The Impact of Organizational Culture, Leadership, Job Satisfaction and Trust towards Lecture's Organizational Commitment of the Private Universities in Serang Regency Indonesia

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Abstract

The objective of this research is to study the direct impact of organizational culture, leadership, job satisfaction and trust towards organizational commitment of the Lecture the Private Universities in Serang Regency, Banten Province Indonesia. This research used the quantitative approach with survey method. The samples of this research were lectures selected randomly. The data were obtained by spreading questionnaire and analyzed with path analysis.

Penelitian ini ingin menegaskan bahwa secara teoretik dan empirik, paling kurang ada empat faktor yang mempengaruhi komitmen organisasi dosen pada perguruan tinggi swasta di Kabupaten/Kota Serang, yaitu budaya organisasi, kepemimpinan, kepuasan kerja dan kepercayaan

The results of the research concluded: that (1) organizational culture had a direct effect on lecturer's organizational commitment,(2) organizational culture had a direct effect on lecturer's job satisfaction, (3) organizational culture had a direct effect on lecturer's trust, (4) leadership had a direct effect on lecturer's organizational commitment, (5) leadership had a direct effect on lecturer's job satisfaction, (6) leadership had a direct effect on lecture's trust, (7) job satisfaction had a direct effect on lecture's commitment organizational, (8) trust had a direct effect on lecture's commitment organizational. As implication of this research finding

is that to improve lecture's commitment organizational, the organizational culture, leadership, job satisfaction and trust must be take into consideration.

Keywords: Organizational culture, Leadership, Job satisfaction, Trust, Organizational commitment.

1. Introduction

1.1. Introduce the Problem

In the 90s and early 2000, the establishment of universities increased drastically in Indonesia, which includes Serang. Within the decade, the license to establish universities were provided by the Ministry of Education rather easily and some set requirements to establish a university is neglected. For instance, in order to establish a university, a land of at least 20.000 m^2 must be preserved, however some parties who only prepare a shophouse or simply rented some area in a junior high school building are able to establish a university. For vocational universities, it is required to preserve 10.000 m^2 of a land while for academic university, it require 5000 m2, however the reality does not go as follow, all matters are started from a shopshouse or a rented building.

As time goes by, those universities begin to develop and receive people's trust, it allows them to reestablish the universities by fulfilling standards set by educational laws. On the other hand, every major has to be supported by six full time lecturers per study programs, whose educational background is in line with the major they teach in the university. In order to support the execution of the studying process, local universities should also invites lectures from official universities that are located in Serang, Banten, for instance Universitas Sultan Ageng Tirtayasa (UNTIRTA) and Institut Agama Islam Negeri (IAIN) Sultan Maulana Hasanudin Bantenas well as practitioners from each major.

In the accordance to the average data of the students of each university, various numbers is evident, in the average of 100-500 students per university, except for some universities which has attained people's trust which has more than 500 students, and they are universities that have more than three study programs.

Almost every university in Serang has a part-time class for working students or known as non-regular in which the classes take place in the afternoon of at night, they even have weekend classes. The students of the part-time class are civil employees or employees of private firm who whose job is around Banten. Looking at their quality, it is shown that not every study program has been accredited by BAN-PT due to some causes, for instance, foundation institutions that has not been supporting, university board who has not aimed for quality, insufficient funding, and poor-quality infrastructure.

From the class execution side, it seems that every university performs classes following the set regulations and scientific principles, however looking at the three principles of university (Tridharma Perguruan Tinggi) which includes teaching process, research, and dedication towards society, generally universities, especially ones that are located in Serang, performs

the first point only, which is teaching process, by assigning lecturers according to their status. If the status of the lecturer is full time, they are opted to teach for 12-16 credit hours per semester. While for the second and third point of the principles, which are research and dedication towards society, are only performed by a small number of university because of limited funding.

1.2. Explore Importance of the Problem

In the scope of university establishment, one of the aspect that reacquires special attention is the lecturers' organization commitment. This is due to the strategic position of the lecturer, whether as a teacher or as a researcher. With the two roles, the lecturer should be responsible to the quality of the university graduates, which determine the quality of education and human resources in Indonesia.

1.3 Describe Relevant cholarship

1.3.1 Organizational Commitment

Benkhoff (1997: 3) views commitment as scale of employees' concern and contribution to the success of the organization. Although not containing the word "organizational." Benkhoff's view has already directed towards organization as the object of the commitment. Within his view, Benkhoff represents commitment in the form of concern and contribution of the member of the organization towards their organization itself.

Shaw, Delery & Abdulla (2003: 3) also stating a similar opinion, in which commitment is defined as the result of an infestation or contribution towards the organization, or a psychological approach which depicts something positive, active-involvement, and high-intensity of orientation towards organizations. In this definition, there also seems to be a contribution towards organizations which reflect involvement and high-intensity of orientation towards organizations.

Luthans (2008: 147) stated that organizational commitment is a strong urge to keep being a member of an organization, a need to display high-quality efforts in the name of the organization, and a strong belief in accepting the organization's values and purposes. Similar opinion is stated by Newstorm (2007: 207) who claims that organizational commitment is a level or scale of self-identification of an employee with the organization and their aspiration to continue to actively participate in an organization. Mowdey, Porter & Steers (Slocum & Hellriegel, 2007: 328) also creates borderline that closely comparable, which claims organizational commitment as the strength of the employees to identify their self-involvement within the body of the organization, which can be marked by: the acceptance of the value and purposes of the organization, readiness and willingness to perform a passionate effort in carrying the organization's name, and the urge to maintain membership in the organization (to be a part of the organization).

1.3.2 Organizational Culture

According to Kroeber dan Kluckhon as cited by Furnham (2006: 615), culture consists of a pattern of behavior, whether it is explicitly or implicitly, which is attained and transmitted by

symbols, which symbolizes different achievement within a group of people, including the institutionalization in its artifact sense, which is an important core from culture that consist of traditional ideas (historically inherited and selected) and unique values that are related. On one side, cultural system might be considered as product of actions, and on the other side as elements of actions in the future timeline.

As for organization, experts define it with various meaning. Cherrington (Furnham, 2006: 16), for instance, who defines organization as an open social system (series of related elements which consists of resources from the environment where it exports a convenient output product) which consists of activities from a group of people (relatively stable and continuous regular events) which tends to aim for purposes. Then, according to Morgan (Scott & Davis, 2007: 27), organization is a machine to achieve a purpose as a small society with social and cultural structure, or an organizations that penetrate the resource environment. While Jones (Jaffee, 2001: 6) states that organization is a device used by people to coordinate their actions in order to achieve a product of their desire or value.

According to Dubrin (2007: 37), organization is a group of people who cooperate to fulfil a joint purpose (or big groups). The same thing is stated by Shane dan von Glinow (2008: 5) who claims that organization is a group of people who works dependently with each other to achieve a certain goal. While according to (Greenberg & Baron, 2003: 5), organization is a structured social system which consist of groups and individual who cooperates to achieve decided goals.

1.3.3 Leadership

Daft dan Macric (2008: 479), for instance, defines leadership as a skill to influence others to the direction of the organization's goals. The same definition is stated by Kinicki and Kreitner (2008: 479) who claims that "leadership is the ability influence people toward te attainment of goals." A rather different definition si claimed by Taylor as cited by Drafke (2009: 460), in which leadership is "the ability to influence the activities of others, through the process of communication, toward the attainment of goal." This definitions explains that leadership is a skill to influence other's activities through communication process towards goal accomplishment.

The preceding definitions is similar with the definition of leadership from Greenberg and Baron (2003: 85) that leadership is a process performed by someone to influence the members of a group which directed towards the collective achievement of the organization. Robbins and Judge (2007: 356) also describe a similar view on leadership, that it is a skill to influence a group towards collective visions and a set of purposes. These definitions basically emphasizes that leadership is an effort to influence other in order to achieve the goal of the organization.

Furthermore, leadership is also defined by Bohn and Grafton (2002: 74) as a way to construct a vivid vision, to provide the employees with self-esteem, which is created through coordination and communication towards something detailed. This definition, unlike the preceding definitions, demonstrates an effort in creating vision and trust towards the

employees through the process of coordination and communication.

1.3.4 Job Satisfaction

Job satisfaction is a complex concept and multidimensional which means that it means differently to different people (Mullins, 2007: 700). This condition is the cause why job satisfaction is defined in a various sense by experts. According to Spector (1997: 2), job satisfaction is how people value their jobs and various aspects about it. To what degree people feel stratified or dissatisfied about their job. Then according to Nelson and Quick (2006: 87), job satisfaction is a condition of a positive or pleasant emotion which emerges from job evaluation or job experience. While Luthans (2008: 141) defines job satisfaction as a result of employee's perception on how their job offers them something that are considerably necessary. From the preceding definitions, it can be seen that job satisfaction is an emotional condition or positive (pleasant) emotion within someone which triggered as a result of perception or experience towards the job and all the aspects that revolves around it.

According to Luthans (2008: 142), there are at least three dimensions which generally influence job satisfaction. Firstly, job satisfaction is a reactional emotion towards a working situation. Secondly, job satisfaction determined by how the results is able to fulfill or to exceed expectations. Thirdly, job satisfaction represents some related behavior. They are as following: (a) the job itself: to what extent does the job provide individuals with interesting tasks, chances to self-development and chances to accept responsibility; (b) wage: the amount of financial compensation and to what extent does this matter is valued equal if compared to other's wage within the organization; (c) chances to promotion: a chance dedicated for the development within the organization; (d) surveillance: the ability of the supervisor to provide the employees technical help and behavioral support; and (e) working partners: to what extent do fellow employees technically and socially cooperate.

Meanwhile, Hofgetts as cited in McKenna (2006: 297) identify several considerable factors to determine the causes of job satisfaction, they are as following: (1) Wage and allowance. The vital meaning of an equal compensation is a considerable factor in this matter. People could only improve the promotion policy and actions that involves a worthy payment; (2) Promotion. The level of satisfaction depends on the acceptance of the presiding system, whether the system is based on services or seniority, or somewhere in between the two; (3) Job. This involves: (a) various skills; (b) the interest and challenge that comes from the job; and (c) the absence of indefinite roles; (4) Leadership. There is a support from participative leadership or centered leadership that focuses on people as the determiner of job satisfaction; (s) Working group. Supporting partners and job within group that is influential and does not trigger job dissatisfaction; (6) Working condition. If the working condition is appropriate, comfortable and save, it seems that it will fulfill an enough job satisfaction, even though the rate might not be high. The situation that relates to job satisfaction will be grimmer if the working condition is bad.

1.3.5 Trust

Trust, according to Robbins and Judge (2007: 392), is a positive expectation that some parties

will not take a chance to harm other parties, whether it is through words, actions, or decision. While for Mc Shane and Von Glinow (2008: 120), trust refers to someone's positive expectation on others in a situation that involves risk. Trust also means to trust a person or a group's fortune to other parties. Meanwhile Colquitt, LePine dan Wesson (2009: 219) defines trust as an urge to rely self to some authority which is based on positive expectation about an authoritative action and devotion.

According to Rotter cited by Robbins (2001: 462), trust is a historically dependent process which is based on experience samples which is relevant yet limited. The expectation needs time to be formed, constructed slowly and accumulatively. While Muchinsky (2006: 297) stated that trust is a belief emerges even though someone is unable to control other's actions towards them, that person will perform beneficial actions of behaviors towards them. Generally, these descriptions emphasize on the aspect of expectation or positive desires projected towards others.

Additionally, Rousseau et al. as cited by Mollering (2006: 7) provide a definition of trust that is already commonly known and accepted, which is a psychological situation which consist of willingness to accept an unpleasant situation of other parties. A similar view is stated by Mayer et al. as cited by Mollering (2006: 8), that trust is a will of a party to accept unpleasant treatment from other party, which is based on an expectation that the other party will perform a certain significant action that are considerably important for the trust-giver, despite their ability to supervise or to control that other party. Even though the wording is rather unalike, the preceding two definitions still show the existence of willingness or positive expectation on other party.

2. Method

This research is conducted in order to discover and to analyze the following points: (1) the direct impact of organizational culture towards lecturers' organizational commitment in three local universities in Serang; (2) the impact of organizational culture towards lecturers' job satisfaction in three local universities in Serang; (3) the direct impact of organizational culture on lecturers' trust in three local universities in Serang; (4) the direct impact of leadership towards organizational commitment in three local universities in Serang; (5) the direct impact of leadership towards job satisfaction in three local universities in Serang; (6) the direct impact of leadership towards trust in three local universities in Serang; (7) the direct impact of job satisfaction towards commitment in three local universities in Serang; (8) the direct impact of trust towards organizational commitment in three local universities in Serang.

This research employs the method of survey. The number of research population as the base of the sample are 525 full time lecturers in local universities in Serang, while the research sample are in the amount of 222 lecturers, which are selected through proportionate random sampling. The data collection is executed by using Likert scale questionnaire and rating scale questionnaire. The collected data is analyzed using path analysis method.

3. Result

3.1 Lecturers' Organizational Commitment

The data of lecturers' organizational commitment's empiric score is in between the number of 63 to 127, making the smaller data 64 (127-63). From the preceding table, it is also appears that the average score is 103,52, median = 104, modus = 112, standard deviation = 12,79 and variance = 163,63. Most of the data are spread amongst 95 – 102 and 103 - 110, making it 22,97% each. The next one is the data based on the interval of 111 – 118 (19,37%), 87 – 94 (11,71%), 119 – 126 (10,81%), 79 – 86 (6,31%), 71 - 78 (2,70%), 127 – 134 (1,80%) and lastly at the interval of 63 – 70 (1,35%).

3.2 Organizational Culture

The empiric score the variable of organizational culture is around the interval of 72 – 128, thus making the range around 56 (128-72). Meanwhile the average score = 104,56, median = 105, modus = 99, standard deviation = 12,28 dan variance = 150,74. The score of the variable of organizational culture are mostly around the interval of 100 - 106 with the frequency of 21,17%, followed by class interval 107 - 113 (19,82%), and 93-99 (18,92%). The next one is the score that is around the interval of 114 – 120 (15,32%), 121 – 127 (9,01%), 86 – 92 (7,21%), 79 – 85 (6,75%), 72 – 78 (3,15%) and lastly, 128 – 134 (0,45%).

3.3 Leadership

The empiric score of the leadership variable is in the interval between 61 and 125, making the range 64 (125-61). While the average score is 95,76, median = 96, modus = 89, standard deviation = 12,96 dan variance = 167,94. The score of leadership variable are mostly lies in the interval of 93 – 100, which is 22,07%, followed by the score within the interval of 101 – 108 (21,62%) and 85 – 92 (19,37%). The next one is the score that lies in the interval of 77 – 84 (12,16%), 109 - 116 (11,71%), 69 – 76 (5,41%), 117 – 124 (4,50%), 61 – 68 (2,70%) and lastly 125 – 132 (0,45%).

3.4 Job Satisfaction

The empiric score of the job satisfaction variable is within the range of 70 – 126, thus the range of the data is 56 (126-70). The average score is 100,24, median = 101, modus = 104, standard deviation = 11,72, dan variance = 137,24. The score of this variable spreads mostly in the interval class of 98 – 104, which is 22,52%, followed 91 – 94 (20,27%) and 105 - 111 (18,92%). The next one is 112 – 118 (13,06%), 84 – 90 (11,26%), 77 – 83 (6,31%), 119 – 123 (4,50%), 70 – 76 (2,70%) and 126 – 132 (0,45%).

3.5 Trust

The empiric score of the trust variable is in the interval between 58 and 106, making the range 48 (106-58). The average score is= 85,85, median = 86, modus = 86, standard deviation= 9,21 and variance = 84,86. The score of the trust variable is mostly exist in the interval of 82 – 87, which is 23,42%, and followed by the score on the interval of 88 – 93
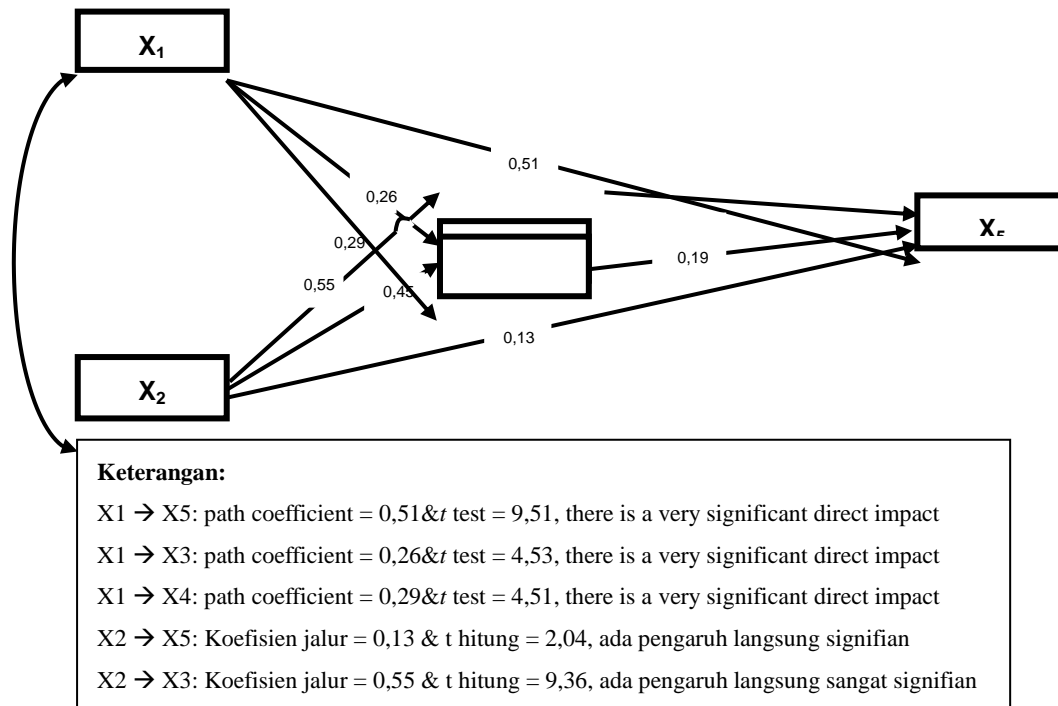
which is 22,52%. It is then followed by the interval of 76 – 81 (18,47%), 94 - 99 (14,41%), 70 – 75 (9,46%), 100 – 105 (6,76%), 64 – 69 (3,60%), 58 – 63 (0,90%) and lastly 106 – 111 (0,45%).

The summary of the coefficient calculation and *t* test which depict the influence of organizational culture, leadership, job satisfaction and trust towards organizational commitment can be seen in the following table:

Path	Path Coefficient	*t* test	*t* table	
			α = 0,05	α = 0,01
p_{51}	0,51	9,51**	1,645	2,326
p_{31}	0,26	4,53**	1,645	2,326
p_{41}	0,29	4,51**	1,645	2,326
p_{52}	0,13	2,04*	1,645	2,326
p_{32}	0,55	9,36**	1,645	2,326
p_{42}	0,45	7,07**	1,645	2,326
p_{52}	0,13	2,36**	1,645	2,326
p_{54}	0,19	3,66**	1,645	2,326

*Note: * = p < 0,05 (significant)   ** = p < 0,01 (very significant)*

Coefficient score of path and *t* test for the influence of organizational culture, leadership, job satisfaction and trust towards organizational commitment are demonstrated in the following picture.

Keterangan:

X1 → X5: path coefficient = 0,51 & *t* test = 9,51, there is a very significant direct impact

X1 → X3: path coefficient = 0,26 & *t* test = 4,53, there is a very significant direct impact

X1 → X4: path coefficient = 0,29 & *t* test = 4,51, there is a very significant direct impact

X2 → X5: Koefisien jalur = 0,13 & t hitung = 2,04, ada pengaruh langsung signifian

X2 → X3: Koefisien jalur = 0,55 & t hitung = 9,36, ada pengaruh langsung sangat signifian

Picture 1

Path Coefficient and *t* test of the Impact of Organizational Culture, Leadership, Job Satisfaction and Trust towards Organizational Commitment

In order to see the accuracy of the model, a test is conducted by analyzing the fit index. There are plenty of index that can be used as the matrix to see the accuracy of the model. Four index to analyze the accuracy of the model is presented in the table below.

Tabel 2: Pengujian Indeks Ketepatan Model

No	Index	Standard Score	Score	Information
1	GFI	> 0,90	0,98	Good fit
2	NFI	> 0,90	0,99	Good fit
3	CFI	> 0,90	0,99	Good fit
4	IFI	> 0,90	0,99	Good fit

Note:

GFI= Goodness Fit Index, NFI= Normed Fit Index, CFI= Comparative Fit Index, IFI=Incremental Fit Index

According to the measurement of the four fix indexes, it is show that the four indexes has meet the criteria, thus they are considered good fit. With the preceding research, overall it can be said that the path model that is tested has represented the equation structure that is based on empiric data.

4. Discussion

4.1. Organizational Culture and Organizational Commitment

The findings also demonstrate the same thing, that organizational culture positively influences organizational commitment. This is understood because organizational culture indeed reflects the existence of an organization in a specific way, which differs it with some other organizations. Culture demonstrates values, norms, and beliefs that is made a foundation that is experienced together by the whole members of the organizations, which is built as a media to achieve the purpose of the organizations. That is why, organizational culture that is accommodative of its member's aspiration tends to be valued as conducive by the members of the organization, and thus it can catch their interest, behavior, and actions in the process of goal-achieving. A conducive and supportive culture will also trigger strong will from the members of the organization to be involved in achieving the purpose of the organization.

4.2 Organizational Culture and Job Satisfaction

The findings also demonstrate the same thing, that organizational culture influence job satisfaction positively. Organizational culture's significance in influencing job satisfaction could occur because organizational culture in a university could become a media to fulfill the intrinsic need of the lecturers. In this context, job satisfaction can not only be fulfilled by extrinsic needs such as compensation or the availability of a proper facility, but also intrinsic needs such as organizational values that is conducive and also support the lectures' in doing their tasks. Conducive organizational culture in a university provides adequate working aspects for the lecturers.

4.3 Organizational Culture and Trust

The findings also demonstrate the similar thing, that organizational culture positively influences trust. This depicts a clear image about the importance of organizational culture on building trust. A proper organizational culture will generate trust, and a poor organizational culture will causes distrust within the organization. Organizational culture, which possesses indicators such as freedom to innovate, secured organizational stability, mutual respect, goal oriented, detailed oriented, team oriented, and competing aggressiveness, can be a guideline for the members of the organization in working and accomplishing some issues within the organization.

Organizational culture can also be a touchstone for the members of the society to build trust, willingness to depend on other party based on a positive expectation of the actions and attentions of the other party. A proper and conducive organizational culture allows the members of the organization to build integrity, competences, consistency and loyalty towards

the organization (the university). This condition is possible because of the a conducive organizational culture, which will cause the members of the organization to perform positive values within the organization, including values that is related to trust, such as integrity, competency, consistency, and loyalty.

4.4 Leadership and Organizational Commitment

The findings also demonstrate an equivalent result, that leadership has a positive impact on organizational commitment. This indicates that leadership within the organization holds a vital role in constructing the commitment of the members of the organizations. This is due to the fact that a leader has several roles that allow them to grow organizational commitment. Some of the role of a leader is to be a motivator for the members of the organization, thus if the function is performed properly, it will be able to triggers the best performance from the employees for the sake of the organization's development. Additionally, if the leader's action is in line with the need, expectation, and the interest of the employees, they will appreciate and find the actions positive. On its turn, it will cause the employees to support the leaders, so that the employees are willing to perform their maximal effort to support the leaders to achieve the goal of the organization. This willingness is a reflection of organizational commitment of the employees. This condition could also occur in a university. A proper leadership in a university could initiate lecturers' commitment in achieving the purpose of the university.

4.5 Leadership and Job Satisfaction

The findings also demonstrate a similar result, that leadership positively influences job satisfaction. The prominence of job satisfaction in influencing job satisfaction is caused by a leader, when influencing their employees, has a vital impact towards the behavior of the member of the organization. If the actions that are shown in leading is deemed positive by the members of the organization, then it will grow positive behavior from the members of the society.

The same thing goes when the leader's method is considered negative or simply not fulfilling expectations, then it will cause negative performance from the members of the organization. One of the output that emerges because of the leadership is job satisfaction. Job satisfaction is an emotional behavior which influence greatly by individual perception about the objects surrounding the working environment, one of them is the way the leader perform their leadership. Noting how the interaction between the employees and the leaders often occurred, then there will be quite some perception within the employees that appear based on the actions performed by their leaders. Those action of the leaders are the possible cause of the appearance of job satisfaction.

4.6 Leadership and Trust

The findings of this research also demonstrate a comparable result that leadership positively influences trust. This indicates that leadership as one of the antecedent of trust. Therefore, an effective leadership will influence the construction of trust of the organization's members. The findings are intelligible noting that within an organization, leader is a vital role whose

behavior is an example for the employees. Leader that is able to be a proper exemplar could build integrity, competition, consistency, loyalty and openness of the employees. The indicator of trust such as employee's competency can also be constructed through effective leadership. Leaders, amongst many, has a function as a guide and the direction pointer for the employees, thus if the function could be performed well, it will create an impact in the employee's improvement. The same thing goes with the indicator of loyalty, it is also closely related to leadership. Loyalty of the employees is determined by how leaders treat their employees. If a leader is able to show honesty, fairness, care, empathy, and fast response, it will encourage the employees to be loyal.

4.7 Job Satisfaction and Organizational Commitment

The findings of this research show a result that is alike, that job satisfaction does positively influence organizational commitment. This finding empirically demonstrates the importance of job satisfaction in the growth organizational commitment. Job satisfaction is important in the growth of organizational commitment due to the fact that it is a factor that is desired by every employee. Job satisfaction has become a need of every employee, thus making it necessary to be fulfilled. An unsatisfied employee tends to perform negative performances harm the organization such as, the idleness, absence, working in a different place, disobeying the rules of the organization, and tends to work under the standard of performance that has been set. Those behaviors harms the organization and demonstrate employee's lack of concern of the interest of the organization. On the other hand, those behavior indicates employees that has no commitment towards the organization. An employee with a high level commitment will make a maximum effort to achieve the goal of the organization. This clearly depicts that job satisfaction is a vital condition needed to cultivate the employees' organizational commitment.

4.8 Trust and Organizational Commitment

The findings of this research reflect a similar result, in which trust indeed has a positive impact on organizational commitment. This result demonstrates the vital role of trust in constructing organizational commitment. This is possible because organizational commitment as internal factor is influenced by internal factor like trust. Trust is understood as the willingness to project a positive expectation towards other parties based on integrity, competences, consistency, loyalty, and openness. Those five aspects that are included within trust is an important foundation for someone to construct self-portrayal. With a high level integrity, competence, consistency, loyalty, and openness, someone becomes trustworthy. With that as a foundation, the members of the organization could build their commitment towards their organization. People with high integrity, competence, consistency, and loyalty will not face difficulties to develop their organization, whether it is affective in nature, or rational, or normative. People with competence tend to value the normative principles that are applied in the organization. People with integrity, consistence, and openness tend to be emotionally attached to the organization and treat it positively. Therefore, it can be seen that trust has a prominent role in growing organizational commitment.

5. Conclusion

In the accordance of the findings and discussion that has been elaborated, it can be concluded that: Firstly, organizational culture has a direct positive impact on organizational commitment of lecturers in the university located in Serang. It means that a proper organizational culture could improve organizational commitment of the lecturers. Secondly, organizational culture has an positive impact towards the job satisfaction of lecturers of universities in Serang. It means that a good organizational culture could escalate job satisfaction of the lecturers. Thirdly, organizational culture positively influence trust in the lecturers of universities in Serang. It implies that a good organizational culture could increase lecturers' trust. Fourthly, leadership has a positive impact towards organizational commitment of the lecturers in universities in Serang. It suggests that an effective leadership is able to raise the level of organizational commitment of the lecturers. Fifthly, leadership positively influence job satisfaction of the lecturers in university in Serang. It means that leadership positively influences lecturers' job satisfaction directly. Sixthly, leadership positively influences the trust of the lecturers in universities in Serang. It means that an effective leadership could grow lecturers' trust. Seventhly, job satisfaction positively influences the organizational commitment of the lecturers in universities in Serang. It implies that a high organizational commitment could increase organizational commitment of the lecturers. Eighthly, trust positively influences organizational commitment of the lecturers in universities in Serang. It implies that trust could grow organizational commitment within the lecturers.

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