Relationships between Organizational Culture and Lecturers' Commitment in Private Universities of Thailand

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Abstract

The main purpose of this study was to diagnose the organizational life cycle, organizational culture and lecturers' commitment to private universities of Thailand. The researcher conducted a diagnosis in each area and proposed a program of appropriate organizational development intervention to address the symptoms in each area. The study was conducted by using the opinionnaire and the interview forms to collect data during the last week of May 2018 from three selected private universities in Thailand. There were 300 lecturers who were drawn for this study. Data collected through the opinionnaires were analyzed by demographic statistics, mean and standard deviation. It was found that the three selected universities were at maturity stage, but the respondents did not state clearly about the performance and normal problems during this stage. There was a clear understanding that organizational culture in the private universities was understood well among the lecturers, but they did not understand how to achieve the objectives. (Is this the author's intention - "objectives"?) and how much the organizational culture affected their commitment. The respondents also showed a high level of commitment to their universities. even though the universities' performances were imperfect.

Keywords: organizational culture, lecturers' commitment, private universities

Introduction

There is a common problem in private universities. According to United Nations Organization for Education, the turnover rate of lecturers is relatively high, which is 9.3 %. Due to the special occupation of the teacher, the work is continuous, so the lecturers' high turnover rate is not good for student learning, student development, and universities progress. On the other hand, the turnover rate is high, so the human resource department needs to recruit the new lecturers often which is very costly for the universities, according to "the true costs of turnover" of Turnover (Arbabisarjou Azizollah, Farhang Abolghasem, & Dadgar Mohammad Amin, 2016). When accounting for the costs (both real costs, such as time taken to select and recruit a replacement, and opportunity costs, such as lost productivity), There are both direct and indirect costs. Direct costs relate to the leaving costs, replacement costs and transitions costs, and indirect costs relate to the loss of production, reduced performance levels, unnecessary overtime and low morale. The true cost of turnover is going to depend on a number of variables including ease or difficulty in filling the position and the nature of the job itself. Estimating the costs of turnover within an organization can be a worthwhile exercise, especially since "turnover costs" are unlikely to appear in an organization's balance sheets. Some of the direct costs can be readily calculated, while the indirect costs can often be more difficult to determine and may require "educated guesses." Nevertheless, calculating even an idea of the total expenses relating to turnover can spur action planning within an organization to improve the work environment and reduce turnover. So by doing this research, find some ways to solve the high turnover problem.

Objective

1. To identify the stage of organizational life cycle of selected universities

2. To conduct diagnosis of the universities focusing on organizational culture and lecturers' commitment

3. To find out relationships between organizational culture and the lecturers' commitment of the universities.

Literature review

This topic presents the review of related literature on the area of private universities, organizational life cycle, organizational culture, and organizational lecturers' commitment, which are described as follow:

1. Managing private university

Private universities are typically not operated by governments, although many receive tax breaks, public student loans, and grants. Depending on their location, private universities may be subject to government regulation. Most private universities are non-profit organizations. At present, there are total 38 private universities around the country. The lists of those universities are shown in Figure 1 below.

	University	Nick	Founded	Age
1	University of the Thai Chamber of Commerce	UTCC	1940	78
2	Huachiew Chalermprakiet University	HCU	1941	77
3	Asia-Pacific International University	AIU	1947	71
4	**Krirk University**		**1952**	**66**
5	Bangkok University	BU	1962	56
6	Siam University	SU	1965	53
7	Dhurakij Pundit University	DPU	1968	50
8	Assumption University	AU	1969	49
9	Sripatum University	SPU	1970	48
10	Payap University		1974	44
11	**South-East Asia University**	**SAU**	**1976**	**42**
12	Christian University	CTU	1983	35
13	Vongchavalitkul University	VU	1984	34
14	Rangsit University	RSU	1985	33
15	The University of Central Thailand	TUCT	1986	32
16	Kasem Bundit University	KBU	1987	31
17	North Eastern University	NEU	1988	30
18	Saint John's University	SJU	1989	29
19	Mahanakorn University of Technology	MUT	1990	28
20	Asian University		1993	25
21	Ratchathani University	RTU	1993	25
22	Chaopraya University	CPU	1995	23
23	Stamford International University	STIU	1995	23
24	**Eastern Asia University**	**EAU**	**1996**	**22**
25	Hatyai University	HU	1996	22
26	Rattana Bundit University	RBAC	1997	21
27	Western University	WTU	1997	21
28	Fatoni University	YIU	1998	20
29	Thonburi University	ThonburiU	1998	20
30	North Chiang Mai University	NCU	1999	19
31	Pathumthani University	PTU	1999	19
32	Shinawatra University	SIU	1999	19
33	The Far Eastern University	FEU	1999	19
34	Webster University Thailand	WUTC	1999	19
35	The Eastern University of Management and Technology	UMT	1999	19
36	North Bangkok University	NBU	2001	17
37	Bangkokthonburi University	BTU	2002	16
38	E-sarn University	ESU	2002	16

Figure1: List of private universities in Thailand

Note. From *List of private universities in Thailand*, by Office of the Higher Education Commission, 2011, Retrieved from http:// www.asef.org

2. Organizational culture

Organizational culture is embedded in everyday working lives of all culture members. Organizational culture was very popular topic in America 20 years ago; the idea of organizational culture serves to provide a basis for understanding the difference that may exist between successful companies operational culture (Schein, 1990), over the world, those famous companies build very strong organizational culture.

The process-oriented approaches view organizational culture as a continuous recreation of sharing meaning (Roskin, 1986). Typically represented by Schein's model (1990), organizational culture is defined as a pattern of basic assumptions that a group has invented, discovered of developed in learning to cope with its problem of external adaptation and internal integration, and that have worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problem (Schein 1990, p. 111). In this research, viewed culture as comprising six aspects: vision statement, mission statement, values in organizations, belief in organizations, norm statement and assumptions statement. Even different studies had different definitions of organizational culture, but they tend to contain certain common themes. For example: culture represents the values, beliefs, and expectations shared by its members, culture exerts pressure on its members to conform to shared codes,

and culture shapes people's behaviors. To stay competitive, organizations need to understand not only the importance of creating a strong organizational culture, but how to actually create one. Although each culture is unique to the organization it represents, there are still a few common key elements found in every great culture, shown as figure 2 below.

Core Beliefs	Values	Fears	Behavior Norms	Infra-Structure
Core beliefs are patterns of success that develop over time.	Values are the positive results that flow from the core beliefs.	Fears are the negative consequences that will happen if core beliefs are ignored.	Values and fears combine to form the boundaries of normative behavior.	Infrastructure is developed to institutionalize behaviors as the "way we do things around here!"
CHAMPIONS	**TENACITY RISK TAKING**	**MANAGEMENT MEDIOCRITY**	**IGNORE EXAGGERATE**	**REWARDS PLANNING**

Figure 2: Elements of organizational culture

Note: From Organizational culture: Can it be a source of sustained competitive advantage, by Jay B. B, 1986, *The Academy of Management Review,* 11(3), pp. 656-665.

3. Lecturer's commitment

In the study of organizational behavior, lecturers' commitment is the lecturer's psychological attachment to the organization. It can be contrasted with other work-related attitudes, such as job satisfaction (a lecturer's feelings about their job) and organizational identification (the degree to which a lecturer experiences a 'sense of oneness' with their organization).

Organizational scientists have developed many definitions of organizational commitment, and numerous scales to measure them. Exemplary of this work is Meyer & Allen's model of commitment, which was developed to integrate numerous definitions of commitment that had proliferated in the research literature. According to Meyer & Allen (1991, p.439) the three-component model of commitment, prior research indicated that there are three "mindsets" which can characterize a lecturer's commitment to the organization. Lecturer commitment can take different forms.

As a result it is often seen as a human resource variable which is difficult to define. The context, direction and development of commitment, as well as the extent to which commitment influences behavior can result in confusion and debate. Here are some definitions of commitment in different contexts:

1. Connection to a goal. Being bound to a goal or the determination in respect of a goal, regardless of the origin of the goal, believing in a goal and wanting to achieve it also reflects a certain degree of commitment.

2. Connection to an organization. A psychological state that binds an individual to the organization, as a result lecturers are more loyal to an organization and less likely to leave it.

3. Connection to a job. The probability that someone continues to work in that job and feels psychologically bound to it, this is regardless of whether it is fulfilling or not.

4. Attitude towards their work. The attitude

towards the lecturer's work comprises two dimensions. They are:

4.1 Affective attitude: Affective attitude relates to how much lecturers want to stay at their organization. If a lecturer is affectively committed to their organization, it means that they want to stay at their organization. They typically identify with the organizational goals, feel that they fit into the organization and are satisfied with their work. Lecturers who are affectively attitude feel valued, act as ambassadors for their organization and are generally great assets for organizations.

4.2 Normative attitude: Normative attitude relates to how much lecturers feel they should stay at their organization. Lecturers that are normatively attitude generally feel that they should stay at their organizations. Normatively attitude lecturers feel that leaving their organization would have disastrous consequences, and feel a sense of guilt about the possibility of leaving.

Conceptual Framework
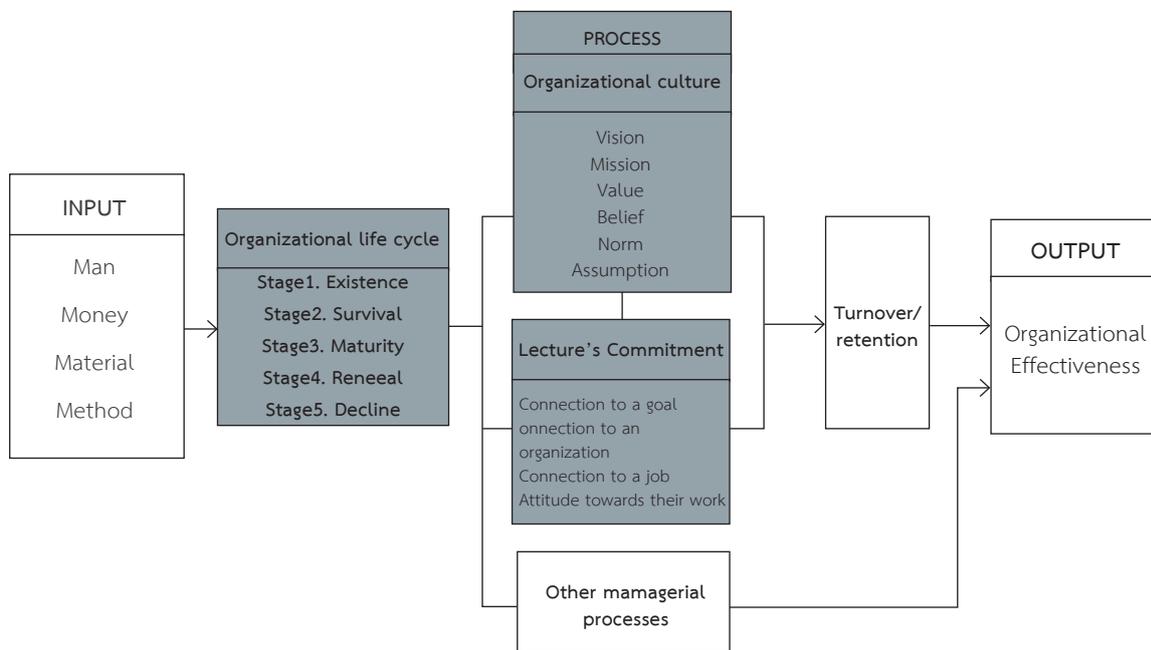
Population and sample

Due to the establishment time, the researcher reviews three universities as the representative of three groups. First Group: Established time < 26 years which are 19 universities. Second Group: Established time 27 ~ 51 years which are 13 universities. Third Group: Established time >52 years which are 6 universities. The target samples are the representatives of top management team from three universities and 300 lectures from selected three universities.

The sampling design is shown in figure 3 below.

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┌──────────────┐
│    Total     │
│  Population  │
└──────────────┘
┌──────────────────┐  ┌──────────────────┐
│ Top management   │  │   Lecturers      │
│ Team 95 person   │  │  1380 person     │
└──────────────────┘  └──────────────────┘
┌──────────────────┐  ┌──────────────────┐   ╭──────────────╮
│ Top management   │  │   Lecturers      │←──│ Semple Size  │
│ Team 10 person   │  │  300 person      │   ╰──────────────╯
└──────────────────┘  └──────────────────┘
╭──────────────╮  ┌──────────────┐  ┌──────────────┐   ╭────────────────────╮
│ Make an      │→ │ Respondents  │  │ Respondents  │←──│ Contact HR to      │
│ appointment  │  │  10 person   │  │  300 person  │   │ distribute         │
│ in advanced  │  └──────────────┘  └──────────────┘   │ opinionnaire to    │
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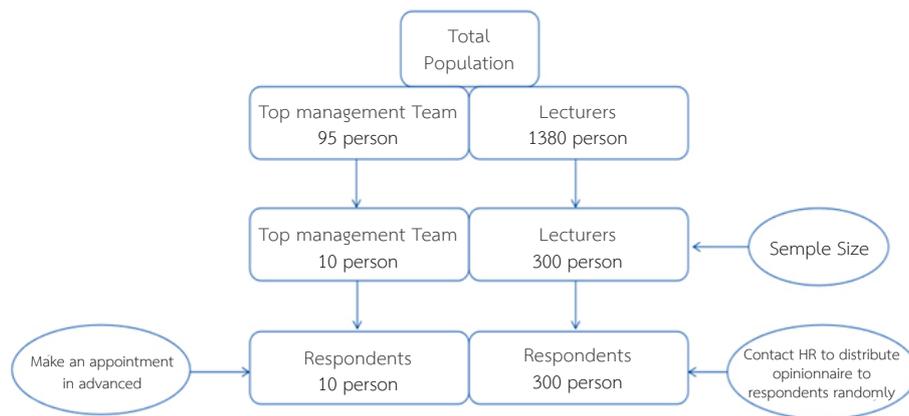
Figure 3: Population and sampling design

Research tools

The research instrument was the opinionnaire and it was used for data collection. The opinionnaire consisted of 5 items of demographic characteristics and 32 questions with 4 rating scales of organizational culture and lecturers' commitment. The content and structural validity were determined with Item Objective Congruent (IOC) by 3 experts in the aspects of educational administration. Another research instrument was interviewer guide, the researcher conducted formal interview to top management team and follow the interview guide. The main topics are the understanding of organizational culture and lecturers' commitment.

Data collection

Opinionnaire: The opinionnaires explain personally in Thai to the Human Resource Officers. The respondents are requested to hand in the opinionnaire to Human Resources Officers within three days after they receive the opinionnaire from Human Resources Officers. The researchers collected all the opinionnaires from Human Resources department.

Interview: The formal interview with lecturers will be conducted outside of universities after the working hour. The researcher also conducts the informal interview with the current lecturers during lunchtime and observes the lecturers' behaviors during working time.

Statistical analysis

1. The descriptive statistics were used that included frequency, percentage, mean and standard deviation. The rating for explanation of level of organizational culture and lecturers' commitment as below table:

Arbitrary Level	Descriptive Rating
1.00 - 1.74	Strongly Disagree (SDA)
1.75 - 2.49	Disagree (D)
2.50 - 3.24	Agree (A)
3.25 - 4.00	Strongly Agree (SA)

2. The inferential statistics used was "Pearson's Correlation" analysis.

3. The interview analysis was content analysis.

Results

The results of this study implemented with 3 selected private universities with 296 respondents were as following:

Table 1

Respondents' personal information clarified by age, gender, marital Status, educational level, and years of working

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 Years	81	27.0	27.4	27.4
	31-40 Years	147	49.0	49.7	77.0
	41-50 Years	36	12.0	12.2	89.2
	51-60 Years	21	7.0	7.1	96.3
	Over 60 Years	11	3.7	3.7	100.0
	Total	296	98.7	100	
Missing	System	4	1.3		
Total		**300**	**100.0**		
Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	66	22.0	22.3	22.3
	Female	230	76.7	77.7	100.0
	Total	296	98.7	100.0	
Missing	System	4	1.3		
Total		**300**	**100.0**		
Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	116	38.7	39.2	39.2
	Single	152	50.7	51.4	90.5
	Widow	28	9.3	9.5	100.0
	Total	296	98.7	100.0	
Missing	System	4	1.3		
Total		**300**	**100.0**		
Educational Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master	212	70.7	71.6	71.6
	Doctor	84	28.0	28.4	100.0
	Total	296	98.7	100.0	
Missing	System	4	1.3		
Total		**300**	**100.0**		

Table 1 (Cont)

Respondents' personal information clarified by age, gender, marital Status, educational level, and years of working

		Frequency	Percent	Valid Percent	Cumulative Percent
			Year of Working		
Valid	1-3 Years	105	35.0	35.5	35.5
	4-6 Years	106	35.3	35.8	71.3
	7-9 Years	44	14.7	14.9	86.1
	Over 9 Years	41	13.7	13.9	100.0
	Total	296	98.7	100.0	
Missing	System	4	1.3		
Total		300	100.0		

In these 296 respondents, the majority ranges were between 31 years to 40 years which was 49% of all respondents; there are 66 male, and 230 are female. The major of respondents were female, which was 76.7% of total respondents; there are 152 single, 116 are married, 28 widowed. In this three selected universities most of respondents were master degree, which were 70.7%, and the majority group of population consisting of 106 respondents or 35.3% whose year of working was 4-6 years follows by 105 respondents or 35% whose year of working was 1-3 years. There were 44 respondents in 7-9 years, accounting for 14.9% of the total, and the rest were 41 respondents working over 9 years, accounting for 13.9% of the total.

The results of organizational life cycle were that the organization was at stage of maturity even there were differences among their establishment time. Based on the interview and content analysis, most respondents thought the organization was on the way of maturity, but the respondents did not state clearly about the performance and normal problems during this stage.

Table 2

Results of Perception on Organizational culture

	N	Mean	Std. Deviation
Organization provides clear purpose	296	1.84	.768
Organization provides clear direction	296	1.88	.900
Goals set by the management are achievable.	296	1.98	.800
We can check easily if the mission of the university is achieved	296	1.99	.798
I can easily remember and repeat my university vision.	296	2.04	.707
University vision is linked to the purpose in achieving goals.	296	2.17	.820
University vision describes where the university is going to be better than the current state.	296	2.46	.970
University vision is Challenging to achieve.	296	1.89	.858

Table 2 (Cont)

Results of Perception on Organizational culture

	N	Mean	Std. Deviation
University vision is communicated to everyone	296	1.89	.960
The statements also help attract and identify job candidates compatible with the organization.	296	2.11	.753
Values statements help the member in the organization to understand the organization.	296	2.50	.727
There is a strong cohesion among lecturers in my university.	296	3.37	.826
My university has a clear norm to make me follow and take action.	296	3.23	.528
My university norms are believable.	296	2.93	.541
I feel that the university norms are involved in my daily work.	296	3.22	.488
The belief that the organization which I work is the best.	296	2.52	.558
The belief that the organization which I work is reliable.	296	3.24	.471
Valid N (listwise)	296		

From this research, the researcher found that in these three selected universities there were their own organizational culture, such as vision, mission, value, belief, norm and assumption, which were clearly demonstrated and face to the public. Although the lecturers known about the organizational culture of their university, they do not understand and cannot apply these resources efficiently to promote university.

Table 3

Results of Perception on Lecturers' Commitment

	N	Mean	Std. Deviation
I believe and understand my university goals.	296	3.13	.653
I feel that my university wants to achieve its goals very much.	296	3.04	.244
The university goals affect a certain degree of commitment.	296	3.29	.623
I would be very happy to spend the rest of my career with this organization.	296	2.06	.913
I really feel as if this organization's problems are my own.	296	2.21	.733
I feel a strong sense of "belonging" to my organization.	296	2.15	.833
I feel "emotionally attached" to this organization.	296	2.72	.644
I feel "Part of the family" at the organization	296	3.00	.247
I feel that the university has a great deal of personal meaning for me.	296	2.26	.796
I feel comfortable with my university environment.	296	3.14	.368
I think the university has a healthy competitive environment.	296	3.58	.521
I think the university's auxiliary facilities (library, classroom equipment, etc.) have excellent working conditions	296	1.79	.808
I understand the concept of my work.	296	3.51	.507

Table 3 (Cont)

Results of Perception on Lecturers' Commitment

	N	Mean	Std. Deviation
I have highly responsibility to my work.	296	3.39	.515
I satisfy with my work.	296	3.51	.507
Valid N (listwise)	296		

The correlation coefficient ranges from –1 to 1. A value of 1 implies that a linear equation describes the relationship between X and Y perfectly, with all data points lying on a line for which Y increases as X increases. A value of –1 implies that all data points lie on a line for which Y decreases as X increases. A value of 0 implies that there is no linear correlation between the variables.

Table 4

Results of relationship between organizational culture and lecturers' commitment

Correlations[c]

		Goal1	Goal2	Goal3	Organization1	Organization2	Organization3	Organization4	Organization5	Organization6	Job1	Job2	Job3	Attitude1	Attitude2	Attitude3
Mission1	Pearson Correlation	0.110	-0.037	-0.094	-0.033	-0.043	.127*	-0.004	0.054	-0.031	.129*	-.138*	0.050	0.066	0.006	.162**
	Sig. (2-tailed)	0.058	0.524	0.108	0.567	0.463	0.029	0.942	0.358	0.601	0.026	0.018	0.394	0.254	0.924	0.005
Mission2	Pearson Correlation	0.032	0.006	-0.042	0.009	-0.055	0.000	0.012	0.076	0.043	-0.031	-.136*	-0.057	-0.082	0.019	0.059
	Sig. (2-tailed)	0.579	0.912	0.472	0.874	0.342	0.995	0.836	0.191	0.460	0.595	0.020	0.329	0.160	0.745	0.310
Mission3	Pearson Correlation	-0.020	0.040	0.048	0.053	-0.026	-0.046	0.026	0.086	.137*	-0.046	0.041	0.061	0.030	-0.019	0.030
	Sig. (2-tailed)	0.732	0.496	0.414	0.362	0.652	0.434	0.651	0.141	0.018	0.430	0.482	0.298	0.607	0.748	0.607
Mission4	Pearson Correlation	-0.094	-0.049	0.049	-0.013	0.080	-0.023	-0.047	0.017	-0.016	-0.074	-0.006	0.064	-0.041	0.029	-0.016
	Sig. (2-tailed)	0.106	0.396	0.404	0.827	0.169	0.700	0.420	0.768	0.787	0.203	0.923	0.272	0.478	0.616	0.780
Vision1	Pearson Correlation	-0.041	0.030	-0.003	-0.051	-0.055	-0.039	-0.071	.116*	-0.061	-0.087	0.001	-0.068	-0.002	-0.034	-0.011
	Sig. (2-tailed)	0.483	0.610	0.953	0.379	0.342	0.506	0.220	0.045	0.296	0.134	0.992	0.241	0.979	0.559	0.851
Vision2	Pearson Correlation	0.065	-0.018	0.082	-.146*	-0.025	-0.076	-0.023	0.000	-0.043	-.171**	0.091	0.018	-0.002	-.119*	-.254**
	Sig. (2-tailed)	0.264	0.756	0.159	0.012	0.663	0.189	0.698	1.000	0.462	0.003	0.116	0.758	0.979	0.041	0.000
Vision3	Pearson Correlation	.221**	-0.107	0.018	-0.110	-0.009	.119*	-.254**	0.113	-0.044	-.153**	-0.074	.133*	0.087	0.058	0.039
	Sig. (2-tailed)	0.000	0.065	0.756	0.059	0.882	0.041	0.000	0.052	0.446	0.008	0.206	0.022	0.134	0.320	0.503
Vision4	Pearson Correlation	-0.034	0.038	0.003	.126*	0.069	-0.086	0.047	0.000	0.053	.168**	0.038	0.099	-0.024	-0.070	-0.008
	Sig. (2-tailed)	0.558	0.516	0.959	0.030	0.237	0.139	0.422	1.000	0.368	0.004	0.511	0.090	0.684	0.227	0.888
Vision5	Pearson Correlation	0.008	0.107	.186**	0.012	0.005	0.038	-0.108	.186**	0.101	-.165**	.174**	0.026	-0.052	-.129*	-.164**
	Sig. (2-tailed)	0.891	0.066	0.001	0.833	0.934	0.516	0.064	0.001	0.082	0.005	0.003	0.654	0.369	0.027	0.005
Value & Assumption1	Pearson Correlation	.149*	0.031	0.040	-0.075	-0.091	-0.004	0.024	0.091	-0.043	0.077	-0.026	0.021	0.018	-0.077	0.018
	Sig. (2-tailed)	0.010	0.599	0.494	0.201	0.119	0.941	0.687	0.118	0.462	0.185	0.650	0.717	0.755	0.186	0.755
Value & Assumption2	Pearson Correlation	.124*	-0.001	-0.111	-0.095	-0.055	-0.076	-0.107	0.019	-0.098	0.011	-0.081	-0.106	0.032	0.046	0.060
	Sig. (2-tailed)	0.033	0.989	0.057	0.104	0.342	0.190	0.067	0.746	0.092	0.852	0.164	0.070	0.583	0.428	0.307
Value & Assumption3	Pearson Correlation	.525**	-0.058	0.088	-.131*	0.007	0.044	-.247**	0.000	-0.050	0.004	0.051	-0.073	0.077	-.189**	-.141*
	Sig. (2-tailed)	0.000	0.318	0.129	0.025	0.898	0.446	0.000	1.000	0.395	0.940	0.384	0.211	0.187	0.001	0.015
Norm1	Pearson Correlation	0.030	.217**	.170**	-0.024	0.052	0.047	-0.077	.182**	0.043	-.133*	.378**	0.032	-.201**	-.155**	-.416**
	Sig. (2-tailed)	0.609	0.000	0.003	0.685	0.369	0.419	0.188	0.002	0.463	0.022	0.000	0.585	0.000	0.008	0.000
Norm2	Pearson Correlation	.210**	-0.003	.134*	-0.025	-0.072	-0.081	-.246**	0.076	-0.089	-.287**	.249**	0.027	.127*	-.334**	-0.095
	Sig. (2-tailed)	0.000	0.962	0.021	0.673	0.214	0.163	0.000	0.192	0.128	0.000	0.000	0.645	0.029	0.000	0.102
Norm3	Pearson Correlation	-.207**	.154**	.464**	0.060	-0.030	-0.078	-.225**	-0.113	0.038	-.152**	.294**	0.027	-.286**	-.281**	-.286**
	Sig. (2-tailed)	0.000	0.008	0.000	0.303	0.604	0.183	0.000	0.053	0.515	0.009	0.000	0.638	0.000	0.000	0.000
Organizational Beliefs1	Pearson Correlation	-.218**	.267**	-0.102	-0.006	0.017	0.055	-0.076	0.049	0.020	-0.049	.122*	0.037	-0.031	-.203**	-.223**
	Sig. (2-tailed)	0.000	0.000	0.078	0.914	0.770	0.349	0.194	0.399	0.726	0.397	0.036	0.524	0.594	0.000	0.000
Organizational Beliefs2	Pearson Correlation	-0.080	0.005	.172**	-0.012	0.074	0.024	-.147*	.233**	0.061	-.155**	.422**	0.039	-0.084	-.254**	-.382**
	Sig. (2-tailed)	0.172	0.935	0.003	0.840	0.202	0.675	0.011	0.000	0.292	0.008	0.000	0.499	0.148	0.000	0.000

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
c. Listwise N=296

Discussion

1. Perception on Organizational Life Cycle

In general, the findings of organizational life cycle were that the organization was at stage of maturity even there were differences among their establishment time. Based on the interview and content analysis, most respondents thought the organization was on the way of maturity, but the respondents did not state clearly about the performance and normal problems during this stage. However, the top management teams perceived the stage of organizational life cycle as "maturity", according to the research question 1, the current stage of universities were "maturity".

2. Perception on Organizational Culture

As private universities in Thailand, these three universities built very strong organizational culture to affect the performance of lecturers. However, the organizational culture did not communicate to everylecturer in the universities. The action and performance of universities also followed by the presidents' thinking and view.

Mission: Lecturers were not very clear about organizational mission, even there were universities' mission shown on the official website, but the respondents just know it is existing, but not really understand what mission is. Some respondents think that increasing the no. of students as universities mission, which was achievable and measurable. So the most respondents thought the universities did not provide clear purpose and direction.

Vision: In general, the respondents were not very undecided on the overall organizational culture based on the result of this researcher. As one of important factors in organizational culture, most respondents cannot easily remember and repeat universities' vision. In addition, the respondents disagree that the universities vision was linked to

the purpose in achieving goals. On the other hand, the most respondents agree that the universities vision described where the university is going to better than the status.

Organizational Values & Assumption: The findings revealed that "Organizational Values & Assumption" was the major factor perceived by the respondents that the lecturers clearly understood that there is a strong cohesion among lecturers in the universities; respondents also agreed that value statements help the member to understand organization.

Organizational Norm: Most of respondents agreed that there were clear norms to make the lecturers follow and take action; also, the universities' norms were believable and involved in their daily work.

Organizational Belief: Most respondents perceived themselves involved in universities' member, according the "organizational belief" factor, most respondents had a feeling of emotionally attachment and sense of belong with their organization, and respondents also agrees that because of organizational belief, so their work were the best and reliable.

Perception on Organization Commitment

In general, the respondents perceived the organizational commitments at higher mean score. Such as connection to a goal and attitude towards their work, but even the lecturers were satisfied with their current job but they still did not work for one university for long term. Because of their high education background, and the highly competitive environment

Connection to a goal: "Connection to a goal" was very important factor for organizational commitment;the respondents perceived "Connection to a goal" was related to their commitment to their organizations. Most respondents

strongly agree that the universities' goal were are very important to them and organizations, they believe and understand university goals; they also can feel the universities wanted to achieve its goal and the goal could affect the degree of commitment.

Connection to an organization: "Connection to an Organization" was perceived at the median mean score, most respondents were dissatisfied with the current job, and they disagree to be happy to spend the rest of their career with universities, so it mean that they were planning to change their work place. On the other hand, they also felt to be part of family to the organization because of cohesion and good relationship among the colleagues. The lectures still stayed in the organization, not because they were loyal to the organization.

Connection to a job: "Connection to a Job" was perceived at the high mean score, most respondents agree that they feel comfortable with the universities environment and strongly agree that there was a healthy competitive environment in the universities. On the other hand, most of respondents had negative opinion about the universities' facilities.

Attitude towards their work: "Attitude towards their work" was perceived at the high mean score, most respondents strongly agree to satisfy with their jobs, and understand the concept of works with high responsibility, because all the respondents were universities lecturers with at least master degree, those respondents were very conscious with their jobs, so the attitude is very important.

Recommendations

Drawing on the significant findings of this study, the re proposes organizational development intervention plans. Planned interventions are intended to improve the benefit and effectiveness of the entire organization, the goal is to make the organization more efficient and more competitive by aligning the organization's system with its people. The specific objectives of the proposed interventions are to improve the perception of organizational life cycle, organizational culture and lecturers' commitment. Organizational development is a long-term approach to improve organizational performance and efficiency. In order to be successful, the owners should open their minds and support it, only by following the mass line and listening to all useful opinions can the company makes a good decision.

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