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Article Reviews

The Role of Transformational Leadership in Increasing Career Commitment in Lecturers at Private Universities: Literature Review

Sayidah Aulia Ul Haque[1]*, Eko April Ariyanto[1], Koko Sri Mulyo[1], Fendy Suhariadi[1]
[1]Postgraduate School Universitas Airlangga, Indonesia

Abstract

This study aims to determine the transformational leadership role of rectors or academic leaders towards increasing the career commitment of lecturers, especially in private universities. So far, especially on private campuses, career commitment related to academic rank management is very low, even though through this academic rank level can describe the quality of the learning process. To obtain an overview of the role of academic leadership in improving the career of lecturers, this study uses a review of the current literature. This literature review shows several factors influencing career commitment, including career mobility, work commitment, personality, self-esteem, and stigma. So that low career commitment in private universities cannot always be solved only by applying certain leadership patterns. However, on the other hand, this transformational leadership, in some cases, can improve the implementation of better campus governance, create comfort for academic staff, maintain worker motivation and encourage academic service innovation.

Keywords *Transformational Leadership, Career Commitment*

INTRODUCTION

Lecturers are professional educators and scientists whose job is to transform, develop and disseminate science, technology and art through education, research and community service. To be able to realize this task, lecturers must have the ability and qualifications that meet the requirements of the law; these requirements include educational level requirements, recognition as professional staff as evidenced by educator certificates and the acquisition of academic positions such as expert assistant, lecturer, head lecturer and professor. Therefore, a lecturer is said to have carried out his profession when he has fulfilled the *tridharma* activities, including educational, research, and community service activities. Each activity that has been carried out then receives recognition or assessment to determine whether the lecturer has sufficiently fulfilled his *tridharma* duties or not.

Assessment of lecturer *tridharma* activities consists of 2 (two) types. The first is an assessment oriented towards fulfilling the lecturer's workload (BKD) and an assessment oriented towards credit scores (AK). Assessment for lecturer workload (BKD), a lecturer must meet performance requirements equivalent to 16 credits. The calculation is a maximum of 12 credits for educational activities, 2 credits for research activities, 1.5 credits for community service and 0.5 credits for supporting activities. As for the credit score, the fulfilment calculation is based on the functional position level. For the lowest level, namely an expert assistant to a lecturer, someone needs to collect a minimum of 150 credit points; to become a lecturer, someone needs 200-300 credit points; someone needs 400-500 credit points to become a professor, and to become a professor, someone needs a minimum of 850 credit points.

Lecturer performance assessments carried out by the government through sister applications for BKD and Siladikti for credit scores have different implications. Fulfilment related

to the lecturer's workload will provide guarantees for the lecturer to obtain professional allowances as a professional lecturer, while the acquisition of scores on the credit score will determine the functional position level of the lecturer. For example, for someone who has a functional position as a professor, then according to article 56 of Law No. 14 of 2005, the government provides an honorary allowance appointed by the Higher Education unit equivalent to 2 (two) times the basic salary. Apart from that, these lecturers can also serve as promoters for doctoral school students (S3), become examiners at open sessions and become academic senates.

When a lecturer reaches a level of rank starting from expert assistant, lector, head lector to the highest peak is a professor, actually, the lecturer has carried out a good career path. Several studies have been conducted to obtain an overview of this interest or career. Among them is research by Ratiah et al. (2019) regarding the interest in taking care of functional positions and educator certification (*serdos*) among private lecturers. The results of the study showed that there was no time preference between serdos and *non-serdos* lecturers. There was also evidence that the older the age, the higher the opportunity to take care of academic functional positions (JFA) and serdik. Research on careers was also written by Auleto, (2021) and Abraham (2020). The author found evidence that regional policies determine a teacher's initial career, this experience will ultimately determine a teacher's satisfaction and their commitment. Besides that, there is also evidence that organizational factors play a role in the career achievement of a teacher. Other research shows that an educator's background influences different career targets (Coope, 2023; Crowe, 2022).

The high career commitment of lecturers, especially to take care of functional positions up to professors, can ideally be done. Lecturers can plan their career achievements to become their main professors by publishing research articles in internationally reputable journals. Even with the obligation to fulfil the performance of the *tridharma*, lecturers certainly have research performance that has implications for fulfilling their credit figures. However, this condition does not always occur for all lecturers in each institution.

Various factors certainly cause this low career commitment. One actor who may have the cause of this low career commitment is leadership problems. It is based on the high role of leadership in an organization. Through qualified leadership, the organization's vision can be developed, the potential of human resources can be aligned with the organization's vision through good communication, and motivate and empower employees by fulfilling the basis needed by employees (Kotller in Luneburg, 2011).

One popular leadership approach that has been widely researched since the early 1980s is the transformational approach. Transformational leadership is part of the leadership paradigm that places a lot of emphasis on a leader's charismatic and affective elements. Bass and Riggio (2006) suggest that the increasing trend of transformational leadership approaches may be due to the emphasis on intrinsic motivation and development for followers that are in accordance with organizational needs, including the attitude of leaders who can inspire and empower followers to achieve success. Therefore, this study will examine the role of transformational leadership, especially rector leadership, in increasing the career commitment of lecturers at private universities.

LITERATURE REVIEW
Theory Framework
The logic of this relationship is built on London's career motivation model (1983), which provides a rationale for understanding studies of employee career motivation. This framework consists of three components, namely: a). individual characteristics, b). situational characteristics, and c) career decisions and behaviour. In addition, the theoretical constructs are also built with

reference to the theory presented by Patton and McMahon (1999) regarding the system theory framework of career development. The theory describes how several interrelated systems collectively impact individual career development. The system in question is as follows: first, an individual system consisting of age, skills, health, gender, ethnicity, beliefs, interests and skills. Second, the social system includes the workplace, community groups, educational institutions, family and peers. Third, the community-environmental system includes social status, economy, labour market, geographic location, politics and historical trends. This theory is relevant for understanding a lecturer's career commitment because this theory accommodates various systems, which will certainly have a significant influence.

Transformational Leadership

Transformational leadership is a research focus that has been widely researched, from 1957 to 2023 there have been 8,915 published articles on Scopus about this variable. Transformational leadership is defined as a leadership style that helps someone have high motivation to achieve the expected career (Burn, 1978). Another opinion was put forward by Diaz-Saenz (2011) that transformational leadership is a process in which a leader encourages group or organizational performance beyond expectations based on a strong emotional attraction with his followers combined with a collective commitment to higher moral development. This transformational leadership emphasizes emotional inspiration, symbolic aspects and leadership influence (Bono & Ilies, 2006). This leadership involves followers, inspires followers, and is committed to realizing an organization's shared vision and goals, challenges followers to become innovative problem solvers, and develops leadership capacity through various forms of training, mentoring with various challenges and support.

As one of the predictors of an organization's progress, leadership style ultimately plays an important role, even though each style will have a different influence or effect. Each leadership style will encourage the behaviour of staff or members of the organization to work for organizational goals. The behaviour shown by the leader through his leadership style can strengthen staff commitment to the organization (Nordin, 2012). Leadership style is believed to bring certain values through the behaviour shown by an academic leader, so this leadership style will determine organizational performance, especially the performance of private campuses (Nasir, 2014).

If we look closely at the recent development of private campuses, we can map out some of the main issues related to tridharma. First, private campuses are faced with the transformation of learning, and educational patterns due to the covid 19 pandemic. Current learning can not only be done offline but must also facilitate online learning. For this reason, online learning supporting infrastructure must be the main focus to be prepared. Second, demands on private campuses to fulfil performance in accordance with higher education accreditation standards from BAN-PT and LAM-PT.

One proof of the low management of rank occurs in our college as a private university. We found that the average data for lecturers managing ranks in 2021 was only around 4.07%, while in 2022, there had been an increase to 11.87%. Even though it seems to show a significant increase, if one looks at the lecturers' needs to fulfil their credit score performance, this is still far from ideal. On average, our lecturers who take care of ranks need up to 5-6 years to fulfil their performance. Our lecturers still have never taken care of rank even though their performance has been 27 years.

The impact of the low level of rank management is that the ratio of lecturers to professors is very small. Based on the standards set by the national higher education accreditation body (BAN-PT), the minimum requirement for a lecturer-to-professor ratio is 15%. However, the institution was only able to obtain a ratio of 3% between the number of lecturers and their professors. The small ratio obtained will have implications for obtaining accreditation status determined by the

government.

This condition, as described in our private campus, is evidence of the low commitment of lecturers to their careers. Career commitment is part of the commitment construct from work. One important thing from work and career commitment is a person's dedication to their career, profession and work. Strong career commitment from individuals will focus more on the self-development of employees at work. (Blau, 1985). This career commitment is an important construct practically because it has a relationship with skill development, its role in building strong professional relationships and its contribution to the perceived meaning and continuity of one's career (Colarelli & Bishop, 1990). Research on career commitment was first initiated by Hall's (1971). According to Hall (1971), career commitment differs from work and organizational commitment. Through this career commitment, we can also find out how a person has the drive to work, which affects his organization.

Career Commitment

Research on this career has been carried out a lot, but it is not very specific on how career commitment is influenced. One of the studies on careers that can be assumed as a predictor that influences a person's career is conducted by Dlouhy (2018); one's career depends on the extent to which one's career mobility is built. Someone who has career mobility in the workplace will have a major influence on one's career. On the other hand, Paluch (2022) provides a different picture of a person's career. His research proves that the initial recruitment process is a matter of concern. When the organization provides information about a clear career environment, a person will adjust his efforts to fulfil the career environment. The core organization here must be able to become more flexible and attractive to provide opportunities for one's career development.

In addition to various external factors that influence one's career commitment, internal factors seem to influence this career commitment. Research conducted by Orkibi (2016) shows evidence that a person's personality influences commitment to his career; a more artistic personality will also prevent burnout in one's career commitments. Orkibi's findings (2016) are corroborated by research conducted by Kusluvan (2022) that a person's career commitment will be influenced by occupational self-esteem and occupational stigma. Job stigma has a negative effect on work commitment and has an indirect impact by first influencing the job self-esteem variable. Meanwhile, job self-esteem has a positive effect on career commitment and becomes a mediator between job stigma and one's career commitment. Internal factors related to individual personalities, such as motivation, psychological adjustment and individual behaviour in a cultural context, support the stability of career commitments (Xiang et al., 2023).

RESEARCH METHOD

This study was conducted using a literature review approach. Various literature is obtained through articles published in reputable publishers between 2006, 2012, 2016, 2018, 2022 and 2023. The literature from this journal is then combined with theories sourced from books. Furthermore, the various articles obtained are combined with existing research results to obtain conclusions and answer the problems raised.

FINDINGS AND DISCUSSION

Low career commitment at private universities cannot always be solved only by applying transformational leadership patterns. Nevertheless, the likelihood of successfully encouraging a change in commitment will likely be even greater. Lecturers want leaders to be able to provide support, motivation, and intellectual stimulation to improve better performance. Through transformational leadership, the organization's quality of service can be more acceptable (Ahmad

et al., 2017). To create increased lecturer career commitment, an academic leader needs to translate the transformational dimensions of leadership into more realistic work programs (Ahmad et al., 2017).

The transformational dimensions of leadership include idealized influence (II): leaders show good examples and are respected; inspirational motivation (IM): inspiring leaders to achieve higher goals and emotional support; intellectual stimulation (IS): leaders challenge creative thinking and develop their abilities; Individualized consideration (IC): the leader provides attention and fulfilment of needs (Burn, 1978). Implementing this leadership style on the idealized influence dimension is reflected in the disciplinary attitude of campus academic leaders, the compliance of academic leaders to set an example when managing functional positions to professors (GB), and behaving consistently with every rule. In addition, in the Inspirational Motivation section, our leaders can provide direction at any time and concrete examples of activities to meet campus performance targets.

Transformational leadership implemented in campus governance makes academic staff feel comfortable, work with maintained motivation, and able to create academic service innovations, which ultimately encourages the decline of academic staff to change workplaces (turnover). The right leadership style will create a smaller risk of conflict between leaders and subordinates so that the intention of turnover can be suppressed (Sulamuthu, 2018). Talent development through consistent long-term programs will encourage innovation and strategy development to ensure output results in accordance with organizational provisions (Onyango, 2015).

CONCLUSIONS

Transformational leadership that is implemented in the administration of campus governance makes our academic staff feel comfortable, work with maintained motivation, can create academic service innovations, which in turn encourages the decline of academic staff to change jobs (turnover). The right leadership style will create a smaller risk of conflict between leaders and subordinates so that the intention of turnover can be suppressed (Sulamuthu, 2018). When academic staff choose a career as a lecturer, transformational leadership must also have the ability to develop talent.

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