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The power of grit on lecturer's job satisfaction through affective commitment

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ABSTRACT

This study explores the empirical effect of grit on job satisfaction mediating by affective commitment. This research uses a quantitative approach to the survey method through a Likert scale model questionnaire. The research participants are 230 lecturers in Indonesia selected by accidental sampling. Data analysis uses path analysis supported by descriptive statistics and correlational matrices. The research result indicates that grit significantly affects job satisfaction, directly and indirectly, mediating by affective commitment. Thus, the lecturer's job satisfaction can improve through grit and affective commitment. A new model about the effect of grit on job satisfaction mediating by affective commitment was confirmed. Therefore, researchers and practitioners can adopt a new empirical model to increase job satisfaction through grit and affective commitment in the future.



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Introduction

Job satisfaction is always phenomenal for every individual because it relates to psychological conditions that are relatively different between individuals. This condition becomes more complex when faced with various stimuli from work conditions that often change. So it is not surprising that job satisfaction is continuously interesting for scholars, researchers, and practitioners. Moreover, job satisfaction is also essential for organizations, including educational organizations, such as universities. Several kinds of research indicated that job satisfaction contributes to the lives of individuals and organizations. For example, a study conducted by Garg, Dar, and Mishra (2017) shows that job satisfaction affects work engagement. Research conducted by Motalebi and Marşap (2020) and Nurjanah, Pebianti, & Handaru (2020) also shows that job satisfaction has a positive and significant correlation with organizational citizenship behavior. The research results of Chun, Choi, and Song (2018) and Abdulkhaliq and Mohammadali (2019) also revealed that job satisfaction has a positive and significant impact on performance. In addition, studies claim that job satisfaction can improve organizational performance (Miah, 2018). The recent studies by Ampofo (2020a) also proved that job satisfaction significantly affects life satisfaction. Besides, job satisfaction is also related to turnover (Liu et al., 2019; Romeo, Yepes-Baldó, & Lins, 2020) and burnout (Khare & Kamalian, 2017). The previous studies showed that job satisfaction could be affecting organizational conditions at various levels, both individual, group, and organizational. Hence, the research regarding job satisfaction increasingly important in the future, especially for Indonesian lecturers who feel less satisfied with various aspects of work on their respective campuses.

Job satisfaction is a multidimensional notion that can have varying meanings to different individuals (Ahrari et al., 2021). According to Polatcan and Cansoy (2019), job satisfaction is people's opinions and sensations about their work. Job satisfaction is also a positive feeling about a person's job that arises from assessing his/her characteristics (Robbins & Judge, 2019). Besides, job satisfaction refers to the pleasurable

emotional response that emanates from an employee's appraisal of the work-related resources received from the organization as being fulfilling (Ampofo, 2020b). Job satisfaction is related to the level of fulfillment gained from work. It is related to multidimensional construct due to the nature of the profession (Torres, 2019), including lecturers. Thus, job satisfaction can be related to teaching, research, and community service assignments in the lecturer's context. In carrying out these tasks, lecturers sometimes work in teams and receive supervision from more senior lecturers and their leaders. The success in carrying out these assignments then contributes to promotion for lecturers, both in the form of promotions for available academic positions as well as structural positions. As Luthan (in Alifuddin & Widodo, 2021) states, job satisfaction can measure through multi-dimensions, among others, work itself, promotion, supervision, and workgroup. Based on several research and studies in various countries, industrial, and occupational sectors, job satisfaction is influence by grit and affective commitment. Grit is hard work based on long-term persistence in the face of challenges, obstacles, difficulties, and failures to achieve high-level goals meaningful to the individual's life. Meanwhile, affective commitment is the emotional attachment and individuals' involvement in various organizational activities. Therefore, this study aims to explore the empirical effect of grit on job satisfaction mediating by affective commitment.ies.

Grit and Job Satisfaction

In the last decade, grit has increasingly received the attention of scholars, researchers, and practitioners, mainly because of its significant contribution to an individual's life. In an educational context, grit influences academic engagement, self-reported grades (Datu, Valdez, & King, 2016), and student academic achievement (Alhadabi & Karpinski, 2020). Grit scores were also predictive of associated college and graduate school grade point averages and achievement (Duckworth, 2016). Besides, grit is related to job engagement, career performance, emotional outcomes, motivation, and productivity (Crede, Tynan, & Harms, 2017; Hodge et al., 2018; Tang et al., 2019). Moreover, grit makes better use of abilities and be less frustrated by common failures and setbacks, resulting in greater personal achievement and lower job burnout (Seguin, 2019). According to Liang (2021), gritty employees are more able to resist and correct their deviation activities promptly on the one hand; on the other hand, they are more able to actively think and initiate their goal promotion activities, so that it is easier to achieve their goals. That is to say, and gritty employees have obvious self-resistance and self-promotion effects on goals.

Grit refers is a psychological variable that prioritized persistence as an indicator of long-term success and associated with achieving high-level goals for a very long time (von Culin, Tsukayama, & Durkworth, 2016). Grit consists of two indicators, which are: consistency of interests, which reflects an individual's tendency to maintain commitment and maintain focus on achieving goals/tasks over a long period of time; and persistence of effort, which demonstrates an individual's tendency to pursue long-term goals with sustained efforts despite obstacles and setbacks (Duckworth, 2016). If adequate and stable for a long time, these indicators can stimulate lecturer's job satisfaction reflected in work itself, promotion, supervision, and workgroup (Luthan, in Alifuddin & Widodo, 2021). The investigation conducted by Park and Cho (2019) and Li et al. (2018) revealed that grit influences job satisfaction. Based on argues and studies above, the first hypothesis in this study is:

H1: Grit had a direct effect on job satisfaction.

Affective Commitment and Job Satisfaction

In the organizational context, commitment is the degree to which an employee identifies with the organization and wants to continue actively participating in it, willing to put forth effort on its behalf (Newstrom, 2017; Noe et al., 2019). One of the components of organizational commitment suspected to be the most determining individuals' behavior is affective commitment, which is the employees' emotional attachment to organizational values – how much an employee likes the organization (Wang & Zhang, 2020). Affective commitment is also the positive emotions of employees to try and choose to remain part of the organization, such as feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018). Affective commitment reducing intentions to leave (DiPietro, Moreo, & Cain, 2020) and increase citizenship behaviors and customer orientation (Lombardi et al., 2019). Affective commitment is also related to proactive work behavior (Luu, 2017) and performance (Van Waeyenberg, Peccei, & Decramer, 2020), including extra-role performance (Wang, Han, & Li, 2020). The lecturers with adequate affective commitment tend to high job satisfaction manifested in work itself, promotion, supervision, and workgroup (Luthan, in Alifuddin & Widodo, 2021). The studies by scholars concluded that affective commitment influences job satisfaction (e.g., Liu & Bellibas, 2018; Lambert et al., 2019; Loan, 2020). Based on argues and studies above, the second hypothesis in this study is:

H₂: Affective commitment had a direct effect on job satisfaction.

Grit and Affective Commitment

Based on any studies, affective commitment affects job satisfaction, and other conditions are also influenced by grit. Grit indicators, such as consistency of interests and persistence of effort (Duckworth, 2016), if adequate and stable for a long time, tend to stimulate affective commitment reflected in feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018). For example, the lecturer is in high of consistency of interests, reflects an individual's tendency to maintain commitment and maintain focus on achieving goals/tasks over a long period time have to extra effort to attach and involve in various organizational activities. The research carried out by Tang et al. (2019), and Nisar et al. (2020) also indicate that grit has a significant correlation with affective commitment. Based on the arguments and studies above, the fifth hypothesis in this study is:

H₃: Grit had a direct effect on affective commitment.

Grit and Job Satisfaction Mediating by Affective Commitment

From the various studies above, affective commitment mediates grit's effect on job satisfaction. The indicators of grit, such as consistency of interests and persistence of effort (Duckworth, 2016), if an adequate and stable for a long time, potentially stimulating affective commitment manifested in feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018) and then implicate to the job satisfaction manifested work itself, promotion, supervision, and workgroup (Luthan, in Alifuddin & Widodo, 2021). The studies carried out by Tang et al. (2019) and Nisar et al. (2020) claimed that grit has a significant correlation with affective commitment, while the research result conducted by Liu and Bellibas (2018), Lambert et al. (2019), and Loan (2020) show that affective commitment influences job satisfaction. Based on argues and studies above, the fourth hypothesis in this study is:

H₄: Grit had an indirect effect on job satisfaction mediating by affective commitment.

Method

This research uses a quantitative approach to the survey method through a questionnaire in the form of a Likert scale model with five option answers: strongly disagree, disagree, neutral, agree, and strongly agree to verify the hypotheses (Hair et al., 2019). The questionnaire is designed by researchers themselves based on the theoretical dimensions or indicators from the experts. Grit indicators are the consistency of interests and persistence of effort (Duckworth, 2016). The affective commitment indicators, including feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018). Job satisfaction consists of four indicators: work itself, promotion, supervision, and workgroup (Luthan, in Alifuddin & Widodo, 2021). The grit questionnaire consists of eight items with a corrected item-total correlation coefficient = .648 – .898 and an alpha coefficient = .946, affective commitment consists of ten items with a corrected item-total correlation coefficient = .464 – .843 and an alpha coefficient = .920, and job satisfaction consists of ten items with a corrected item-total correlation coefficient = .599 – .822 and an alpha coefficient = .934. All variables have a corrected item-total correlation coefficient > .361 and a coefficient of alpha > .7, so it is valid and reliable as a research instrument (Hair et al., 2019).

This research participant is 230 lecturers in Indonesia spread across four provinces; are Jakarta, Banten, West Java, and Riau, determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted (Widodo, 2019). Description of the participants shown in Table 1. The majority of participants are male (66.09%), aged 26 - 35 years (33.48%), magister (S2) education (70.43%), and length of teaching ≤ five years (30.43%).

Data analysis using the path analysis and path coefficients significance uses a t-test supported by descriptive statistics and correlational. Descriptive and correlational analyzes were performed by SPSS version 26, while path analyzes by LISREL 8.80.

Table 1. Profile of The Research Participant

Profile	Amount	Percentage
Gender		
1. Male	152	66.09
2. Female	78	33.91
Ages		
1. < 26 years	0	0
2. 26 – 35 years	77	33.48
3. 36 – 45 years	49	21.30
4. 46 – 55 years	65	28.26
5. > 55 years	39	16.96
Education		
1. Bachelor (S1)	2	.87
2. Postgraduate (S2)	162	70.43
3. Doctoral (S3)	66	28.70
Status		
1. Married	204	88.70
2. Unmarried	26	11.30
Length of Teaching		
1. < 5 years	70	30.43
2. 6 – 10 years	69	30.00
3. 11 – 15 years	36	15.65
4. > 16 years	55	23.91

Result and Discussion

The descriptive statistical analysis and correlations of the three research variables are present in Table 2. The mean values of the three variables from the lowest to the highest in succession are grit (34.70), job satisfaction (38.66), and affective commitment (40.51). Meanwhile, the standard deviation values of the three variables from the lowest to the highest in succession are grit (4.255), affective commitment (4.469), and job satisfaction (5.913). In general, the standard deviation value is smaller than the mean values, so that it reflects a good representation of the overall data. Meanwhile, the correlation analysis results in all variables had significant relationships with the other variables at level $p < .01$. This condition indicates that all the variables had a mutual relationship with each other. The correlation coefficients from the lowest to the highest in succession are grit and affective commitment (.328), grit and job satisfaction (.381), and affective commitment and job satisfaction (.654).

Table 2. Descriptive Statistics and Correlational Matrix of Variables

Variables	Mean	Std. Deviation	1	2	3
1. Grit	34.70	4.255	1.00		
2. Affective commitment	40.51	4.469	.328**	1.00	
3. Job satisfaction	38.66	5.913	.381**	.654**	1.00

** $p < .01$

The results of hypothesis testing with path analysis of the effects of grit on job satisfaction mediating by affective commitment are summarized in Table 3 and visualized in Figure 1 and Figure 2. The hypothesis testing results show that all hypotheses were supported (t value $>$ t table at $\alpha .01 = 2.342$). Grit had a significant direct effect on affective commitment (.33; 5.22) and job satisfaction (.19; 3.61). The affective commitment had a significant direct effect on job satisfaction (.59; 11.47). Besides, grit had a significant indirect effect on job satisfaction mediating by affective commitment (.19; 4.75).

In Figure 1 and Figure 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, $df = 0$, p -value = 1.00000 $>$.05, and RMSEA = .000 $<$.08, so that the model tested is fit. This result indicates that the empirical data lecturers in Indonesia support the theoretical model being test.

Table 3. Summary of Path Coefficients and T-values

Path	Path Coefficients	T Value	Hypothesis Testing
H ₁ : Grit (X) on job satisfaction (Y ₂)	.19**	3.61	Supported
H ₂ : Affective commitment (Y ₁) on job satisfaction (Y ₂)	.59**	11.47	Supported
H ₃ : Grit (X) on affective commitment (Y ₁)	.33**	5.22	Supported
H ₄ : Grit (X) on job satisfaction (Y ₂) mediating by affective commitment (Y ₁)	.19**	4.75	Supported

** p < .01

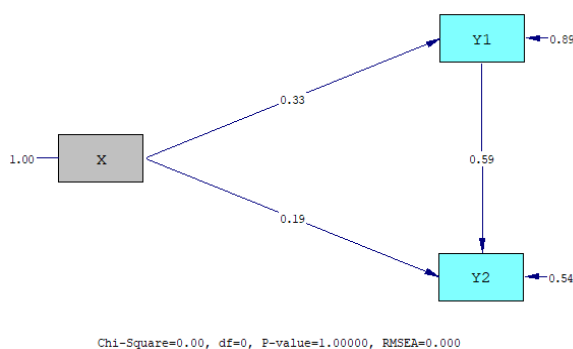


Figure 1. Path Coefficients

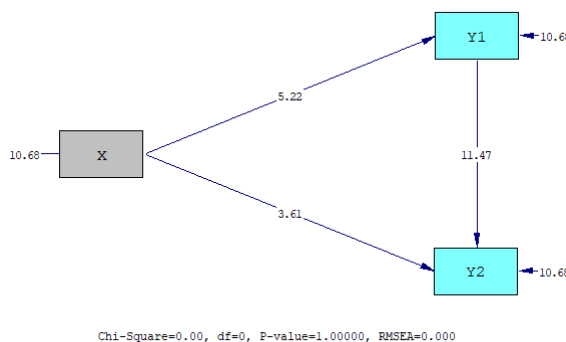


Figure 2. T Values

This research revealed that grit significantly affects job satisfaction. These findings indicate that grit is essential for job satisfaction. The path coefficient obtained was positive (.19) with t value (3.61) > t table (2.342), indicating that the improvement in grit, which includes: consistency of interests (an individual's tendency to maintain commitment and maintain focus on achieving goals/tasks over a long period time) and persistence of effort (an individual's tendency to pursue long-term goals with sustained efforts despite obstacles and setbacks) (Duckworth, 2016). can have implications for increasing job satisfaction manifested in the sense of work itself, promotion, supervision, and workgroup (Luthan, in Alifuddin & Widodo, 2021). This also means that teachers who have high grit tend to have strong feelings about the work itself, promotion, supervision, and workgroup that occur in school. These findings are consistent and confirm the results of previous studies conducted by Park and Cho (2019) and Li et al. (2018) stated that grit has a positive and significant effect on job satisfaction.

This study result also indicates that grit has a positive and significant effect on affective commitment with a path coefficient = .33 and t value (5.22) > t table (2.342). These findings indicate that improvement in grit, particularly consistency of interests and persistence of effort, can stimulate an increase in affective commitment manifested in feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018). This also means that teachers with high grit tend to have a strong emotional attachment to, identification with, and involvement in the organization. For example, teachers who have a high persistence of effort manifested in an individual's tendency to pursue long-term goals with sustained efforts despite obstacles and setbacks will tend to be actively involved in various activities of school organizations. These findings are consistent and confirm previous studies conducted by Tang et al. (2019), and Nisar et al. (2020) that grit has a positive correlation with affective commitment.

In addition, this study also shows that affective commitment has a positive and significant effect on job satisfaction with the path coefficient = .59 and t value (11.47) > t table (2.342). Positive path coefficient indicates that the improvement in affective commitment, which is manifested in feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018) can encourage enhancing job satisfaction which is reflected in the sense of work itself, promotion, supervision, and workgroup (Luthan, in Alifuddin & Widodo, 2021). This also means that teachers who have high affective commitment tend to have strong feelings about the work itself, promotion, supervision, and workgroup that occur in school. As an

illustration, teachers who are actively involved in various school organizational activities will feel satisfied with their work, promotions, and teamwork. This empirical fact is in line and confirms the results of previous studies conducted by Liu and Bellibas (2018), Lambert et al. (2019), and Loan (2020), which claimed that affective commitment has a positive and significant effect on job satisfaction.

Moreover, the results of this study also prove that grit has a significant indirect effect on job satisfaction mediating by affective commitment with path coefficient = .19 and t value (4.75) > t table (2.342). This evidence was addressing that affective commitment is vital in the correlation between grit and job satisfaction context. This suggests that the affective commitment manifested in feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018) can be a good and effective intermediary for the relationship between grit and job satisfaction. It also means that when the teacher's affective commitment is high, it will be crucial goodwill for the relationship between grit and job satisfaction. These findings are consistent with studies by scholars that job satisfaction is influenced by affective commitment (e.g., Lambert et al., 2019; Loan, 2020), and affective commitment is affected by grit (Tang et al., 2019; Nisar et al., 2020).

Overall, this empirical fact confirms that grit and affective commitment are vital for lecturer's job satisfaction so that it needs to manage and develop adequately and optimally. Consequently, university leaders need to give more serious attention to lecturer's grit and affective commitment. This attention can be manifested in strategic policies that enhance lecturer's grit and affective commitment. These policies must support developing dimensions or indicators of grit and affective commitment in practice. For grit, the implementation of the strategic policies must provide goodwill for the development of consistency of interests, reflects an individual's tendency to maintain commitment and maintain focus on achieving goals/tasks over a long period of time; and persistence of effort, which demonstrates an individual's tendency to pursue long-term goals with sustained efforts despite obstacles and setbacks (Duckworth, 2016). Likewise, implementing the strategic policies must also stimulate the emergence of feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018) among lecturers to reflects their affective commitment. Implementation of the strategic policies, in practice, can be done through workshops, training programs, focus group discussions, gatherings, counseling, or other creative activities that stimulate enhancing lecturer's grit and affective commitment.

Finally, the research results confirmed an empirical model of the effect of grit on job satisfaction mediating by affective commitment based on the lecturer's data in Indonesia. This model can discuss among researchers and educational practitioners to built models and increase lecturer's job satisfaction.

Conclusion

This research found that grit significantly affects job satisfaction, directly and indirectly, mediating by affective commitment. Thus, the lecturer's job satisfaction can improve through grit and affective commitment. A model about the effect of grit on job satisfaction mediating by affective commitment was confirmed. Therefore, researchers and practitioners can discuss or adopt an empirical model to increase job satisfaction through grit and affective commitment in the future and various fields. Future studies can take a different locus, a larger number of samples, and use different data analysis techniques, for example, structural equation modeling (SEM). Meanwhile, practitioners can schedule work satisfaction improvement programs through the revitalization of grit and affective commitment. Revitalization can be started by doing strategic planning along with scenarios in implementation, supervision, evaluation, and feedback that are truly feasible, effective, and promise to improve grit and affective commitment among lecturers or employees.

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