

FACTORS AFFECTING ORGANIZATIONAL COMMITMENT IN PHARMACY INDUSTRY: THE ROLE OF COMPENSATION AND LEARNING CULTURE AS PREDICTORS.

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ABSTRACT

The purpose of this study is to identify dynamic relationships among compensation, learning culture, and organizational commitment in one of the pharmacy company. This study uses 137 employees as participants. They answers the questionnaire with 47 items. Multiple regressions used to analyze the data and found that compensation and learning culture simultaneously and partially have significant positive relation with organizational commitment. This research provides insights for HR department in the organization to view compensation policy and learning culture as important variables that can affect organizational commitment. Therefore they could make use of both variables as part of their strategy to improve HR management and practices. While for future research scholars can develop broader study regarding learning culture and organizational commitment.

Key Words: *Compensation, Learning Culture, Organizational Commitment*

JEL Classification:

1. INTRODUCTION

Human resources played an important role in organization's effort to achieve their target (Bartel, 2004). While Caruzo (2017) argued that the success of organizations depends not only on the effectiveness of utilizing financial and physical resources but also on human resources. Managing human resources is complex because people have diverse feeling and behaviour. One of the reason that people join the company is because they need a job. They can love their job but otherwise they donot like the company. Or vice versa, they love the company but hate their job. HR department have the responsibility to provide HR policy and practices which could drive both employee's job satisfaction and organizational commitment. In short, to maximize their contribution, employees need to love their job and their

organization. Hanaysha (2016) propound the importance of organizational commitment because when it is built, it would lead to various favourable organizational outcomes. Next research from Barton (2016) suggests that employees with affective commitment save the organization money and create positive cultures through supporting the company vision. There are many factors which become the antecedents of organizational commitment. They include organizational culture (Azizollah et al., 2016; Awadh & Saad, 2013), job satisfaction (Markovits et al., 2010; Borges, 2012), pay satisfaction (Abdullah & Ramay, 2012), work-life interface (Prasetio et al. 2017), effective leadership (Caykoylu et al., 2011), personal cultural value & company bonding (García-Cabrera & García-Soto, 2010), organization structure and job stress (Lambert et al., 2008). While the consequences of organizational commitment can include job performance, intention to leave, work effort, absenteesime, and turnover (García-Cabrera & García-Soto, 2010; Memon & Sathpathy, 2017; Nazari & Emami, 2012). It is clear that employee with high organizational commitment will contribute more to the organizations. Accordingly, organization need to develop plan to enhance employee's commitment. The purpose of this research is to investigate the effect of compensation and learning culture on organizational commitment of employees in a pharmacy business. The research will answer the questions regarding the relationships between compensation and learning culture on organizational commitment simultaneously and partially.

2. LITERATURE REVIEW

Compensation is part of human resources management practcies. And it is an organization obligation to setup strategic cmpensation policy. Strategic compensation means that organization need to adjust their compensation policy to meet their overall objectives (Armstrong, 2008). Different types of compensation along with the external and internal equity should be considered carefully. Strategic compensation practices help the organization to achieve its objectives by increasing commitment and motivation (Armstrong, 2008). Compensation became important mechanism which affect work attitudes and behaviors of employees. We can assume that effective compensation could generate positive work behavior and outcomes. Furthermore, Martocchio (2015) argued that compensation policy should be designed to achieve affective commitment as a strategic human resource management practices. Certain types of compensation plans may lead to higher affective organizational commitment. These statement is corroborated by Munap, Mohd, & Abdul (2013) who argued that proper compensation system may boost the workers' desire to stay with the organization, with job satisfaction and expectations, indirectly becoming higher. In the end, organizations that offer attractive and various compensation (financial, nonfinancial, benefit, normtive, and company based) are perceived by employees as showing greater support and as being fair in their dealing with employees.

Yang (2003) explained learning culture as a concept that portrays organizational behavior in learning and development. Learning culture also defined as culture within the organization which has values, systems and practices that support and encourage organization to develop and enhance the knowledge, competencies and performance levels on an ongoing basis (Blackwood, 2014). Ponnuswamy & Manoharas (2014) define the learning organization culture as the characteristic of an institution that promotes continuous learning for sustainable improvement in teaching and learning. Inside the organization with strong learning culture, learning process become system or a habit and embedded in every activities. Organization should develop learning culture in order to excel in competition and lead to innovation. By developing strong learning culture organizations will benefit from efficiency, productivity, higher employee satisfaction, minimize turnover, and higher organizational commitment (Egan, et al., 2004; Rose et al., 2009). It is important to study the relation of learning culture and employee outcome.

The general concept of organizational commitment defined by Allen & Mayer (1996) as a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization. Organizational commitment also explained as the workers desire to stay with the particular organization and willingness to be involved towards achieving the organization goals (Bozlagan, Dogan, & Daoudov, 2010). Strong organizational commitment is undoubtedly important for organizations. Highly committed employees are the main sources for continued success and performance. Allen & Meyer (1996) conceptualized the construct into three dimensions, that is AC, continuance commitment and normative commitment. The importance of organizational commitment has been proved and discussed in various literatures. Organizations seem to be interested in to have highly committed employees, because it is commonly accepted that organizational commitment could lead to various organizational outcomes such as lower level of turnover, increased motivation, improved organization citizenship behaviour, and continuous organizational support (Kwon & Banks, 2004).

Having suggested that commitment can be linked to positive work attitudes and behaviors such as lower turnover intention, lower absenteeism, and also reducing counterproductive work behavior, it is necessary to study the relationship between variables which might have impact on enhancing the organizational commitment. By managing compensation practices and learning culture, organizations can improve organizational commitment.

Compensation and Organizational Commitment

Previous literatures discussed the relation between compensation and organizational commitment. It is believed that organizations can increase employee emotional attachment to the organization by providing attractive compensation package. Alamelu et al. (2015) from India found that compensation had a significant and positive relation with organizational commitment. Still from India, Omotayo et al. (2014) also backed the finding from previous research. A study from Malaysia (Kee et al., 2016) showed the same pattern in banking industry. In food industry in Kenya, Milgo et al. (2014) revealed the positive effect from compensation on organizational commitment. Ogunnaike et al. (2016) recommend that organizations should ensure the design of compensation packages that are adequate because it will contribute to increased employee commitment and positive performance outcomes. Another study from Malaysia discover that organizations which provide such financial compensation as the strategy in human resource management could improve organizational commitment among the workers (Ahmad, Toh, & Bujang, 2013). Fiorito et al. (2007) mention that various compensation reductions (for example; direct cuts in pay and benefits) should diminish employee commitment because they felt lack of support from the employer. Several other studies from Pakistan (Nawab & Bhatti, 2011; Shafiq, et al., 2013), in Mexico and Malaysia (Llanos & Ahmad, 2017), and in Iran (Anvari et al., 2014) all support the significant and positive relation. While Paik et al. (2007) who conducted study in Mexico found two result. Compensation had significant positive relation with affective commitment, but had no significant relation with continuance commitment. Based on these findings, we propose the first hypothesis as follow;

H₁: Compensation will have a significant negative relationship effect on organizational commitment.

Learning Culture and Organizational Commitment

Research on learning culture and organizational commitment began to attract scholar's attention. Joo and Lim (2009) conducted study for employees in the manufacturing sector and found a positive association between learning culture and organizational commitment. Lau et al. (2016) in Malaysia

revealed that learning organization mediate the relation between organizational culture and affective commitment in three different industries (services, agriculture, and manufacture). Study in a government institution in China from Xie (2005) presents the significant and positive relation between learning culture and all the facets of organizational commitment (affective, continuance, and normative). Furthermore, Tsai (2014) argued in order to improve the service to the customer, hospital staff must engage in a process of continual learning to enhance their skills. By doing this, hospital can build a learning culture and enhance the organizational commitment of its nursing staff. A report from Taiwan (Hsu, 2009) noted that R&D professionals' perceptions of a high level of organizational learning culture has a positive effect on job satisfaction and organizational commitment. Next research from Dirani (2009) in Lebanon found a significant moderate relationship between learning organization culture seven dimensions and organizational commitment. Thus, the overall learning organization culture also positively influence organizational commitment. Several other studies from South Korea (Joo, 2010; Song et al., 2009; Lim, 2010), Turkey (Atak & Erturgut, 2010; Sahin, 2013), Pakistan (Islam et al., 2015;), and Malaysia (Hanasya, 2016; Islam et al., 2014) support the positive relation between learning culture and organizational commitment. The correlation range from the lowest .190 to the highest of .830. Thus, we set the second hypothesis as;

H₂: Learning culture will have significant positive effect on organizational commitment.

After the hypothesis for each relation was set, we also determined that compensation and learning culture simultaneously have significant relation with organizational commitment. Therefore the third hypothesis was

H₃: Simultaneously, compensation and learning culture will have significant positive effect on organizational commitment.

3. METHODOLOGY

3.1 PARTICIPANTS

We distributed the questionnaire to all of the employees (157) and get the respon rate of 86% (137 returned). The demographic characteristic include gender, age, education level, job position, length of service, and salary. Participant dominated by male who consist of 74%. The dominant age is between 30-35 years old (26%). 50% of the employee have been working in this company for more than 5 years. 36% of the respondents graduated have university background and 33% graduate from diploma school. Most of the participants (71%) is in the pay range of Rp. 3.000.000 – Rp. 6.000.000. In summary we have almost equal distribution in the demographic characteristic. Table 1 provide detail information regarding the characteristic.

Table 1: Demographic Aspects

	Category	No of Participants	Percentage
Gender	Male	102	74%
	Female	35	26%
Age	<20 years old	0	0%
	20-25 years old	29	21%
	>25-30 years old	31	23%
	>30-35 years old	36	26%
	>35-40 years old	19	14%
	>40-45 years old	12	9%
	>45-50 years old	7	5%
	>50 years old	3	2%
Length of service	<1 year	16	12%
	1-3 year	28	20%
	>3-5 year	25	18%
	>5-10 year	45	33%
	>10 year	23	17%
Education	High School	41	30%
	Diploma	45	33%
	Undergraduate	50	36%
	Post Graduate	1	1%
Salary	>3.000.000-6.000.000	97	71%
	>6.000.000-9.000.000	24	18%
	>9.000.000-12.000.000	10	7%
	>12.000.000-15.000.000	2	1%
	>15.000.000-20.000.000	2	1%
	>21.000.000	2	1%

3.2 DATA ANALYSIS

Multiple regression was used to analyzed the relation between variables. We tested the data to make sure there were no abnormality and heterocedasticity. This test was taken to make sure that the data is fit to be processed for linear regression.

3.3 MEASUREMENT

A questionnaire composed of 47 items were used in the study containing fourteen items for copensation, thirteen items for learning culture, ad twenty items for organizational commitment. All the items has five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Items for compensation develop from Edison et al. (2016), learning culture items developed based on Dimension of Learning Organization Questionnaire from Watkins & Marsick (Larasati & Anggoro, 2016), and three facets of organizational commitment from Allen & Meyer (1996) was used. The reliability for compensation items were $\alpha = .780$, for learning culture were $\alpha = .837$, and for organizational commitment were $\alpha = .799$.

4. RESULTS AND DISCUSSION

The first part of the discussion will present the employee's perception towards the company policy on compensation, the implementation of learning culture, and the level of organizational commitment. The means for compensation was 3.19 which considered moderate, while the perception of learning culture was considered a bit high (3.47). Lastly, the organizational commitment still on moderate level (2.83). The result reflect there are still a lot to do by the human resources department in this company. The ultimate goals regarding organizational commitment of course to make them stronger or higher. The moderate level for the commitment raise the question about what factors could management use to boost the commitment. This research will llok into the role of compensation and learning culture as

the antecedent of organizational commitment. The next part of the discussion will answer that question. The multiple regressions analysis used to identify the relationship and the effect of the independent variable on dependent variable. Before conducting multiple regressions we must make sure the data met the requirement for linear regression. Table 2 showed the data passed the normality test ($0.891 > 0.05$). Table 3 provide evidence that our data also passed the heterocedasticity test (the figure were above 0.05).

Table 2: Normality Test

	Unstandardized Residual
N	137
Kolmogorov-Smirnov Z	0.579
Asymp. Sig. (2-tailed)	.891

Table 3: Heterocedasticity Test

			COMPENSATION	LEARNING	Unstandardized Residual
Spearman's rho	COMPENSATION	Correlation Coefficient	1.000	.299**	-.066
		Sig. (2-tailed)		.000	.443
		N	137	137	137
	LEARNING	Correlation Coefficient	.299**	1.000	.068
		Sig. (2-tailed)	.000		.431
		N	137	137	137
Unstandardized Residual	COMPENSATION	Correlation Coefficient	-.066	.068	1.000
		Sig. (2-tailed)	.443	.431	
		N	137	137	137

Table 4 present the result of multicollinearity test which showed the tolerance value > 0.10 and the VIF value < 10 . There were no multicollinearity.

Table 4: Multicollinearity Test

Collinearity Statistics	
Tolerance	VIF
.937	1.067
.937	1.067

After confirming that the data met the linear regression criteria, we analyze the relation of independent and dependent variables. First, we compute the correlation value using SPSS. Table 5 showed the correlation between compensation and organizational commitment was 0.505. Since it was slightly just above 0.5 we can say the correlation was quite strong. Wegner (2016) argued that correlation value which closer to zero was reflects weak relationship. While the value closer to one, reflect strong relationship. According to the stateent of Rumsey (2011) 0.505 was grouped in the moderate category. Meanwhile, learning culture had positive relation but it was only 0.330, which considered weak relation. All the significance value showed 0.00 which mean the relation were significance.

Table 5: Correlations

		COMMITMENT	COMPENSATION	LEARNING
Pearson Correlation	COMMITMENT	1.000	.505	.330
	COMPENSATION	.505	1.000	.251
	LEARNING	.330	.251	1.000
Sig. (1-tailed)	COMMITMENT		.000	.000
	COMPENSATION	.000		.002
	LEARNING	.000	.002	

The next step of the analysis was about the result showed in the model summary report. The value of R (0.547) means that both independent variables simultaneously had a positive relationship with dependent variables. Compensation and learning culture had positive relationship with organizational commitment. When employees perceived that organization provide good compensation package and support learning culture, they will develop higher organizational commitment. The R square obtained from R value squared showed 0.299 which mean 29.9% of organizational development can be explain by compensation and learning culture. The value is below 0.5 which according to Wegner (2016) considered as weak.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 ^a	.299	.289	.36347

Table 7 showed the significance value of 0.00 which confirm that there was a significance effect of both independent variables on organizational commitment. Table 8 revealed the partial relation of compensation and learning culture on organizational commitment. Partially both independent variables also had significant relation (significance value 0.00).

Table 7: Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.552	2	3.776	28.583	.000 ^b
	Residual	17.703	134	.132		
	Total	25.255	136			

Table 8: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.450	.247		5.859	.000
	COMPENSATION	.398	.066	.450	6.028	.000
	LEARNING	.178	.061	.217	2.905	.004

Figure 1, regression model showed that the result answered all of the hypotheses. Simultaneously and partially, compensation and learning culture have significant positive effect on organizational commitment. Partially, the effect of compensation on organizational commitment was 0.45 (45%), while the effect of learning culture on organizational commitment was 0.217 (21.7%). The effect of both variables on the dependent variable was 0.547 (54.7%).

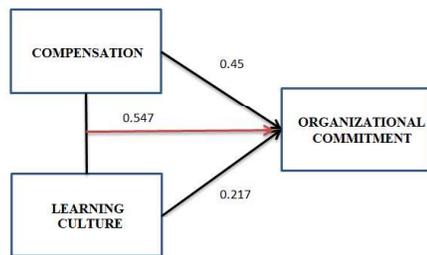


Figure 1: Regression Model

Those results affirm previous studies which found the significant relation between compensation and learning culture with organizational commitment. Previous studies from Paik et al. (2007) in Mexico, Nawab & Batthi (2011) and Shafiq et al. (2013) in Pakistan, Omotayo et al. (2014) and Alamelu et al. (2015) in India, Milgo et al. (2014) in Kenya, Anvari et al. (2014) in Iran, Ogunnaike et al. (2016) in Nigeria, Kee et al. (2016) in Malaysia, and Llanos & Ahmad in Mexico and Malaysia confirm the positive relation between those variables. There was only one finding from Paik et al. (2017) which also support the negative relations. This happened between compensation and one of the dimensions of organizational commitment (continuance). The average correlation value from these studies was 0.503 which is quite similar with the value obtained from this research (0.505). The comparison with previous studies discussing learning culture and organizational commitment deliver the same conclusion. Result from China (Xie et al., 2005), Taiwan (Hsu, 2009; Tsai, 2014), Lebanon (Dirani, 2009), South Korea (Joo & Lim, 2009; Song et al., 2009; Joo, 2010; Lim, 2010), Turkey (Atak & Erturgut, 2010; Sahin, 2013), Malaysia (Islam et al., 2014, Lau et al., 2016; Hanaysha, 2016), and Pakistan (Islam et al, 2015) all provide evidence that strengthen the positive relation between learning culture and organizational commitment. The average correlation value of those studies was 0.551 which is higher than the result of this study (0.330). Theoretically, it has been proven that companies can take advantage of management approach based on compensation and learning culture in order to enhance organizational commitment.

Managerial Implication

This research uses only one department in a pharmaceutical company. For this particular company, the management could look at the improvement of their compensation policy to build stronger commitment. The combination of fixed ad variable salary like they had already applied could be maintained. A salary survey can also be conducted to make sure that they manage the internal and external equity. Data obtained from this research showed that employees still perceive that the compensation provided by the company not quite give them satisfaction. The moderate level perceive by employees regarding the compensation gave insight that management could still have opportunity to make it better. They can provide allowances for house, travel, transportation, and education. Management could also improve benefit for employees (health care for family members, sabbatical leave for certain employees, better pension plan, and recreational need). This addition to the variation expected to improve the employee's perception and satisfaction toward the compensation policy. Regarding the learning culture, it seem that management already implemented quite appropriate treatment. At least employees perceive that the company nurture the learning culture. In this case, the management just keep maintain the learning activity by providing clear training and development program, rewarding the employee who contribute to the learning and sharing knowledge, promote the creation of new ideas and innovations, and eventually they implement knowledge management system in the organization. Since the results proved that both compensation and learning culture could give

impact to enhance organizational commitment, there is no reason to delay the program which could improve employee commitment. In addition, the company can also try other approaches such as job satisfaction (Gunlu et al., 2010), perceived organization support (Marique et al., 2012), work-life balance (Azeem & Akhtar, 2010), and the leadership style (Caykoylu et al., 2011). The organization fairness and career opportunity could also be managed because both of them were found to have influence on organizational commitment (Lamber et al., 2008). With comprehensive approach, the company can have flexibility in implementing a commitment-enhancing program. In addition, employees can also have the opportunity to evaluate each program and choose which one that suits their needs.

5. CONCLUSIONS AND RECOMMENDATIONS

All three hypotheses were answered and supported. Partially, compensation and learning culture have significant and positive relation with organizational commitment. Simultaneously, both independent variables also have significant positive relationship with organizational commitment. The present research supported the previous literatures which indicate that compensation and learning culture plays a crucial role in building commitment. These findings can be utilized by the company to strengthen organizational commitment which currently at a moderate level. Company especially human resources department are advised to implement various approach when dealing with the problem to build commitment such as, policy on work-life balance, provide positive leadership style, provide real support for employee, and also communicate a clear and measurable career ladder.

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