

Career Motivation: Performance in the Higher Education in Indonesia

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Abstract: *Knowing the role of job performance is undeniably important to make the quality as a determinant of success. To ensure success, an understanding of job performing is vital. The purpose of this research is to determine principles which could explain the factors that influence job performance from the perspective of higher education lecture's. Specifically, (1) this study focuses on the effects of career motivation (intrinsic and extrinsic motivation) and the main effects of polychronicity (monochronicity, time efficient management, and multitask polychronicity), (2) the mediating effect of job satisfaction, Grounded by the Herzberg's motivation theory (Hezberg's, 1959), this study proposed a framework linking career motivation, polychronicity, job satisfaction and job performance. A total of 377 respondents, representing a response rate of 88.90%, participated in this study. Data for all the study variables were collected through self-administered survey questionnaires. Hierarchical multiple regression analyses were conducted to test the hypotheses posited in this study. The regression results indicated that: (1) Career motivations were significantly related to job performance. (2) polychronicity were significantly related to job performance. (3) job satisfaction is significantly related to job performance. (4) Career Motivation is significantly related to job satisfaction. (5) polychronicity were significantly related to job satisfaction (6) Job satisfaction mediates the relationship between career motivation and job performance. (7) Job Satisfaction mediates the relationship between polychronicity and job performance. Theoretical, practical and policy implications of the study as well as suggestions for future studies were discussed.*

Keywords: Career Motivation, Polychronicity, Job Satisfaction, Job Performance

1. Introduction

In this era of globalization and technological revolution, education is considered as the main purpose for every human activity. It plays a vital role in the development of intellectual capital and is linked with an individual's well-being and opportunities for good living (Battle & Lewis, 2002). Similarly black burn and Lawrence (1995) suggested that the higher education is one of dominant social organization in the world because the higher education has an important subdivison to prepare a person to occupy a position and join in a certain position, to transfer culture to next generation, give critics to the society and can give useful and also can use knowledge in their life. According to Minnesota (2007) universities performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that the measurement of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavors.

Universities system is composed of a complex set of entities, performance and processes – at the main of which inevitably are the members of universities which comprises a wide range of participants; each of them bringing to the system a different set of needs, priorities and evaluation criteria (Shahi et al., 2009). The quality of lecturer' performance remains at top priority for institutions. It is meant for making a difference locally, regionally, nationally and globally. Lecturer, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside institutions that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors, peer factors and self motivation. (Crosnoe, Johnson & Elder, 2004).

In numbers of universities that has legality from ministry of education and research of technology is 3.016 consist of 83 the government universities state (Perguruan Tinggi Negeri) and 2.933 private universities (Perguruan Tinggi Swasta). As an organization of institution, the university is a living organism that consists of academic institution which has relationship of interaction to each others anciently. The university is definite as a self governing corporation of scholars. Its mean the university is one of a community of educated student that organize themselves (Karmel, 1989). According to the numbers of the universities the higher universities institution region IV West Java and Banten has placed the highest position 15% with the number of the universities 496 institutions and next is followed relatively is only 11% between the higher university institution region I (328 institutions). Region IV (334 institutions), beside that from the position of the numbers of the national university. The numbers of the government university is the only 3% or 83 institution (Suharyadi, Chairman of Indonesian Association of Private Higher Education in <http://dikti.go.id> 2011-2015).

Good lecturer performance reflects the effectiveness of institution 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 . The other problems that have to face by a lot universities is many lecturer has the other jobs and activities out of the campus (moonlighting) to suffice their financial needs because their salary as a lecturer is not enough to pay their prosperous for their life.

The main problem of a study is what are those factors that effect Job performance? Following factors are chosen that affect the job performance process: Career Motivation, Polychronicity and Job satisfaction.

- 1) What is the impact of dimensions of career motivation (intrinsic motivation and extrinsic motivation) on job performance of the higher education lecture's?
- 2) What is the impact of dimensions of polychronicity (monochronic, time efficient management and multitask-polychronicity) on job performance of the higher education lecture's?
- 3) What is the impact of dimensions of career motivation (intrinsic motivation and extrinsic motivation) on dimension of job satisfaction of the higher education lecture's?
- 4) What is the impact of dimensions of polychronicity (monochronic, time efficient management and multitask-polychronicity) on dimensions of job satisfaction of the higher education lecture's?
- 5) What is the impact of dimensions of job satisfaction (intrinsic satisfaction and extrinsic satisfaction) on job performance of the higher education lecture's?
- 6) How does job satisfaction mediate the relationship between career motivation and job performance of the higher education lecture's?
- 7) How does job satisfaction mediate the relationship between polychronicity and job performance of the higher education lecture's?

2. Literature Review

The constructs involved in this research are extrinsic motivation, intrinsic motivation, monochronicity, time-efficient polichronicity, multitask polychronicity, extrinsic satisfaction, intrinsic satisfaction and job performance. therefore in this chapter, all the possible relationships among these variables are explained and the relationship are depicted diagrammatically. Second, the chapter discusses the theories to explain this research. The theoretical framework utilized in this study originated from research that suggest there are significant disparities with regard to the extent of lecturer perception in terms of career motivation, polychronicity, job satisfaction and job performance. The main theory used, which servers as

underpinning theory of the study is known as the theory of Herzberg's motivation. While hygiene factors (dissatisfies) and motivators (satisfiers) as complementary theories.

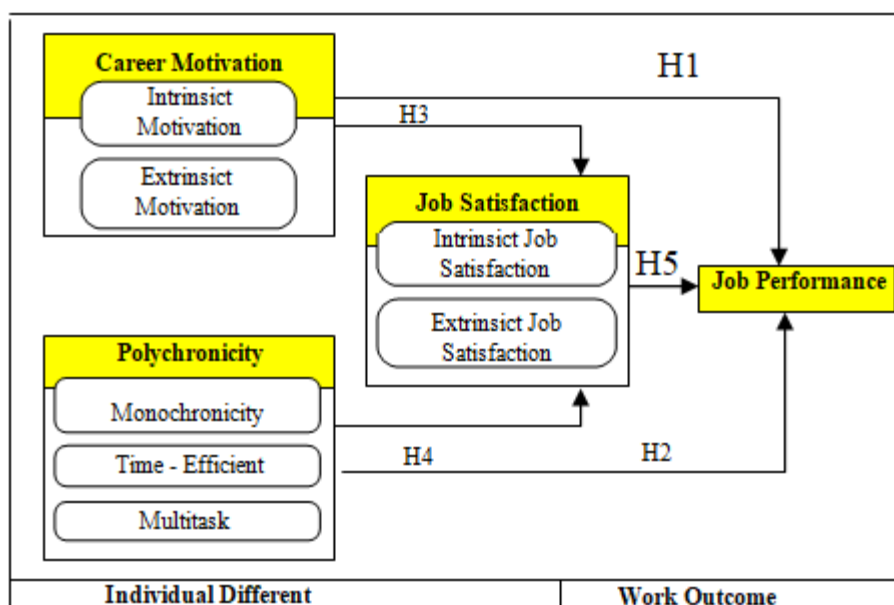
3. Methodology

The purpose of this study is to examine the impact of individual differences focusing on career motivation and polychronicity on job satisfaction and its influence on job performance in the private higher education. The present study has used cross-sectional research design where quantitative strategies have been used for data collection and data gathering in order to test the study hypotheses, as a result cross sectional design was adopted for this research. Furthermore, this study is relied on quantitative approaches. Survey was employed to obtain personal and social facts, beliefs and attitudes (Kerlinger & Pedhaszur, 1973)

Population

The population location selected for the study is justified by several reasons. First, the use of three sets of questionnaires as data collection tools requires the researcher to visit every university for the purpose of explaining the method of data collection. Hence, the total number of universities located in the west of java, is considered reasonable and manageable in terms of cost and time. Secondly, the use of the mailing box for the collecting the data makes the process of the data collection very complicated since this process takes long time and some of the lecture don't have a personal mailing box. Finally, the number of the lecture in the West Of Java universities represents almost 60% of the total number of the lecture in all universities in Indonesia. the population of the study are lecturer in West Java. The population type consists of university, institute, college, academy and polytechnic. According to the Kopertis Of Regional IV West Java (2015), the total number of lecturer are 20,254.

4. Discussion



Five public universities and a hundred private universities that had agreed to participate in this study namely like Universitas Indonesia, Institute Teknologi Bandung, Universitas Padjadjaran, Universitas Siliwangi, Politeknik Manufacture Bandung are situated in Bandung, Tasikmalaya, Sukabumi and Bogor respectively. A total of 377 questionnaires were distributed to the respective universities distance learning and off-campus students through each of the head of business school department.

The data used in this study was generated from 377 respondents. Different tests were carried to analyze the data. The results of the factor analysis have indicated that there are 2 factors for career motivation dimensions, 3 factors for polychronicity dimensions, 2 factors for job satisfaction dimensions and a factor for job performance. The Cronbach alpha has shown that the constructs used in this study were reliable as all of the factors were higher than .90 except the Cronbach alpha for job satisfaction of .74. To determine the interrelationships of the variables, Bivariate correlation analysis were conducted. Multiple regressions were conducted to test the relationship between career motivation, polychronicity, job satisfaction and job performance. Hierarchical regressions were conducted to test the mediating effect of job satisfaction in the relationship between career motivation and job performance. Hierarchical regression analysis was also carried out to test the mediating effect of job satisfaction in the relationship between polychronicity and job performance. The results of the hypotheses testing revealed mixed results on dimensions of career motivation significantly influenced job performance.

The **first** research question deals with the influence of career motivation on job performance. Hypotheses H1 (and its corollary hypotheses) are hypothesized as having a positive and significant relationship between all dimension of career motivation and job performance. This study found that the two dimensions of career motivation explain 53.80% ($R^2 = .53$) of the variance in job performance. The result implies that lecturer who have higher perceptions on career motivation by their universities would be more likely to express higher levels of job performance in their universities.

The **second** research question deals with the influence of polychronicity on job performance. Hypotheses H2 (and its corollary hypotheses) are hypothesized as having a positive and significant relationship between partially dimension of polychronicity and job performance. This study found that the three dimensions of polychronicity explain 45% ($R^2 = .44$) of the variance in job performance. The result implies that lecturer who have higher perceptions on polychronicity by their universities would be more likely to express higher levels of job performance in their universities.

The **third** research question deals with the influence of career motivation on job satisfaction. Hypotheses H3 (and its corollary hypotheses) are hypothesized as having a positive and significant relationship between all dimension of career motivation and job satisfaction. This study found the two dimensions of career motivation explain 46.90% ($R^2 = .46$) of the variance in intrinsic motivation. The dimension of career motivation namely intrinsic motivation

($\beta = .346$, $p < .01$) and extrinsic motivation ($\beta = .528$, $p < .01$), then it was also found that the two dimensions of career motivation explain 0.01% ($R^2 = .06$) of the variance in extrinsic motivation. The result implies that lecturer who have higher perceptions on career motivation by their universities would be more likely to express higher levels of job satisfaction in their universities

The **four** research question deals with the influence of polychronicity on job performance. Hypotheses H4 (and its corollary hypotheses) are hypothesized as having a positive and significant relationship between partly dimension of polychronicity and job performance. This study found that the three dimensions of polychronicity explain 36.20% ($R^2 = .36$) of the variance in intrinsic motivation. Then it was also found that the three dimensions of polychronicity explain 0.03% ($R^2 = .026$) of the variance in extrinsic motivation. The result implies that lecturer who have higher perceptions on polychronicity by their universities would be more likely to express higher levels of job satisfaction in their universities.

Hypotheses H5 (and its corollary hypotheses) are hypothesized as having a positive and significant relationship between partly dimension of polychronicity and job performance. This study found that the two dimensions of polychronicity explain 36.20% ($R^2 = .36$) of the variance in intrinsic motivation. the two dimensions of job satisfaction explain 83.50% ($R^2 = .83$) of the variance in job satisfaction. The result implies that lecturer who have higher perceptions on polychronicity by their universities would be more likely to express higher levels of job satisfaction in their universities.

The six research question deals with the mediating role of job satisfaction. Specifically, the objective was to determine the mediating influence of job satisfaction on the relationship between career motivation and job performance. that the mediation coefficient 0.3519908 is significant in influencing job satisfaction mediation with in the career motivation on job performance relationship.

The seven research question deals with the mediating role of job satisfaction. Specifically, the objective was to determine the mediating influence of job satisfaction on the relationship between polychronicity and job performance. Based on the findings from the calculations may be used to calculate t statistic of which is due to t test = 0.03713247 being smaller than t table with a significance ratio of 0.05, it may therefore conclude that the mediation coefficient 0.03713247 is significant in influencing job satisfaction mediation within the career motivation towards job performance relationship.

5. Conclusion

This study investigates the impact of career motivation and polychronicity on job satisfaction and job performance. Specifically, this study examined the relationship between career motivation, polychronicity, job satisfaction and job performance. It also investigates the mediation effects of job satisfaction on the relationship between career motivation

and job performance, and between polychronicity and job performance.

Data were gathered from operational lecturer attached to large higher education in the West Java. 450 questionnaires were distributed and 400 (88.8%) were returned. However, only 377 (83.7%) were usable and analyzed. Exploratory principal components factor analysis were utilized to examine the factorial validity of the measures. The internal consistency of the measures was tested by computing the Cronbach's alpha. Finally, the hypotheses were analyzed using hierarchical regression analysis. The factor analysis results showed that career motivation had two dimensions. These dimensions were intrinsic motivation and extrinsic motivation. Then polychronicity had three dimensions. These dimensions were monochronic, time efficient management and multitask-polychronicity. Job satisfaction had two dimensions. These dimensions were intrinsic satisfaction and extrinsic satisfaction. Finally, the job performance had one dimension.

The findings indicated that the five major hypotheses were either supported or partially supported. Results from the hierarchical multiple regression analysis indicated that hypothesis 1 was supported. Of the two career motivation were significantly and positively related to job satisfaction. Hypothesis 2 was partially supported. Two of the polychronicity were found to be significantly and positively related to job performance. These practices were monochronic and multitask-polychronicity. Hypothesis 3 was partially supported. Of the four career motivation, intrinsic motivation and extrinsic motivation were significantly and positively related to intrinsic satisfaction. Similarly, hypothesis 4 was also partially supported. Of the two polychronicity were not found to be significantly and positively related to job satisfaction. Time efficient management was not support to intrinsic satisfaction and extrinsic satisfaction. Finally, hypothesis 5 was also partially supported. The one of job satisfaction, intrinsic satisfaction were found to be significantly and positively related to job performance.

The theoretical relationships posited in the research framework were empirically supported. Specifically, this study confirmed the linkage between lecturer' perceptions of career motivation, polychronicity, job satisfaction, and job performance. In other words, this study adds further knowledge on the importance of career motivation and polychronicity as predictors of job performance. This study also gave evidence to the importance of job satisfaction as mediating variables between the predictor variables and job performance. By demonstrating the existence of significant direct and indirect effects of career motivation, polychronicity, job satisfaction, and job performance, this study provides clear evidence that career motivation and polychronicity are important in fostering lecturer' positive performance.

From the practical perspectives, the results of this study offer several suggestions to the rector of universities in Indonesia. Specifically, how human resource managers should take advantage from the results of this study in order to minimize staff turnover rate among university lecturer.

Intrinsic motivation, extrinsic motivation, monochronic, and multitask polychronicity were found to have significant positive and direct positive effects on job satisfaction and on job performance.

This study has outlined Kovach's scale and Herzberg's motivation theory. Lecturer who are intrinsically motivated believe that their work provides accomplishment and achievement, while lecturer who are extrinsically motivated regard their work as a means to acquire material or social reward. Consequently, it is especially important for an universities and its manager to understand the source of performance in order to motivate lecturer efficiently. The objective of the study was to examine the relationships between career motivation, polychronicity, job satisfaction and job performance. From the findings obtained, the proposed framework was substantially validated. The study variables were observed to have a significant predictive effect on higher education lecture's.

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