The Effect of Organizational Culture, Emotional Intelligence and Training Effectiveness to Organizational Commitment

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Abstract: *This study aims at determining the effect of Organizational Culture, Emotional Intelligence and Training Effectiveness to Organizational Commitment. The research was conducted on 200 teachers randomly selected from 44 private junior highs in Karawang, West Java, Indonesia. Using mix method, sequential explanatory design is applied where quantitative come first. The study both quantitatively and qualitatively reveals that there is a positive significant relationship among variables under the following distribution of coefficient of correlation: Organizational Culture to Organizational Commitment = 0, 048 , Emotional Intelligence to Organizational Commitment = 0.039, Training Effectiveness to Organizational Commitment = 0.042 and when tested together it produces coefficient of correlation = 0.602, indicating the existence of other 39.8% variables not including in the model affecting factors affecting Organizational Commitment within the teachers' work setting.*

Keywords: *Organizational culture, Emotional intelligence, Training effectiveness, Organizational commitment.*

1. INTRODUCTION

Nowadays, organization dynamic moves very quickly as it is triggered and accelerated by the development of environment as the consequences of rapid advances in science and technology in various fields. Though this progress provides various opportunities but it also requires serious attention that can address a wide range of unexpected possibilities that may happen. Since handling this condition requires special skills, providing and nurturing reliable, creative and committed human resources (HR) are very urgent. Committed human resources is not the only factor that determines the success in achieving the goals of an organization, but without the commitment of people in organization, the goal will be difficult to achieve. Commitment to the organization can be reflected in the execution of duties and functions in the implementation of the organization's program. One form of commitments implementation is showing up in a task assigned to provide excellent service as it is in line with the duties and functions of teachers in educational organizations where they are assigned officially.

Preliminary survey focusing on teachers' attendance, loyalty to profession as teachers, person-job-fit, involvement in school activities indicates that organizational commitment among private high school teachers in Karawang, West Java Indonesia is still low and needs improving. However, increasing organizational commitment requires sufficient time for dealing with the various affecting and contributing factors such as organizational culture, emotional intelligence individual, training effectiveness, and so on. As such this research would like to analyze some variables related to organizational commitment as it is not known much within the private school context mainly in developing country like Indonesia.

2. LITERATURE REVIEW

Over the past two decades, organizational commitment has become a highly researched job attitude. Indeed, commitment has been the subject of several meta-analyses (Cooper-Hakim & Viswesvaran, 2005; Meyer, Herscovitch, & Topolnytsky, 2002) largely because employees with low levels of commitment are more likely to leave their organizations (Rajiani, 2012). Allen and Meyer (2000) three-component model of commitment consists of affective, normative, and continuance components. Affective commitment is values based, involving identification and enthusiasm. In contrast, normative commitment is based on a sense of obligation, whereas

continuance commitment reflects high perceived costs of quitting. Meyer et al. (2006) generalized the three-component model to focus on commitment to an occupation. There have been several studies of the three-component model of organizational commitment to conform the model in Asian setting (Chen & Francesco, 2003; Cheng and Stockdale, 2003). In general, the studies provide support for the three-factor model generalizability but not many studies what make people committed to stay in organization. We anticipate this to teachers' occupational focus by using organizational culture, emotional intelligence, training effectiveness as independent variables.

2.1. Organizational Culture and Organizational Commitment

The role of organisational culture is crucial to understanding organisational behaviour. According to Wagner (1995), organisational culture has a strong influence on employees' behaviour and attitudes. Organisational culture involves standards and norms that prescribe how employees should behave in any given organisation (Manetje, & Martins, 2009). Managers and employees do not therefore behave in a value-free vacuum; they are governed, directed and tempered by the organisation's culture (Brown & Starkey, 2000). Employees' behaviour includes their commitment to their respective organisations. Given the dynamics of culture and human behaviour, it is important to study how employees commit themselves to their organisation.

According to Cohen (2006), organisational commitment "as a research topic is important regardless of its setting because a better understanding of the phenomenon may help us to better understand the nature of the psychological process through which people choose to identify with different objects in their environment and how they find purpose in life". Allen and Meyer (2000) identify organisational culture as an antecedent of organisational commitment. This suggests the need for a research study that will determine the relationship between organisational culture and organisational commitment. Various authors have discussed a possible theoretical link between organisational commitment and organisational culture. It appears as if organisational culture tends to influence employees' work effort and commitment directly through cultural values, and indirectly through human resources practices (Manetje, & Martins, 2009). Findings by, Chatman , Caldwell and O'Reilly (1999) suggest that individuals who fit the organisational culture are those who are committed at a normative or value-based commitment dimension; while Nystrom (1993) states that a correlation between organisational culture and organisational commitment indicates that people who work in a strong culture feel more committed. It appears from the research that there is a link between organisational culture and organisational commitment; however, no evidence was found to suggest that similar research studies had been conducted among private school teachers in Indonesia.

The hypothesis formed to test for this purpose is:

H1: Organizational culture positively influences teacher's organizational commitment within private school organisations in Karawang, Indonesia.

2.2. Emotional Intelligence and Organizational Commitment

Emotional intelligence has a meaningful relationship with job outcomes such as job satisfaction and organizational commitment (Wong and Law, 2002, Aghdasi, et.al 2011.). That is, employees who cannot appraise and regulate their emotions, as Abraham (2000) points out, have less organizational commitment. Also, Individuals with high emotional intelligence are more committed to their organizations (Nikolaou and Tsaousis, 2002), and have high performance at work. A study by Nikolaou and Tsaousis, (2002) showed a strong relationship between some components of emotional intelligence and organizational commitment. The results revealed that the use of emotions in emotional intelligence had strong links with organizational commitment in spite of the weak and average links between the control of emotions and understanding emotions with organizational commitment. Generally, positive correlations were found between emotional intelligence and organizational commitment. Also, the researchers stated that emotional intelligence is a key factor in increasing organizational commitment. In another study, Carmeli (2003) found that affective commitment had positive relationship with emotional intelligence. In fact, employees with high emotional intelligence had higher levels of affective commitment and attachment to organization. Furthermore, there was a negative relationship between emotional intelligence and continuance commitment, and continued commitment of person with high emotional intelligence decreased.

The hypothesis formed to test for this purpose is:

H2: Emotional Intelligence positively influences teacher's organizational commitment within private school organisations in Karawang, Indonesia.

2.3. Training Effectiveness and Organizational Commitment

Many theoretical and empirical studies have supported the view that human capital is the most critical organizational asset because it is likely to provide the core element of sustainable competitive advantage (Barney, 2001,). Employee training is at the heart of modern management practice in any organization (Purcell, 2007). Thus, organizational training is becoming the core element of HR management functions. Successful HR planning for the future is only possible through sustainable training, which means that organizational training is one of the most important aspects of organizational strategy (Bulut & Culha, 2010). The implementation of effective HR practices has been shown to play an important role in building and maintaining the commitment of employees towards the organisation (Meyer et al., 2006). A number of studies demonstrate that training provision leads to improvements in organisational commitment (Al Emadi and Marquardt, 2007). As part of their unwritten psychological contract with the organisation employees expect to be provided with training and development opportunities in exchange for displayed organisational commitment. Despite Western research investigating this (Owens, 2006), research on this in Indonesia is limited.

Therefore, we hypothesized that:

H3: Training effectiveness positively influences teacher's organizational commitment within private school organisations in Karawang, Indonesia.

3. DATA COLLECTION

This study applies mix method with direct observation to the field aimed at analyzing the phenomenon occur when the research took place then confirm the finding by using direct depth interview. This way, writers apply *Sequential Explanatory Mixed Methods.* Descriptive statistics and quantitative analysis are used for finding initial solution to the problem encountered. The entity of this study were 200 private school teachers spreading out in 44 (forty four) junior highs in Karawang, West Java Indonesia. Qualitative research informants are taken from 3 (three) schools based on category: *upper, middle* and *lower* class by using in-deepth interview and focus group discussion.

Techniques of data collection in this study is in the form of questionnaire. The normality assumption is prerequisites to proceed to further test. Analysis is conducted with multiple linear regression and hypothesis testing is performed at a significance level of 0.05 while normality test is calculated with Lilliefors test.

4. RESULT AND DISCUSSION

The teachers of respective organisations were asked to participate in the survey by responding their opinions for four different measures in organizational culture, emotional intelligence, training effectiveness and organizational commitment. The normality of data is assessed with *Lilliefors test*. Data are normally distributed as the value of each variable is not exceeding the critical value for Lilliefors test. The Lilliefors normality test values for organizational culture, emotional intelligence, training effectiveness to organizational commitment are 0.0599, 0.0603, 0.0433 respectively below the critical value of 0.0631 for n = 200.

4.1. Organizational Culture and Organizational Commitment

Hypothesis testing confirms that organizational culture positively affects organizational commitment with correlation coefficient value of 0.219 and the coefficient of determination = 0.048. This means that 4.8 % of organizational commitment is determined by organizational culture, while the other 95.2 % is affected by other variables.

Similarly, result of qualitative research interviews, observation and documentation in three Junior High School in the city of Karawang, confirms the tendency of the relationship between organizational culture and organizational commitment. This finding strengthens the quantitative

research hypothesis results testing that there is a positive significant relationship between organizational culture and organizational commitment.

This finding is in line with Baron (2004) defining organizational culture as cognitive framework consisting of attitude, value, norm, behavior, and expectation of all members.

Furthermore, previous studies in Indonesia have proved that organizational culture has a positive relationship with organizational commitment, e.g., Tiur Asi Siburian (2013) where the research shows a high coefficient of correlation = 0.690. Thus, the better the organizational culture the higher the organizational commitment, and vice versa, the lower the organizational culture then the lower the organizational commitment. Thus, the analysis of this study further supports the results of previous studies regarding the existence of a positive relationship between organizational culture and the organizational commitment in developing country of Indonesia.

4.2. Organizational Commitment and Emotional Intelligence

Hypothesis testing proves that emotional intelligence positively affects organizational commitment with correlation coefficient value of 0.197 and the coefficient of determination = 0.039. This shows that 3.9 % of organizational commitment is determined by emotional intelligence, while the other 96.1% is contributed by other variables. Quantitative data above is strengthened by the result of observation in qualitative research having the same trend that emotional intelligence influences organizational commitment.

The results of previous relevant studies have shown that emotional intelligence has a positive influence on organizational commitment, one of which is the study of Chegini (2010) proving that the correlation of coefficient between emotional intelligence and organizational commitment is 0.354 denoting the higher emotional intelligence then the higher the organizational commitment. The implication of these findings is that retaining talented and knowledgeable teachers becomes the concern of both the organizations and the individual teacher. Organizations need to select teachers who have high emotional intelligence because this may have positive impact on the extent to which they can succeed in retaining their valuable work force. Similarly, teachers who have high emotional intelligence are likely to be able to balance work with organization demands in order to minimize work conflicts. Therefore, counseling and personnel psychologists should be used by various organizations and school systems to enhance the emotional intelligence of teachers. Various organizations that employ teachers have the responsibility for providing attractive and conducive working environments that will motivate the teachers enhance their commitment and satisfaction to their career and organizations (Naderi, 2012).

4.3. Organizational Commitment and Training Effectiveness

Similar to the first and second hypothesis, training effectiveness also positively affects organizational commitment with correlation coefficient value of 0.204 and the coefficient of determination = 0.042. This shows that only 4.2% of organizational commitment is determined by training effectiveness, while the other 95.8% is contributed by other variables. Quantitative data above is also strengthened by the result of observation in qualitative research having the same trend that training effectiveness influences organizational commitment.

This is consistent with Robbins & Hunsaker (2005) stating that training is an activity intended to help someone and employees to have a greater awareness of the changes in culture and style. Results of previous relevant research has also shown that the n training has a positive effect on organizational commitment (Nasurdin, et al., 2008). Thus the findings of facts and data in the analysis of this study further supports previous findings on positive influence of training effectiveness to organizational commitment.

4.4. Interaction of Organizational Culture, Emotional Intelligence and Training Effectiveness to Organizational Commitment

When tested jointly, hypothesis testing results show that there is a significant relationship between organizational culture, emotional intelligence and training effectiveness to organizational commitment. The regression equation generated is $y = 353.02 + 0.765X_1 + 0.782X_2 + 0.766X_3$ with correlation of coefficient values = 0.776 and the coefficient of determination = 0.602. This means that only 60.2 % of organizational commitment is caused organizational culture, emotional

intelligence and training effectiveness while at 39.8% is contributed by other variables not included in the model. The above result is confirmed with qualitative study that the organizational culture, emotional intelligence and training effectiveness showed the same tendency with the results of quantitative research results, which is, to affect organizational commitment. Other 39.8% factors determine the organizational commitment is revealed through qualitative research focus including 1). The decline number of admissions of students in private school. 2). limitations of fund, infrastructures and 3). Government policy regarding governance and school quality improvement

5. CONCLUSION

The findings reveal that there is a positive and significant direct effect between the organizational culture, emotional intelligence and training effectiveness to organizational commitment.

Based on the initial design of the constellation between variables, the results showed that the contribution of organizational culture to organizational commitment is 4.8%, emotional intelligence is 3.9 %, and training effectiveness is 4.2 % indicating the highest individual contribution to the teachers' organizational commitment is organizational culture. However, when combined together and tested jointly contribution of the three variables of organizational culture, emotional intelligence and training effectiveness reaches 60.2 % indicating the contribution of other variables not included in the model to predict on organizational commitment are 39.8 % confirming this model is of moderate goodness. Other researchers wishing to conduct similar studies may include other variables such as leadership and motivation of teachers. The level of teachers' commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice. Thus, the findings of this paper are particularly significant for school leaders as they engage teachers in school initiatives and educational reform, and teachers themselves as they struggle to find a balance between the personal and the professional.

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