

**THE INFLUENCE OF SELF-REGULATION AND JOB
SATISFACTION ON WORK ENGAGEMENT:
A STUDY AMONG THE LECTURERS OF INDONESIAN
OPEN UNIVERSITY**

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ABSTRACT

Employees psychological connection with their work has gained a critical importance in the world of work. Contemporary organizations need employees who engage with their work. Employee engagement, commitment to the organization is a result of job satisfaction and self-regulation. An exploratory study on the influence of job satisfaction and self-regulation on work engagement among the lecturer of the Indonesian Open University (UT), was undertaken. This study aimed to test the effect of job satisfaction and self-regulation on work engagement of the faculty members of the Indonesian Open University. The research samples were 51 faculty members which consist of 15 lecturers who have structural positions and 36 lecturers who have not structural positions. The research instrument of self-regulation is self-regulation questionnaire (SRQ), and the instrument of job satisfaction was developed by the researcher based on the concept of job satisfaction proposed by Schemerhorn, Hunt & Osborn in 1999, and the instrument of work engagement was Utrecht Work Engagement Scales (UWES). The data collection was done by asking the respondents to fulfill the research instruments, and the data were analyzed using multiple linear regression method. Results showed that together job satisfaction and self-regulation have significant influence on work engagement of, but the partial analysis showed that the only influence was job satisfaction. This result indicates that job satisfaction of the faculty members of the Indonesian Open University is an important factor for the development of their work engagement..

Keywords: job satisfaction, self-regulation, work engagement,

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Introduction

Human resource development can be done through education. An important aspect in education are: (1) learning materials, (2) the learning process, and (3) teachers. For the Indonesian Open University (UT) which the students scattered throughout Indonesia and abroad, the quality of the lecturers is essential in order to produce quality graduates. The indications of a qualified lecturer, as well as employees in general, among others, can be seen from the involvement of the jobs he had to do (Kahn, 1990; Demerouti et al, 2001, Harter, Schmidt, Hayes, 2002, cited by Salanova, Agut, Peiró, 2005). The involvement of an employee on the jobs he does commonly refer to as work engagement that is influenced by a variety of variables, such as employee satisfaction (Harter, Schmidt, Hayes, 2002), and self-regulation (Pelletier, Fortier, Vallerand, Bri`ere, 2002). So far, research on work engagement made to educators only focused on educators in face-to-face educational institutions (e.g. Chakravarthi, S. Et al., 2010, Shaari, A.S., et al., 2014). There has been no report research about work engagement among the educators of distance higher education. Whereas the model of distance learning that one character is the separation of teachers with whom he teaches are might be able to bring a different psychological condition of the educators. Therefore, this study aimed to assess whether the variables of self-regulation and job satisfaction influenced the work engagement and how the sequence of variables influence it.

RESEARCH DESIGN

The frame of this study is that self-regulation and job satisfaction jointly or separately influenced the work engagement of the lecturers of the Indonesian Open University. So that the research hypothesis stated as:

1. Self-regulation and job satisfaction jointly influenced their work engagement,
2. Self-regulation of the lecturers influenced their work engagement, and
3. Job satisfaction of the lecturers influenced their work engagement.

Research methodology

The study population was the lecturer of the Indonesian Open University who works in the head office in Jakarta. The sample was 51 lecturers which carried out by using simple random sampling method because the characteristics of the population are the same. The research

instrument used is self-regulation questionnaire (SRQ) which was developed by Brown, Miller, & Lawendowski in 1999, job satisfaction questionnaire developed by the researchers based on the conception of job satisfaction were prepared by Schermerhorn, Hunt, & Osborn in 1994, and Utrecht work engagement scale (UWES) developed by Schaufeli and Salanova in the year of 2002. The instrument of job satisfaction to measure the dimensions of job satisfaction which are the satisfaction with the job itself, the relationships with co-workers, the superior supervision, the incentives and facilities received, and the opportunity to develop a career respectively. The instrument of work engagement to measure the dimensions of work engagement which are vigor, dedication, and absorption. The data collection was done by asking the respondents to fulfill the research instruments, and the data gathered were analyzed using multiple linear regression method.

RESULT

The main objective of this study was to test the influence of self-regulation and job satisfaction with work engagement of the lecturers of the Indonesian Open University. The results showed that jointly self-regulation and job satisfaction have an influence on the work engagement. When the partial correlation analysis conducted, the result turns that only job satisfaction influence the work engagement. This result approved the first and the third hypothesis and rejected the second hypothesis.

If seen in each dimension variable, the result showed that the lecturers of the Indonesian Open University have a high satisfaction with the work they faced, with the relationship with colleagues, and with the opportunity to develop a career respectively. While satisfaction with the superiors' supervision and work incentives and facilities are at a low level. Furthermore, self-regulation on work engagement of the lecturers showed in a moderate level. When it's viewed from each dimension, their vigor and dedication is at a high level, while the absorption is at a moderate level. These results are shown mostly by the lecturers who do not have structural positions.

DISCUSSION

The discussion of the results are as explained below:

1. The influence of self-regulation on work engagement

The development of self-regulation requires the relevant information, the opportunity to compare this information with existing norms, the desire to make a change, the opportunity to look for options change, develop an action plan, and implement a plan that has been prepared (Miller & Brown, 1991). That is, the development of self-regulation is a continuous process, and is always preceded by the presence of relevant information. In relation to the workings at the Indonesian Open University that uses a systems approach, where the work of one person or a unit will determine the work of the other units, then the relevant information about everything to do with the works of a person or a unit is needed. This information must be a superior authority concerned or the management unit concerned.

In this research, it turns out that the majority of the lecturers has low satisfaction with the supervisor supervision, which includes feedback on the work. If it is associated with the job status, however, the number of the lecturers has a low satisfaction towards supervision supervisor more on the lecturers who do not have a structural position than they who have the structural position. These results could indicate a lack of smooth flow of relevant information from the supervisor is required by the lecturers - especially the lecturers who do not have structural position - to do the tasks assigned to him. This information disfluencies cause less lecturers dare to make innovations for the implementation of the work, so they tend to take the safe road by doing his job as he used to do it. These conditions led to the development of self-regulation is less and did not have an influence on their work engagement.

2. The influence of job satisfaction on work engagement

One of the driving factors of work engagement is the job of resources that includes the support of co-workers or supervisors, performance feedback, diversity of skills , autonomy, and learning opportunities (Bakker, 2011). The results of this study indicate that the majority of lecturers are not satisfied with the supervision of the supervisor, including supervisor support and performance feedback. These results indicate that, although the lecturers quite satisfied with his work, relationships with co-workers, and the opportunity to develop a career respectively, but in

carrying out their duties weren't obtaining information about the merits of their work and the support of his supervisor.

The absence of information about the performance given to the lecturers is noteworthy because of the workings of the Indonesian Open University using a systems approach which means that the work of the a unit will determine the outcome of the next unit. This system is absolutely demanded clear information about the performance of all the people and units that exist in the system. The fact that the lecturers do not know about his performance, then they will also not know the end quality of a series of work. As a result, they work only to reached the quantity and time targeted, but tend to neglect the quality. This is what causes, although the lecturers mostly feel satisfied in a high level, but their work engagement remains at a medium level.

This indication is approved by the results of the further analysis, which showed that the lecturers have high levels in vigor and dedication but moderate level of absorption. That is, the real vigor and dedication of the lecturers of the Indonesian Open University high, but because of lack of smoothness and performance feedback information, then they have passion and dedication in carrying out all the work that is given, but it was all done within the limits set only.

RECOMMENDATIONS

Based on research result, some recommendations given as follows:

1. Theoretical recommendations

For further research, it is recommended to:

- a. Develop or use the newer instruments and simpler, especially the instrument of self-regulation, in terms of the amount of the item. This is suggested because of the number of items are likely to cause less serious answer, so that the results could be biased .
- b. Increase the number of respondents in order to obtain a more comprehensive results.
- c. Expanding the subject of research , not only the lecturers but also administrative staff.

2. Practical recommendations

To enhance the quality of the lecturers of the Indonesian Open University, it is recommended to:

- a. The main factors that seem to trigger low self-regulation and work engagement of lecturers of the Indonesian Open University is less smooth of relevant information about everything related to the work presented to and the real performance feedback achieved by the lecturers. Therefore, the Indonesian Open University in the future need to develop information diffusion system that ensures all information relevant to the implementation of the work accurately .
- b. Because of the working system in the Indonesian Open University is system approach, which means that there must be well coordination between the units, then UT should develop inter-unit coordination mechanisms that ensure that all people involved in it to obtain accurate feedback about the work he does .
- c. The learning system at the Indonesian Open University is distance education. In this sisitem, all of the learning materials and evaluation of learning should be made in the form of printed and non-printed. To do it, need to collaborate with administrative staff. Such learning system causing jobs to be done by the lecturer of the Indonesian Open University is more and more varied than the non-distance education lecturer.

Going forward , in order to be able to fully concentrate in performing its functions and duties as well as achieve a good performance, the Indonesian Open University needs to clearly define the duties and functions of the lecturers and minimize the administrtative tasks.

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