



Turnover Intention Among Lecturers According to Their Organizational Commitment

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ABSTRACT

This research seeks to find the effect of three dimensions of organizational commitment, namely affective commitment, continuance commitment, and normative commitment, on the level of turnover intention among private colleges lecturers in South Kalimantan Province, Indonesia. Early prevention of turnover intention is important, because if left unchecked this turnover intention will develop into a real turnover and that is very detrimental to the organization. The population of this study were all lecturers from private colleges in the South Kalimantan Province, namely 1492 lecturers with a sample of 320 lecturers taken proportionally from each private college. Analysis was performed using regression analysis with the SmartPLS application. The results of the study found that affective commitment, continuance commitment, and normative commitment each had a significant negative effect on turnover intention, with affective commitment having the strongest effect. Through this research, private college can understand how to increase their lecturers organizational commitment so that the turnover intention can be reduced.

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ABSTRACT

Penelitian ini berupaya untuk menemukan pengaruh dari tiga dimensi komitmen organisasi, yaitu komitmen afektif, komitmen keberlanjutan, dan komitmen normatif, terhadap tingkat niat pindah dosen-dosen perguruan tinggi swasta yang ada di Provinsi Kalimantan Selatan, Indonesia. Pencegahan sejak dini terhadap niat pindah ini penting untuk dilakukan, karena jika dibiarkan niat pindah ini akan berkembang menjadi perpindahan yang sesungguhnya dan itu sangat merugikan bagi organisasi. Populasi penelitian ini adalah seluruh dosen perguruan tinggi swasta yang ada di Provinsi Kalimantan Selatan, yaitu 1492 dosen dengan sampel sebanyak 320 dosen yang diambil secara proporsional di masing-masing perguruan tinggi swasta. Analisis dilakukan menggunakan analisis regresi dengan aplikasi SmartPLS. Hasil penelitian menemukan bahwa komitmen afektif, komitmen keberlanjutan, dan komitmen normatif masing-masing memiliki pengaruh negatif yang signifikan terhadap turnover intention, dengan komitmen afektif yang memiliki pengaruh paling kuat. Melalui penelitian ini, perguruan tinggi swasta bisa memahami cara meningkatkan komitmen organisasi dari para dosennya sehingga niat pindah dosen bisa diturunkan.



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INTRODUCTION

Various organizations all over the world are currently faced with various challenges, such as increasing competition, changing public tastes, and the emergence of new regulations from the government. All these challenges must be overcome if the organization is to survive. Apart from continuously having to develop and take advantage of the latest technology, an organization must also be able to retain its best employees to face globalization and the increasingly diverse behaviour of the workforce (Chandrashekharan, 2006).

Collectively, the employees of an organization are a source of competitive advantage that is difficult for competitors to imitate (Kuean et al., 2010). This statement must be followed up with increased attention from organizational management to its members, such as the resource development model initiated by Barney (1991) in Kuean et al (2010) that in order for a resource to create a long-lasting competitive advantage for the organization, these resources must create a rare, difficult to imitate, and irreplaceable added value for the organization. The model states that basically not all workers are valuable assets for the organization, but organizations must be smart in retaining their workers who fall into the "valuable to the organization" category.

Basically, a college are also an organization in which there are lecturers and educational staff who play an important role in the development of that college. The increasingly intense competition between college currently requires each college, especially private college, to create a long-lasting competitive advantage. Especially a qualified lecturer. Lecturers who are included in the criteria for resources that are "valuable to the organization" are lecturers who have high education, so that the college does not need to send them away to study anymore, which is very costly and time consuming. Valuable lecturers should also have high functional positions, which means that these lecturers can immediately raise higher education grades without having to wait for several years until the person have sufficient credit scores to obtain a high functional position.

Currently, many colleges, especially private colleges, are "hunting" for lecturers with functional positions of at least expert assistants from other colleges to be offered a transfer to their colleges. This situation forces colleges to be creative in retaining their lecturers by various ways. In addition, colleges must also be able to assess, increase, and maintain the level of loyalty of the lecturer concerned to their organization to make sure that its lecturers will not leave their college even though there are many offers from other colleges.

As one of the province that is developing quite rapidly in Indonesia, South Kalimantan Province has quite several private colleges that compete with each other. Although there are only 3 state universities available, currently there are 25 private college in South Kalimantan



Province with various fields of study, such as economics, law, engineering, health, and education. The number of lecturers also varies, starting from only 5 lecturers, up to 482 lecturers (as shown in Table 1).

Table 1
Numbers of Private College in South Kalimantan Province, Indonesia

No	Type of the College	Numbers
1.	Academy	7
2.	polytechnic	1
3.	Institute	12
4.	Universitas	5
	Total	25

Source: PDDIKTI, 2023

Table 1 shows that most of the private college in South Kalimantan Province are in the form of institutes, which only consist of 1 department. There are 5 private universities that have many departments which certainly have many lecturers. The transfer of lecturers from one private college to another is very possible because many departments are engaged in the same or similar fields of study. Lecturer transfers are also an easy thing to do, because all of these private college are under the auspices of the same institution, namely LLDIKTI Region 11, an institution tasked to supervise private college by Indonesian ministry of education and culture.

Private college lecturers tend to be vulnerable to turnover intention due to several things, such as relatively low salaries, low bargaining power (compared to public university lecturers), and very high dependence on the foundations that founded these colleges (Narimawati, 2007). High turnover intention has the potential to bring various losses to the organization if it is not addressed immediately (Ambrose et al., 2002), especially the possibility that turnover intention will turn into actual turnover (Kim, 2018).

LITERATURE REVIEW

There have been many studies about turnover intention in higher institutions in various countries (Alniaçik et al., 2013; Imran et al., 2017; Kanu et al., 2022; Rathakrishnan et al., 2016; Sultana & Jabeen, 2018). In Indonesia, many researchers have linked turnover intention with various organizational outputs (Islamy, 2016; Kiani et al., 2020; Kristanti et al., 2021; Parashakti et al., 2017), one of which is with organizational commitment (Chalim, 2018; Liando, 2014; Narimawati, 2007; Novitasari, 2020). Even so, not many associate turnover intentions with organizational commitment in a larger scope, such as a city, region, or country, most of which only doing the research in the scope of 1 institution only.

Organizational commitment is one of the strongest factors cause of employee turnover intention (Thatcher et al., 2002) and turnover intention is the main predictor of actual employee turnover (Kim, 2018). High employee turnover will generate a lot of additional costs for the



organization, such as hiring, training, decreased productivity, etc. Findings from a research by (Alkahtani, 2015) also state that high organizational commitment can reduce turnover intention. This condition shows that the organizational commitment of a lecturer needs to be maintained so that his/her desire to move to another college can be reduced.

Organizational commitment can be interpreted as a very strong desire to stay in an organization, work hard according to the wishes of the organization, and are willing to follow the values that exist in an organization (Luthans et al., 2021). The link between organizational commitment and turnover intention is mostly shown in Tett and Meyer's (1993) research which states that employees who are highly committed to their organization are less likely to leave the organization. Kuean, et al (2010) also found similar results, showing that the higher the organizational commitment, the lower the desire of workers to move.

There are 3 dimensions of organizational commitment, namely affective commitment, continuance commitment, and normative commitment (Zurnali & Nadeak, 2010). Affective commitment discusses the psychological connection between an employee and his organization. Previous research by Inanc & Ozdilek (2015) states that academics who have high effective commitment tend to have positive attitudes toward higher education, such as increased job satisfaction and decreased turnover intention. The second one, continuance commitment discusses the sacrifices that must be made if someone leaves the organization. Sometimes workers who feel they want to leave their jobs cancel their intention because they are worried they will not find an equivalent replacement job (Kaplan & Kaplan, 2018). Sanposh (2014) stated that continuance commitment is a commitment of a worker to their jobs based on perceived cost, which ultimately lead to a lower turnover intention. The third one, normative commitment discusses a person's feelings of attachment to his organization which causes him to feel obliged to stay in the organization (Allen & Meyer, 1990). According to Mahal (2012), a normative committed employee tend to feel greater responsibility and expected to stay within their organization, thus reducing turnover intention.

Turnover intention can be defined as a conscious and intentional desire to leave an organization (Tett & Meyer, 1993). Sousa-Poza and Henneberger (2004) state that the desire to leave an organization is a possibility that an individual will change jobs in a certain period of time. Most study about turnover intention focuses on voluntary turnover (Dess & Shaw, 2001; Jeswani & Dave, 2012; T. Hussain, 2012), which means that if someone thinking to changes jobs because they are most likely will be fired by their organization, it is not discussed in this article.

Turnover intention is not the same as the real employee turnover. Intention is an implicit act (Berndt, 1981), meaning that it has not actually been realized and maybe will never be realized. However, the desire to leave the organization is the beginning of true employee turnover. If a job does not meet the expectations of the worker, then the desire to leave the organization may arise. If this continues, the desire to leave this organization will turn into actual employee turnover.

Steers and Mowday (1981) stated that turnover intention is a result of decreased job satisfaction and organizational commitment. The intention to quit a job does not mean that a



person will actually quit his job, but if this condition is left unchecked, a worker will experience a decline in performance and be very vulnerable to job offers elsewhere.

Based on the problems that have been raised, the hypotheses to be tested in this study are:

H1: Affective commitment has a significant negative effect on turnover intention in private college lecturers.

H2: Continuance commitment has a significant negative effect on the turnover intention of private college lecturers.

H3: Normative commitment has a significant negative effect on the turnover intention of private college lecturers.

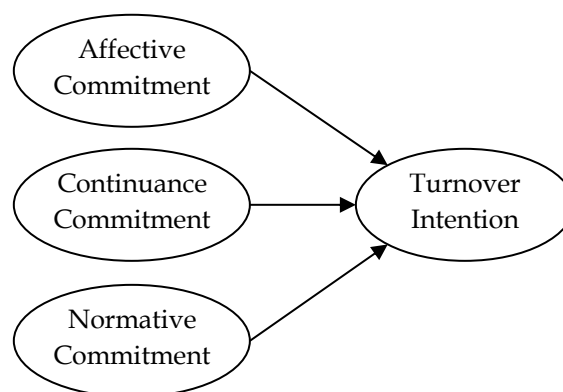


Figure 1
Hypothesis model

RESEARCH METHOD

The population in this study is all permanent lecturers who teach in all private colleges in South Kalimantan Province, with the target population being limited to all non-civil servant permanent lecturers. The lecturers referred to here are teaching staff who have been registered at one of these colleges as permanent lecturers but do not have the status of civil servants. The limitation of the research target population to only non-civil servant private college lecturers was carried out on the grounds that lecturers with civil servant status could not easily move to other college because their placement had been stated by the local LLDIKTI based on the order by the Indonesian Ministry of Education and Culture. Private colleges included in the scope of this research include 25 private colleges with active status in the Higher Education Database of the Ministry of Education and Culture of the Republic of Indonesia in 2023.



Based on the data in Table 1, it is known that the total number of lecturers examined, who are the study population, is 1492 lecturers. Samples were taken by simple random sampling technique with the number of samples following the Slovin formula with 5% error tolerance.

$$n = \frac{N}{1 + N(e)^2} = \frac{1492}{1 + 1492(0,05)^2} = \frac{1492}{4,73} = 315,43$$

or rounded up to 320 samples.

Using proportional random sampling technique, this sample of 320 lecturers was then divided equally among the 25 private colleges studied, as shown in Table 2.

The type of research in this study is correlational research which aims to prove the research hypothesis. This research is a cross sectional study, namely a study that measures all the variables in the same time period. The data needed in this study mainly came from questionnaires distributed to all research samples. Supporting data obtained through literature studies and other secondary sources.

This study examines the effect of 3 independent variables on 1 dependent variable, namely the effect of affective, continuance, and normative commitment on turnover intention. Affective, continuance and normative commitment are measured using indicators from Allen and Meyer (1990), which are each measured by 8 items.

Table 2
Research populations and samples

No	Private College	Population	Sample
1	Akademi Kebidanan Banua Bina Husada	15	3
2	Akademi Kebidanan Bunga Kalimantan	7	2
3	Akademi Keperawatan Pandan Harum Banjarmasin	12	3
4	Akademi Maritim Nusantara Banjarmasin	18	4
5	Akademi Pariwisata Nasional Banjarmasin	14	3
6	AKTEK Radiodiagnostik & Terapi Citra Intan Persada	8	2
7	ASMI Citra Nusantara	18	4
8	Politeknik Hasnur	27	6
9	Sekolah Tinggi Ilmu Ekonomi Indonesia Banjarmasin	46	10
10	Sekolah Tinggi Ilmu Ekonomi Nasional Banjarmasin	29	6
11	Sekolah Tinggi Ilmu Ekonomi Pancasetia	105	22
12	Sekolah Tinggi Ilmu Hukum Sultan Adam	24	5
13	STIA Bina Banua Banjarmasin	27	6
14	STIKES Abdi Persada Banjarmasin	8	2
15	STIKES ISFI Banjarmasin	17	4
16	STIKES Suaka Insan	26	5
17	STIMI Banjarmasin	28	6
18	STKIP Islam Sabilal Muhtadin Banjarmasin	5	1
19	STKIP PGRI Banjarmasin	74	16
20	STMIK Indonesia Banjarmasin	60	13
21	Universitas Achmad Yani Banjarmasin	96	20
22	Universitas Cahaya Bangsa	39	8



23	Universitas Islam Kalimantan M A B Banjarmasin	482	103
24	Universitas Muhammadiyah Banjarmasin	173	37
25	Universitas Sari Mulia	134	29
TOTAL		1492	320

Affective commitment measured with questions about lecturer's expectations to spend their whole careers on the same workplace, the habit of telling positive things about their workplace, seriousness at work, belief that the organization has given its best, familiarity, positive experience, and the sense of belonging at workplace. Continuance commitment mostly measured with questions about how hard and worrisome leaving a job can be. Respondents will be asked about their worry and hardship about changing jobs, disturbances in their lives that would arise if they changed workplace, and how big of a deal changing workplace is. Normative commitment measured with question about how important loyalty and ethics of employees to their workplace. Most of the questions asked will be about how easily lecturers would change jobs if they got a more attractive offer elsewhere, how much they value the loyalty to the workplace, and how much they feel obligated to stay within their workplace.

Turnover intention is measured using the opinion of Pasewark and Strawser (1996), which uses 3 indicators, namely how displeased someone to their job, are there offers from other companies, and whether he has any intention of moving in the near future.

Questionnaires were distributed online to each private college lecturers using the Google form's link. The analysis tool used in this research is SmartPLS to find the validity and reliability of each item that measures organizational commitment, and its effect on turnover intention.

RESULT AND DISCUSSION

Analysis of respondent characteristics are needed to understand the demographics of the research respondents. Of the 320 samples studied, characteristics of the respondents can be shown in Table 3.

Table 3
Respondent Characteristics

No	Characteristic	Total
1		
1.	Gender	
	Male	158
	Female	162
2.		
	Age	
	21 to 30 years old	44
	31 to 40 years old	149



	40 to 50 years old	89
	51 to 60 years old	38
3. Marital Status		
	Single	72
	Married	248
4. Years of Experience		
	Under 1 year	6
	1 to 5 year	42
	6 to 10 year	96
	Above 10 year	176

Based on the characteristics of the respondents shown in table 3, it can be seen that there is no significant difference in the number of lecturers between male and female lecturers. This is because a lecturer is not a gender specific job. Based on age, 74.4% of the lecturers who were sampled for this research were between the ages of 31 and 50 years. This age is the ideal age to work according to the employment system in Indonesia. Because most of the samples studied were adults, it is natural to know that 77.5% of the lecturers who were sampled were already married. Based on their teaching experience, 30% of the sampled lecturers had sufficient teaching experience, namely between 1 to 5 years, and 55% of the 320 sampled lecturers even had more than 10 years of teaching experience. This condition is believed could improve the quality of research results because most of the research respondents are of sufficient age and years of experience to evaluate their commitment to their organization.

Evaluation of the outer model was carried out to determine convergent validity, discriminant validity, and composite reliability to determine the validity and reliability of the research instrument. The results of the analysis show that there are several indicators that have a loading factor of less than 0.5, namely X25, X31, X33, X32, X26, X35, X12 and X37. These indicators need to be removed from this research. Indicators are removed in stages starting from the indicator with the lowest loading factor value and so on until all indicators have a minimum loading factor value of 0.5. If later a new indicator is found whose loading factor value drops to less than 0.5, then that indicator will also be removed.

Table 4
Loading factors of each indicator

	Loading Factor	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X11 <- Affective Commitment	0.611	0.037	16.471	0



X12 <- Affective Commitment*	0.459	0.066	6.941	0
X13 <- Affective Commitment	0.527	0.06	8.783	0
X14 <- Affective Commitment	0.642	0.052	12.377	0
X15 <- Affective Commitment	0.659	0.043	15.343	0
X16 <- Affective Commitment	0.511	0.073	6.978	0
X17 <- Affective Commitment	0.5	0.056	8.89	0
X18 <- Affective Commitment	0.673	0.04	17.004	0
X21 <- Continuance Commitment	0.737	0.034	21.99	0
X22 <- Continuance Commitment	0.805	0.022	35.991	0
X23 <- Continuance Commitment	0.783	0.026	29.704	0
X24 <- Continuance Commitment	0.817	0.026	31.254	0
X25 <- Continuance Commitment*	-0.021	0.094	0.228	0.82
X26 <- Continuance Commitment	0.445	0.08	5.591	0
X27 <- Continuance Commitment	0.612	0.057	10.707	0
X28 <- Continuance Commitment	0.66	0.049	13.356	0
X31 <- Normative Commitment*	0.263	0.1	2.632	0.009
X32 <- Normative Commitment*	0.416	0.091	4.571	0
X33 <- Normative Commitment*	0.271	0.103	2.627	0.009
X34 <- Normative Commitment	0.726	0.049	14.896	0
X35 <- Normative Commitment*	0.458	0.083	5.488	0
X36 <- Normative Commitment	0.669	0.056	12.017	0
X37 <- Normative Commitment*	0.484	0.072	6.682	0
X38 <- Normative Commitment	0.629	0.074	8.5	0
Y1 <- Turnover Intention	0.736	0.066	11.088	0
Y2 <- Turnover Intention	0.533	0.142	3.745	0
Y3 <- Turnover Intention	0.702	0.101	6.962	0

*Removed from this research

Based on the data on the loading factor in Table 4, several indicators must be removed because they have a loading value that is too low (lower than 0,5), which means that the indicator is not a valid indicator to be used to measure its variables. Affective commitment variable removes 1 indicator, that is X12, Continuance commitment variable also removes 1 indicator, that is X25, and normative commitment variable must remove 5 indicators, namely X31, X32, X33, X35, and X37, leaving only three indicators used. No indicator is removed on turnover intention variable, so there are still 3 indicators used. In the end, only 19 indicators that passed the valid convergence test.

After that, the discriminant validity test is carried out to ensure that there are no indicators that have a loading factor that is too strong with variables other than the variable it measures. The results of the cross-loading analysis in Table 5 show that there are no indicators that fall out of the group, so that all indicators pass discriminant validity. All indicators are also declared reliable because they all have a composite reliability value above 0.6, as shown in Table 6.



The results of the influence test between affective commitment, continuance commitment, and normative commitment on turnover intention show a significant p value at a standard error of 5%. This means that these three types of organizational commitment have a significant influence on turnover intention. Adjusted R Square value of 0.501 shows the influence of the three organizational commitment variables together on turnover intention, while the path coefficients show the effect of each variable on turnover intention.

Table 5
Cross-loading factors of each indicator

	Affective Commitment	Continuance Commitment	Normative Commitment	Turnover Intention
X11	0.599	0.461	0.186	-0.44
X13	0.521	0.151	0.177	-0.182
X14	0.696	0.563	0.131	-0.472
X15	0.657	0.215	0.286	-0.409
X16	0.521	0.123	0.083	-0.212
X17	0.517	0.247	0.209	-0.364
X18	0.69	0.237	0.372	-0.348
X21	0.481	0.741	0.252	-0.444
X22	0.428	0.814	0.215	-0.464
X23	0.424	0.785	0.154	-0.485
X24	0.532	0.816	0.194	-0.516
X27	0.144	0.613	0.217	-0.329
X28	0.23	0.662	0.099	-0.377
X34	0.299	0.154	0.816	-0.249
X36	0.191	0.166	0.871	-0.389
X38	0.372	0.296	0.627	-0.246
Y1	-0.594	-0.415	-0.407	0.717
Y2	-0.166	-0.311	-0.067	0.556
Y3	-0.325	-0.452	-0.196	0.716

Table 6



Composite reliability test

	Composite reliability (rho_c)
Affective Commitment	0.799
Continuance Commitment	0.879
Normative Commitment	0.819
Turnover Intention	0.704

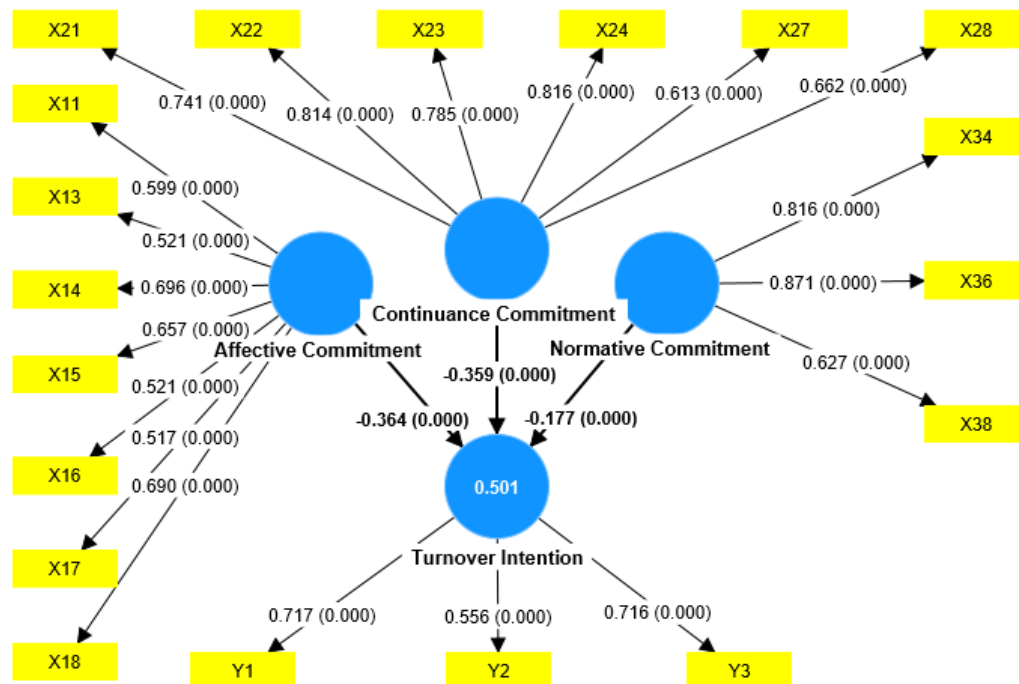


Figure 2
Graphical Output

Through Figure 2 it can be seen that all three variables of organizational commitment have a significant negative effect on turnover intention, which means that the higher the organizational commitment of a lecturer, the lower the turnover intention. The strongest indicator in determining affective commitment is the X14 indicator, namely the belief that it is difficult to find another workplace that is able to provide the same comfort as the current workplace. The strongest indicator in determining continuance commitment is the X24 indicator, namely the number of problems that will arise as a result of leaving the current job. The strongest indicator that determines normative commitment is the X36 indicator, namely the belief in an employee about the importance of loyalty to the organization.

The variable that has the greatest influence on turnover intention is affective commitment, followed by continuance commitment and the one with the smallest effect is normative commitment. This finding shows that Hypotheses 1, 2, and 3 which respectively state that affective, continuance and normative commitment negatively influence turnover intention are all declared accepted.

The first finding of this study is that affective commitment influences turnover intention. Affective commitment is basically a worker's sense of belonging to his workplace, which then



creates self-identification with his organization (Mowday et al., 2016) This commitment, if nurtured accordingly, will ultimately create various positive outcomes for the organization, one of which is low turnover intention. The findings from this study support the findings of Rhoades et al (2001) which state that affective commitment is closely related to turnover intention because when lecturers feel that the organization cares about their lecturers, their turnover intention decreases. For private college lecturers, the feeling of being comfortable while working is a very important factor in determining the sense of belonging in their institution. The job as a lecturer is a job that is categorized as respectable, so this creates a high sense of belonging to the organization.

Apart from affective commitment, other commitments that also have a significant negative effect on turnover intention are continuance commitments. This finding is in line with the findings of many other researchers (Kuhail et al., 2020). For lecturers, moving to another private colleges is not an easy job. Lecturers must adapt to the various rules that exist in the new place. For lecturers with relatively high functional positions, finding other campuses that are willing to accept them is actually not difficult, but requires a lot of sacrifice from the lecturer. In the process of moving homebase, the various incentives normally received by lecturers were hampered, such as functional incentives and lecturer certification incentives. Based on the results of this study, many lecturers love their college because they feel that it is unlikely that other colleges will be able to provide comfort, incentives and facilities as good as what they have received at this time. In fact, even though the average income of private college lecturers is relatively low, many of them feel that other private colleges are not necessarily able to provide a better income.

The results of this study indicate that normative commitment also needs attention from the organization. Although not as strong as the other two commitments, normative commitment was also found to have a significant negative effect on turnover intention. When discussed from a normative perspective, lecturers feel that staying in a college that used to accept them is a form of gratitude towards the college. This behaviour is in line with the eastern countries culture which highly uphold compliance with local culture and rules (Brislin, 1993). How a lecturer realizes his social responsibility by being loyal to his organization is eastern culture which makes normative commitment negatively affect turnover intention (Yao & Wang, 2006). As someone with a high education, lecturer has learned a lot about the importance of loyalty for an employee. Therefore, normative commitment makes a lecturer want to stay on his college, even though there are more attractive offers from other colleges. To achieve this, the organization must try to obtain many achievements, so that working on this college becomes a matter of pride for its lecturers.

The findings from this research can be utilized by colleges to better understand how to retain their lecturers. In the midst of increasingly fierce competition between higher institutions, qualified lecturers are a very valuable asset, because lecturers are agents of change (Kusters et al., 2023), which means that lecturers are able to create significant changes for their organization. Through qualified lecturers, colleges can obtain various benefits, such as improving the quality of teaching and learning, increasing the number of students, and higher rankings in among other institutions. One of the efforts that can be made by colleges so that



their lecturers feel comfortable working there is to create a high commitment from a lecturer to his organization. One factor that can be prioritized for attention is creating a sense of comfort at work. Lecturers need to be given freedom in determining how to teach their student. Colleges also need to facilitate lecturers in developing their careers and abilities, such as sending lecturers to various trainings, and facilitating lecturers who wish to attend seminars, conferences, and publication of scientific articles both domestically and internationally. In addition to creating a sense of comfort at work, universities also need to make lecturers feel they have an emotional bond with the college, so that even though there are better job offers elsewhere, he will remain in the organization.

CONCLUSION AND SUGGESTIONS

The findings from this study further emphasize the importance of organizations to pay attention to the organizational commitment of their members to reduce turnover intention, as well as prevent the occurrence of various problems that arise from the high turnover intention. Affective commitment in private tertiary institutions needs to be increased by trying to make lecturers love the organization more, so there is no intention to move to another college. This increase in love can be done through various awards and facilities so that their sense of belonging will increase. Sustainability commitment also needs to be considered, namely by encouraging the career development of lecturers, because the higher the lecturer's career at a private college, the more difficult it is for the lecturer to move to another campus as it requires a lot of sacrifice. Normatively, lecturer commitment can also be maintained by increasing the achievement of the college, so that working there can continue to be a source of pride for a lecturer.

Like many other studies, this research is not without limitations. The most striking limitation is the number of indicators of normative commitment that must be excluded from the study because they do not meet the validity and reliability standards of the instrument. This situation is feared to reduce the accuracy of the measurements that have been made. The Adjusted R Square value of this study is also not too high, so it is important for future researchers to add various other variables so that the predictive ability of the analysis results can be improved.

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