be assumed to have a relationship with Job Satisfaction in terms of a positive feeling about a job resulting from an evaluation of its characteristics.

Borell et al. (2019) found that Personal Value had a positive relationship ($r = 0.179$, $p < 0.05$) with Job Satisfaction. Wang et al. (2018) found that work values had a direct positive effect ($\beta = 0.403$, $p < 0.001$) on employee satisfaction. Anazi et al. (2021) also found that personal work value has a significant relationship ($r = 0.172$, $p < 0.05$) with job satisfaction.

Based on the theoretical descriptions and research findings, two hypotheses were formulated. The Fifth hypothesis is formulated that there is a direct positive influence of Personal Value on Job Satisfaction, and further to be more specifically it is formulated the Sixth Hypothesis that there is a direct positive influence of each Personal Value dimension on Job Satisfaction.

2.6. Personal value, job satisfaction and professional commitment

Research has found that personal values have a direct influence on Job Satisfaction (Anazi et al., 2021; Borell et al., 2019; Wang et al., 2018). There were research has found that Job Satisfaction has a direct influence on Professional Commitment (Isnaeni et al., 2023; Khan & Kaur, 2021). It can be assumed that there are links between Personality with Job Satisfaction and between Job Satisfaction with Professional Commitment. This means that Job Satisfaction is a link between Personality and Professional Commitment.

Based on the assumptions mentioned above, we formulate the seventh hypothesis that personality has an indirect influence on professional commitment through job satisfaction.

3. Research framework and hypotheses tested

Based on the theoretical framework and hypotheses formulation mentioned above, this research framework can be described as follows (Figure 1):

The Research Framework describes the direct influences of personal value on professional commitment, personal value on job satisfaction and job satisfaction on professional commitment.

Based on the theoretical descriptions and research frameworks, the research hypotheses are formulated as follows:

- a. There is a direct positive influence of Personal Value on Professional Commitment
- b. There is a direct positive influence of each Personal Value dimension on Professional Commitment
- c. There is a direct positive influence of Job Satisfaction on Professional Commitment.
- d. There is a direct positive influences of each Job Satisfaction dimension on Professional Commitment.
- e. There is a direct positive influence of Personal Value on Job Satisfaction.
- f. There is a direct positive influence of each Personal Value dimension on Job Satisfaction.
- g. Personal value had an indirect positive influence on professional commitment through job satisfaction.

4. Research methodology

4.1. Research method and instruments

This study used a Survey Method to collect data on research variables from the research sample. The research used three Questionnaires as instruments of: Professional Commitment, Personal Value and Job Satisfaction Questionnaires filled by each lecturer.

The validity of each questionnaire was determined by items validity in each questionnaire. Each questionnaire item's validity coefficient (i.e., the correlation of item scores with total scores of each variable)

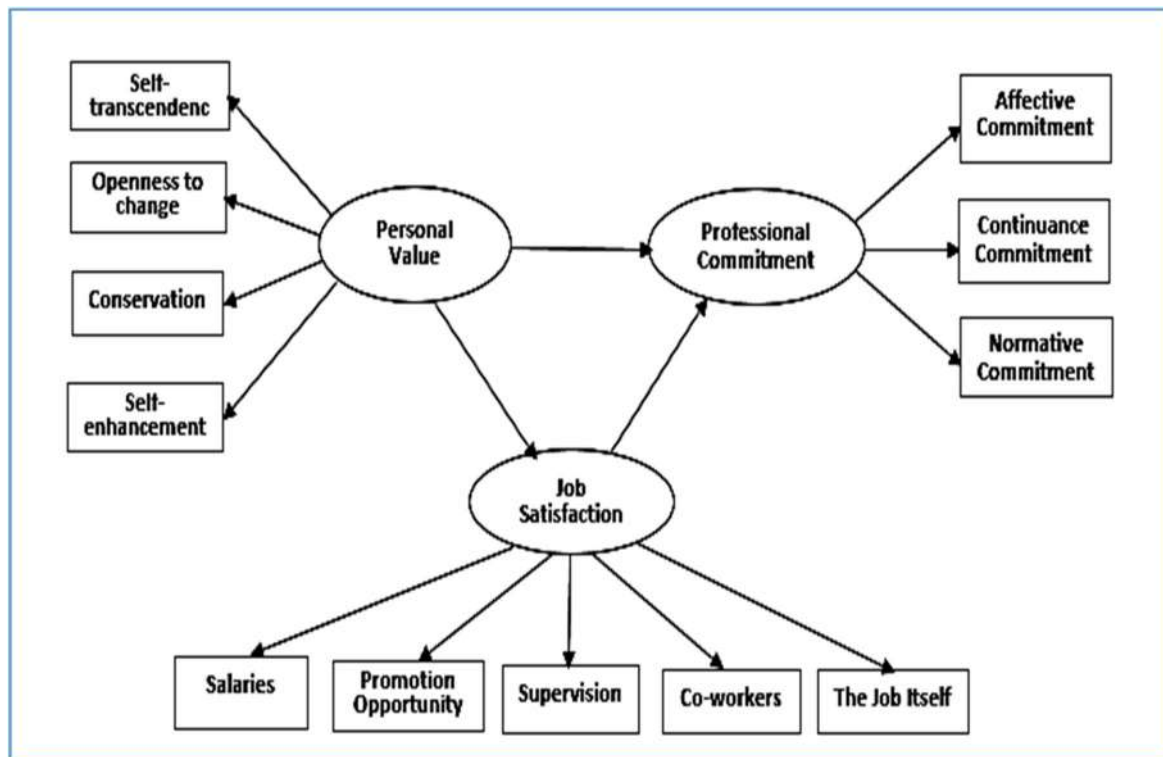


Figure 1. The Research Framework.

Table 1. Questionnaire item analysis results.

No	Questionnaire of	Initial Sum of Items	Sum of Valid Items
1	Professional Commitment	40	36
2	Personal Value	40	35
3	Job Satisfaction	40	38

Note: each questionnaire used valid items ($p < 0.05$) to collect data from the research sample.

was calculated using Pearson's Product-Moment Correlation formula at $p < 0.05$ significant level (Nolan & Heinzen, 2012). Some items that had non-significant correlations ($p > 0.05$) were dropped, and the rest were valid items that had significant correlations ($p < 0.05$) used as questionnaires in this research, as described below (Table 1).

4.2. Population and sample

The scope of this research involved 33 private universities in West Jakarta City, which covered a population of 1,017 lecturers who had not yet had a Certificate of Lecturer Functional Position. The number of samples, as many as 288 lecturers, was calculated from its population using the Slovin Formula at error margin of 0.05.

4.3. Data analysis

The research data collected by the questionnaires were analyzed using Smart PLS-SEM 3.3 program software in several steps:

4.3.1. Calculating the Reliability Coefficient and Average Variance Extracted (AVE)

4.3.2. Calculating the path coefficients of direct influence of each variable based on the Research Framework.

4.3.3. Calculating the path coefficients of each Personal Value dimension on Professional Commitment variable.

4.3.4. Calculating the path coefficients of each Job Satisfaction dimension on Professional Commitment variable.

4.3.5. Calculating the path coefficients of each Personal Value dimension on Job Satisfaction variable

4.3.6. Calculated path coefficient of indirect influence of Personal Value on Professional Commitment through Job Satisfaction.

5. Research findings

5.1. Reliability coefficient and average variance extracted (AVE)

The Reliability Coefficient reflects the consistency of each questionnaire for measuring each research variable. The AVE reflects the average loading factor of each variable. The data analysis results are described in table below.

The reliability coefficient of each questionnaire (Table 2) that calculated by different formulas (Cronbach's Alpha, Rho Alpha and Composite Reliability) showed high level coefficients (more than minimal requirement of 0,700). The AVE of each variable had a high loading factor (AVE more than the minimal requirement of 0.500) (see Hair et al., 2017). This means that these questionnaires have a high consistency in measuring each variable and a high level validity in measuring the construct of each variable.

5.2. The path coefficient of direct influence

The path coefficients of the direct influences of personal values and job satisfaction on professional commitment are described in the figure below (Figure 2).

Table 2. The results of reliability and AVE calculation.

No	Variables	Cronbach's Alpha	Rho Alpha	Composite Reliability	AVE
1	Professional Commitment	0.925	0.926	0.952	0.870
2	Personal Value	0.907	0.908	0.935	0.782
3	Job Satisfaction	0.834	0.842	0.884	0.607

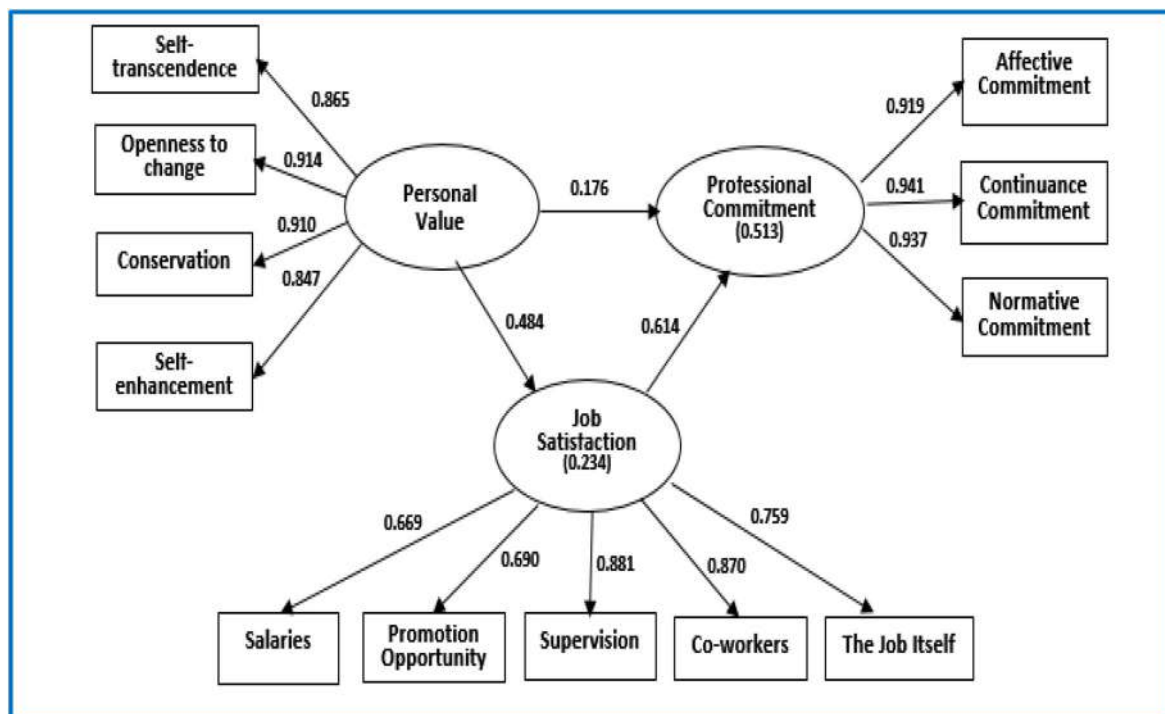


Figure 2. Path coefficients among research variables.

The figure describes path coefficients of direct influence: personal value on professional commitment ($\beta = 0.176$), personal value on job satisfaction ($\beta = 0.484$) and job satisfaction on professional commitment ($\beta = 0.614$). Personal Value has a coefficient of determinant (0.234) on Job Satisfaction. Personal Value and Job Satisfaction simultaneously have a coefficient of determinant (0.513) on Professional Commitment.

The significant levels of the direct influences of personal values and job satisfaction on professional commitment are described in the table below (Table 3).

Based on the results described in Table 2, it can be concluded that Personal Value and Job Satisfaction have significant direct influences on Professional Commitment, and Personal Value has a significant direct influence on Job Satisfaction.

5.3. Path coefficients of Personal Value dimensions on Professional Commitment

The path coefficients of each Personal Value dimension on the Professional Commitment variable are described in figure below (Figure 3).

The figure describes the path coefficient of direct influence personal value dimensions on professional commitment: self-transcendence on professional commitment ($\beta = 0.124$), openness to change on professional commitment ($\beta = 0.183$), conservation on professional commitment ($\beta = 0.047$) and self-enhancement on professional commitment ($\beta = 0.186$). Personal Value dimensions has a coefficient of determinant (0.228) on Professional Commitment.

The significance level of the direct influence of each Personal Value dimension on Professional Commitment is described in the table below.

Based on the results described in Table 4, it can be concluded that only the self-enhancement dimension of Personal Value had a significant direct influence ($p < 0.05$) on Professional Commitment. The

Table 3. Path coefficient of direct influence.

No	The Direct Influence of	Original Sample	Sample Mean	Standard Deviation	t Statistics	p-value
1	Personal Value on Professional Commitment	0.176	0.180	0.049	3.598	0.000
2	Job Satisfaction on Professional Commitment	0.614	0.610	0.041	14.958	0.000
3	Personal Value on Job Satisfaction	0.484	0.488	0.051	9.429	0.000

Notes: all path coefficients of direct influence are significant at $p = 0.000$.

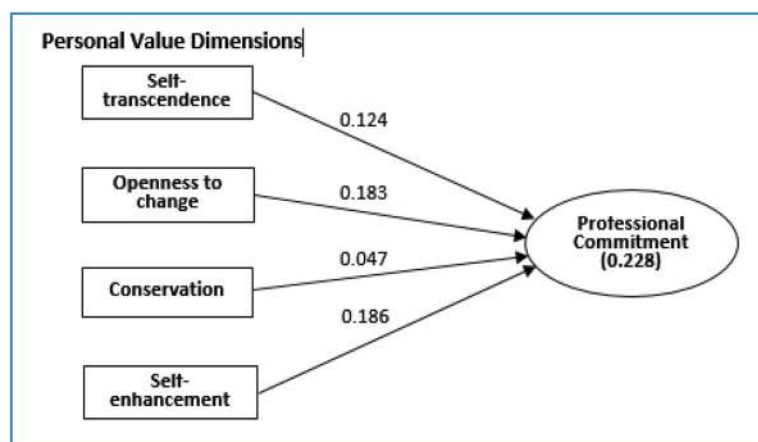


Figure 3. Path coefficient of each Personal Value dimension on Professional Commitment.

Table 4. Path coefficients of personal value dimensions on professional commitment.

No	The Direct Influence of	Original Sample	Mean Sample	Standard Deviation	t Statistics	p-value
1	Self-Transcendence on Professional Commitment	0.124	0.131	0.092	1.350	0.178 ns
2	Openness to Change on Professional Commitment	0.183	0.171	0.099	1.860	0.063 ns
3	Conservation on Professional Commitment	0.047	0.055	0.103	0.457	0.648 ns
4	Self-enhancement on Professional Commitment	0.186	0.181	0.085	2.196	0.029*

Note: * Significant at $p < 0.05$; ns: non-significant ($p > 0.05$).

other dimensions of Personal Value (self-transcendence, openness to change, and conservation) had a non-significant direct influence ($p > 0.05$) on Professional Commitment. This means that the significant influence of personal value on professional commitment is only determined by the self-enhancement dimension.

5.4. Path coefficients of job satisfaction dimensions on professional commitment

The path coefficients of each Job Satisfaction dimension on Professional Commitment are described in figure below (Figure 4).

The figure describes path coefficients of direct influence job satisfaction dimensions on professional commitment: salaries on professional commitment ($\beta = 0.501$), promotion opportunity on professional commitment ($\beta = 0.111$), supervision on professional commitment ($\beta = 0.146$), co-workers on professional commitment ($\beta = 0.111$) and the job itself on professional commitment ($\beta = 0.086$). Job Satisfaction dimensions has a coefficient of determinant (0.569) on Professional Commitment.

The significant level of the direct influences of each Job Satisfaction Dimension on Professional Commitment is described in the table below.

Based on the results described in Table 5, it can be concluded that the salary, promotion opportunity, and supervision dimensions have significant direct influences ($p < 0.05$) on Professional Commitment. The Co-workers and Job Itself dimensions have a non-significant influence ($p > 0.05$) on professional commitment. This means that the significant influence of job satisfaction on professional commitment is determined by three out of five dimensions: salary, promotion opportunity and supervision.

5.5. Path coefficients of Personal Value dimensions on Job Satisfaction

The path coefficients of each Personal Value dimension of Job Satisfaction are shown in the figure below (Figure 5).

The figure describes path coefficients of direct influence personal value dimension on job satisfaction: self-transcendence on job satisfaction ($\beta = 0.192$), openness to change on job satisfaction ($\beta = 0.168$),

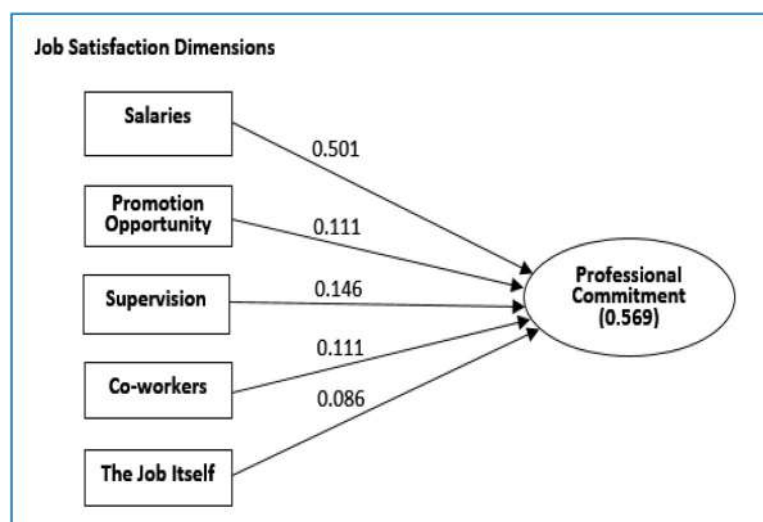


Figure 4. Path coefficient of each Job Satisfaction dimension on Professional Commitment.

Table 5. Path coefficients of Job Satisfaction dimensions on Professional Commitment.

No	The Direct Influence of	Original Sample	Mean Sample	Standard Deviation	t Statistics	p-value
1	Salaries on Professional Commitment	0.501	0.503	0.048	10.394	0.000*
2	Promotional Opportunities on Professional Commitment	0.111	0.111	0.051	2.189	0.029*
3	Supervision on Professional Commitment	0.146	0.148	0.070	2.097	0.037*
4	Co-workers on Professional Commitment	0.111	0.111	0.059	1.875	0.061 ns
5	The Job Itself on Professional Commitment	0.086	0.082	0.046	1.858	0.064 ns

Notes: *significant at $p < 0.05$; ns: non-significant ($p > 0.05$).

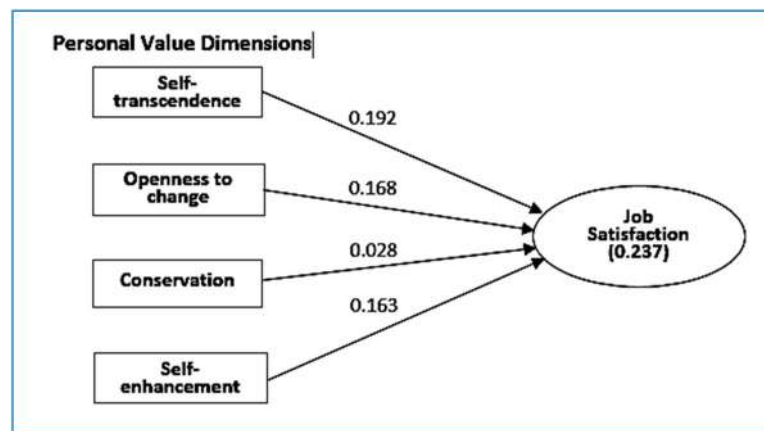


Figure 5. Path coefficient of each Personal Value Dimension on Job Satisfaction.

Table 6. Path coefficients of Personal Value Dimensions on Job Satisfaction.

No	The Direct Influence of	Original Sample	Mean Sample	Standard Deviation	t Statistics	p-value
1	Self-transcendence on Job Satisfaction	0.192	0.195	0.092	2.081	0.038*
2	Openness to Change on Job Satisfaction	0.168	0.171	0.102	1.641	0.101 ns
3	Conservation on Job Satisfaction	0.028	0.033	0.099	0.286	0.775 ns
4	Self-enhancement on Job Satisfaction	0.163	0.153	0.080	2.038	0.042*

Notes: *significant at $p < 0.05$; ns: non-significant ($p > 0.05$).

Table 7. The path coefficient of indirect influence.

Indirect Influence of	Original Sample	Mean Sample	Standard Deviation	t Statistics	p-value
Personal Value on Professional Commitment through Job Satisfaction	0.297	0.297	0.033	9.136	0.000*

Note: *significant at $p < 0.05$.

conservation on job satisfaction ($\beta = 0.028$) and self-enhancement on job satisfaction ($\beta = 0.163$). Personal Value dimensions has a coefficient of determinant (0.237) on Professional Commitment.

The significant level of the direct influence of each Personal Value dimension on Job Satisfaction is described below.

Based on the results described in Table 6, it can be concluded that the Self-transcendence and Self-enhancement dimensions of personal values have a significant direct influence ($p < 0.05$) on Job Satisfaction. The Openness to Change and Conservation dimensions of Personal Value have non-significant influences ($p > 0.05$) on Job Satisfaction. This means that the significant influence of Personal Value on Job Satisfaction is determined by two out of four dimensions: self-transcendence and self-enhancement.

5.6. Path coefficient of the indirect influence of Personal Value on Professional Commitment through Job Satisfaction

The path coefficient of the indirect influence of personal values on professional commitment through job satisfaction is described in the table below.

Based on the results described in Table 7, it can be concluded that personal values have a significant indirect influence ($\beta = 0.297$, $p < 0.05$) on Professional Commitment through Job Satisfaction. This means that Job Satisfaction is a link between Personality and Professional Commitment.

6. Discussion

The results of hypothesis examination can be summarized on the table below (Table 8).

The first hypothesis is accepted that Personal Value has a direct positive influence on Professional Commitment ($\beta = 0.176$, $p < 0.05$) is supported by research findings from Isnaeni et al. (2023) and

Table 8. Summary of the hypotheses examination results.

No	Hypothesis of	Path Coefficient (β)	p-value	Conclusion
1	Direct positive influence of Personal Value on Professional Commitment	0.176	0.000*	Accept the hypothesis
2	Direct positive influence of each Personal Value dimension:	0.124	0.178 ns	Reject the hypothesis
	a. Self-transcendence on Professional Commitment	0.183	0.063 ns	Reject the hypothesis
	b. Openness to Change on Professional Commitment	0.047	0.648 ns	Reject the Hypothesis
	c. Conservation on Professional Commitment	0.186	0.029*	Accept the hypothesis
	d. Self-enhancement on Professional Commitment			
3	Direct positive influence of Job Satisfaction on Professional Commitment	0.614	0.000*	Accept the hypothesis
4	Direct positive influence of each Job Satisfaction dimension:			
	a. Salaries on Professional Commitment	0.501	0.000*	Accept the hypothesis
	b. Promotion Opportunity on Professional Commitment	0.111	0.029*	Accept the hypothesis
	c. Supervision on Professional Commitment	0.146	0.037*	Accept the Hypothesis
	d. Co-workers on Professional Commitment	0.111	0.061 ns	Reject the hypothesis
	e. The Job Itself on Professional Commitment	0.086	0.064 ns	Reject the Hypothesis
5	Direct positive influence of Personal Value on Job Satisfaction	0.484	0.000	Accept the hypothesis at $P < 0.01$
6	Direct positive influence of each Personal Value dimension:			
	a. Self-transcendence on Job Satisfaction	0.192	0.038*	Accept the hypothesis
	b. Openness to Change on Job Satisfaction	0.168	0.101 ns	Reject the hypothesis
	c. Conservation on Job Satisfaction	0.028	0.775 ns	Reject the Hypothesis
	d. Self-enhancement on Job Satisfaction	0.163	0.042*	Accept the hypothesis
7	Indirect positive influence Personal Value on Professional Commitment through Job Satisfaction	0.297	0.000*	Accept the hypothesis

Notes: * Significant at $p < 0.05$; ns: non-significant ($p > 0.05$).

Supardi et al. (2021). Personal values that refers to a person's preferences for outcomes or courses of action has a direct influence on Professional Commitment that refers to the person's willingness to perform and has a certain positive attitude toward fulfilling the duties and responsibilities.

The 2.a. hypothesis is rejected that self-transcendence dimension has a positive non-significant influence ($\beta = 0.124$, $p > 0.05$) on Professional Commitment. The self-transcendence dimension that refers to the motivation to promote the welfare of others and nature, which are concerned with others in one's life, has not linked with the individuality characteristics of Professional Commitment that concerned with individual belief, desire and willingness to accept, maintain, and use efforts to advance the profession.

The 2.b. hypothesis is rejected that openness to change dimension has a positive non-significant influence ($\beta = 0.183$, $p > 0.05$) on Professional Commitment. The openness to change dimension that concerns with with self-direction (creativity and independent thought) and self-stimulation (excitement and challenge) has not linked with the normative commitment dimension that refers to an individual's obligation to be loyal toward and strive to develop a certain profession.

The 2.c. hypothesis is rejected that conservation dimension has a non-significant influence ($\beta = 0.047$, $p > 0.05$) on Professional Commitment. The conservation dimension that refers to the extent to which a person is motivated to preserve the status quo has not linked with the characteristics of Professional commitment that concerns with using efforts to advance the profession and striving to develop a certain profession.

The 2.d. hypothesis is accepted that self-enhancement dimension has a positive significant influence ($\beta = 0.297$, $p < 0.05$) on Professional Commitment. This means that self-enhancement as self-interest to pursue achievement has a link with the willingness to use their efforts to advance the profession as a characteristic of Professional Commitment.

The third hypothesis is accepted that Job Satisfaction has a significant direct positive influence ($\beta = 0.614$, $p < 0.05$) on Professional Commitment is supported by research findings from Khan and Kaur (2021) and Isnaeni et al. (2023). Job Satisfaction as a positive feeling about a job had influenced on Professional Commitment as the person's (lecturers) willingness to perform and have a certain positive attitude to fulfill their duties and responsibilities.

The 4.a. hypothesis is accepted that salary dimension has a significant influence ($\beta = 0.501$, $p < 0.05$) on Professional Commitment. This means that salary dimension has a link with the continuance

commitment that refers to an individual's decision to work permanently on a certain profession that provides good compensation and benefits.

The 4.b. hypothesis is accepted that promotional opportunity dimension has a positive significant influence ($\beta = 0.111$, $p < 0.05$) on Professional Commitment. This means that promotional opportunity has a link with the normative commitment that refers to an individual's obligation to be loyal toward and strive to develop a certain profession.

The 4.c. hypothesis is accepted that supervision dimension has a positive significant influence ($\beta = 0.146$, $p < 0.05$) on Professional Commitment. This means that supervision from the superior has a link with the affective commitment that support individual to identify with a certain profession and strive to achieve their profession's goals.

The 4.d. hypothesis is rejected that the co-workers dimension has a positive non-significant influence ($\beta = 0.111$, $p > 0.05$) on Professional Commitment. The co-workers dimension that concerns with others in one's life has not linked with the individuality characteristics of Professional Commitment that concerned with individual belief, desire and willingness to accept, maintain, and use efforts to advance the profession.

The 4.e. hypothesis is rejected that the job itself dimension has a positive non-significant influence ($\beta = 0.086$, $p > 0.05$) on Professional Commitment. The job itself dimension that concerns with a feeling about the existing job has not linked with the characteristics of Professional commitment that concerns with using efforts to advance the profession and striving to develop a certain profession.

The fifth hypothesis is accepted that Personal Value has a direct positive influence ($\beta = 0.484$, $p < 0.05$) on Job Satisfaction is supported by research findings from Borell et al. (2019) and Wang et al. (2018). This means that Personal values which refers to a person's preferences for outcomes or courses of action had links with salary, promotional opportunity and job security dimensions of Job Satisfaction.

The 6.a. hypothesis is accepted that self-transcendence dimension has a positive significant influence ($\beta = 0.192$, $p < 0.05$) on Job Satisfaction. This means that self-transcendence which refers to a motivation to promote the welfare of others, has a link with the co-workers dimension of Job Satisfaction.

The 6.b. hypothesis is rejected that the openness to change dimension has a positive non-significant influence ($\beta = 0.168$, $p = 0.101$) on Job Satisfaction. The openness to change dimension that concerns with self-direction (creativity and independent thought) and self-stimulation (excitement and challenge) has indicated an unpleasant feeling about a job. This means that the openness to change dimension has not linked to Job Satisfaction.

The 6.c. hypothesis is rejected that the coservation dimension has a positive non-significant influence ($\beta = 0.028$, $p = 0.775$) on Job Satisfaction. The conservation dimension that refers to the extent to which a person is motivated to preserve the status quo has not linked with individual need to have a promotion opportunity as a dimension of Job Satisfaction.

The 6.d. hypothesis is accepted that self-enhancement dimension has a positive significant influence ($\beta = 0.163$, $p < 0.05$) on Job Satisfaction. This means that self-enhancement dimension which refers to pursue achievement has a link with the promotion opportunity dimension of Job Satisfaction

The seventh hypothesis is accepted that Personal Value had a positive indirect positive influence ($\beta = 0.297$, $p < 0.05$) on Professional Commitment through Job Satisfaction. This means that Job Satisfaction is a link between Personal Value and Professional Commitment. This indirect path coefficient is higher than the direct path coefficient of Personal Value on Professional Commitment ($\beta = 0.176$, $p < 0.05$). This finding implies that Job Satisfaction is an effective intervening variable that mediates the influence of Personal Value on Professional Commitment.

7. Conclusions and recommendations

Personal Values have a direct positive influence on Professional Commitment. This implies that strengthening Personal Value will increase Professional Commitment. It is recommended to the university to conduct a professional development program to increase lecturers' Professional Commitment and lecturers' awareness to the importance of the Certificate of Lecturer Functional Position.

The self-transcendence dimension of Personal Value has a positive but non-significant influence on Professional Commitment. This implies that strengthening lecturers' self-transcendence which focused to

build the effective teamwork will have a possibility to increase affective dimension of Professional Commitment. It is recommended to the universities to conduct a Team Building Training Program that increase lecturers' teamwork in order to increase the affective dimension of Professional Commitment.

The openness to change dimension of Personal Value has a positive but non-significant influence on Professional Commitment. This implies that strengthening lecturers' self-direction and self-stimulation through a team or group dynamic process will have a possibility to increase the affective dimension of Professional Commitment. It is recommended to the universities to conduct a Team Building Training Program that increase lecturers' group dynamic process.

The conservation dimension of Personal Value has a weak and non-significant influence on Professional Commitment. This implies that conservation value is not a value which influence on Professional Commitment. It is recommended to the universities to focus on strengthening other Dimensions of Personal Value.

The self-enhancement dimension of Personal Value has a positive significant influence on Professional Commitment. This implies that strengthening self-enhancement value will be an effective effort to increase Professional Commitment. It is recommended that universities conduct Achievement Motivational Training to strengthen lecturers' self-interest in pursuit of achievement and innovative ways to increase their Professional Commitment.

Job Satisfaction has a direct positive influence on Professional Commitment. This implies that increasing Job Satisfaction will increase Professional Commitment. It is recommended to the universities to conduct the job enrichment program to increase lecturer job satisfaction and internal work motivation. The Job Characteristics Model that refers to increase skill variety, task identity, task significance, autonomy and feedback in the job, is an alternative program to enrich lecturer's jobs (Bratton, 2021).

The salary dimension of Job Satisfaction has a positive direct influence on Professional Commitment. This implies that increasing lecturers' salary will increase their Professional Commitment. It is recommended to the universities to improve the lecturer's remuneration policy.

The promotional opportunity dimension of Job Satisfaction has a positive significant on Professional Commitment. This implies that increasing lecturers' promotional opportunities will increase their Professional Commitment. It is recommended to the universities to develop a career development program that clearly describes the path career of the lecturer profession.

The supervision dimension of Job Satisfaction has a positive influence on Professional Commitment. This implies that improving the effectiveness of supervision from the lecturer's superior will increase lecturers' Professional Commitment. It is recommended to the universities to conduct the Leadership Development Training Program for managers of the university organizations (e.g. head of the study program, dean of the faculty, and others) to increase their supervision effectiveness.

The co-workers dimension of Job Satisfaction has a positive non-significant on Professional Commitment. This implies that lecturers' co-workers has a weak role to increase lecturers' Professional Commitment. It is recommended to the universities to conduct Team Building Program to increase co-workers' teamwork in order to increase the affective dimension of Professional Commitment.

The job itself dimension of Job Satisfaction has a positive non-significant influence on Professional Commitment. This implies that lecturers' job has a weak role to increase their Professional Commitment. It is recommended to the universities to conduct the job enrichment program to increase lecturer job satisfaction and internal work motivation. The Job Characteristics Model that refers to increase skill variety, task identity, task significance, autonomy and feedback in the job, is an alternative program to enrich lecturer's jobs (Bratton, 2021).

Personal Value has a significant direct positive influence on Job Satisfaction. This implies that strengthening Personal Value will increase Job Satisfaction. It is recommended to the university to conduct a professional development program to increase lecturers' awareness to the values of the Certificate of Lecturer Functional Position that becomes alternative way to increase their salary and career development.

The self-transcendence dimension of Personal Value has a positive significant influence on Job Satisfaction. This implies that increasing lecturers' self-transcendence will increase their Professional Commitment. It is recommended to the universities to conduct a Team Building Training Program that increase the teamwork of lecturers' co-workers in order to increase their Job Satisfaction.

The openness to change dimension of Personal Value has a positive non-significant influence on Job Satisfaction. This implies that strengthening lecturers' self-direction and self-stimulation through a team or group dynamic process will have a possibility to increase the co-workers dimension of Job Satisfaction. It is recommended to the universities to conduct a Team Building Training Program that increase lecturers' group dynamic process in order to increase co-workers' teamwork in order to increase their Job Satisfaction.

The conservation dimension of Personal Value has a weak and non-significant influence on Job Satisfaction. This implies that conservation value is not a value which influence on Job Satisfaction. It is recommended to the universities to focus on strengthening other dimensions of Job Satisfaction.

The self-enhancement dimension of Personal Value has a positive significant influence on Job Satisfaction. This implies that strengthening self-enhancement value will be an effective effort to increase Job Satisfaction. It is recommended that universities conduct Achievement Motivational Training to strengthen lecturers' self-interest in pursuit of achievement and innovative ways to increase their promotional opportunities as a dimension of Job Satisfaction.

Personal Value has an indirect positive significant influence on Professional Commitment through Job Satisfaction. The implication is that strengthening lecturers' Personal Value will increase their Professional Commitment by increasing their Job Satisfaction. It is recommended that universities conduct simultaneous programs to encourage lecturers to proceed with their Certificate of Lecturer Functional Position and conduct a Team Building Training Program.

The objectives of all the recommendations mentioned above were focused on the program to strengthen dimensions of Personal Value and Job Satisfaction in order to increase lecturers' Professional Commitment. Strengthening lecturers' Professional Commitment becomes an alternative solution to decrease lecturers' intention to leave the organization.

8. Limitations

This research was designed based on the Integrative Model of Organizational Behavior (Colquitt et al., 2019). This model explains that many variables influence professional commitment. This study focused on examining the influence of Personal Value and Job Satisfaction on Professional Commitment.

It is recommended to conduct more comprehensive research on Professional Commitment that covers organizational mechanism variables, such as Organizational Culture or Organizational Climate, as well as group mechanism variables, such as Leadership or Interpersonal Communication.

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