

# Can Ethics Develop Educational Service Commitments in a University Setting?

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The development of ethics in an educational setting serves as one of the efforts necessary for improving the quality of education. This research discusses the ethics of human resources in the education service and its effects on educational implementation commitment. The research aims to determine whether the ethics of an individual in an educational organisation, namely higher education, can influence service commitments. The research method that was undertaken used a quantitative approach and its populations were students of higher education institutions in three large cities in Indonesia. Purposive random sampling and a sample collection technique was used in this study. Results of the research show the conformity of ethical phenomena and the levels of individual commitment in providing this service.

**Key words:** *Ethics, commitment, university development.*

## Introduction

Ethics are not limited merely to individual actions and behaviours but include professional practice, both governmental and corporate (Mathur & Corley, 2014; Davies & Harre, 2001; Sullivan, 1986). Humans do not undergo their life with isolated morals and ethics, but evolve according to specific moral traditions (Reiss, 1999; Graham, 2011; Stefkovich & O'Brien, 2004; Sullivan, 1986; Warnick & Silverman, 2011). Ethics can be viewed as an inseparable aspect of human life.

A good organisation, whether acting for profit or non-profit, consists of human resources which drive the organisational wheels. Human resources are viewed as the main element with effects upon the sustainability of an organisation. There are many authors currently looking at human resources as an organisational strategy. One reason it is considered important is that men in



organisations often appear to achieve better performance (AlDamoe, et. al, 2012; O’Gorman, 2012). This indicates that people within organisations play an important role in driving and achieving organisational goals. It is known that human resources management is one of the factors of a productive life and affects other factors. Just imagine, leading companies with impressive buildings and pretentious offices yet having no talented employees; these companies would collapse (Jabari, 2001; Dessler, 2010). As driving members of an organisation, ethics are needed as part of organisational activities.

There are multiple studies on ethics, especially since the 1970’s there has been an ‘ethics explosion’ to counter the loss of ethics education in higher education institutions. One case study was conducted in Australian regional higher education institutions and was designed to document examples of ethical dilemmas faced by service and trainee teachers (Boon, 2011). Research into ethics regarding the administration of education has been widely carried out. Farahani and Farahani (2013) examined the ethical component in relation to their students. This study aimed to determine the level of professional ethical components used by members of the faculty in education. Other research on ethics in educational organisations focused on ethical promises in higher education (Taufani & Heriyati, 2010). Furthermore, research on measuring the ethical index has been carried out in Indonesia by Rusyani, Taufani, and Arifin (2016, 2017, & 2018) who found ethical indicators in education services in higher education institutions.

Existing ethical behaviour is used to identify the factors and variables which have effects on ethical behaviour; the variables are divided into individual factors, organisational factors and extern factors. This study assists professionals to understand ethical behaviour in the context of their organisations in order to manage the ethical aspects in their organisations (Geeta, et. al, 2014; Falkenberg & Herremans, 1995).

Meanwhile, ethics play an important role in organisational management in terms of achieving successful organisational goals (Saremi & Nezhad, 2014; Snellman, 2015). In the last three decades, attention has focused upon human resources as the most important phenomena. In the last decade, we see three processes of human attention, namely attention to prioritisation of the human body, prioritisation of human thinking, and currently there is a prioritisation of moral thoughts and ethics. , Filabi, in his study regarding organisational culture and ethical behaviour, discussed how financial institutions are motivated to report cultural management in the organisation and influence desired behaviours. Culture plays a role in the management of ethics and there is an expectation that companies actively manage the cultural implications of ethics (Filabi, 2018; Zulganef, 2015).

There are a number of studies on commitment; the study here discusses the factors that influence organisational commitment. Job satisfaction serves as a pathway to bridge this with

organisational commitment. The path from human resource practices to organisational commitment is mediated by job satisfaction, which has never been statistically tested in banks in Vietnam before (Nguyen, et al., 2014; Nuanluk 2017). Factors showing effects on organisational commitment include appreciation, support from supervisors, promotion opportunities, work-family support, and favourable working conditions (ul Haq, et al., 2014; Schulz & Martin, 2017). The work environment greatly influences an employee's commitment to the organisation, and there is a strong relationship between the work environment and employee commitment. Motivation influences how employees perform their duties. The frequency of motivation methods has no relationship to employee commitment. But there is a strong relationship between the types of motivation methods used and employee commitment (Njenga, ET. Al, 2015; Wahaibi, 2016).

Based on the research above, there are still a few studies that identify whether commitment is influenced by individual ethical practices, and this study aims to find out whether ethics really influences commitment. Employees who apply Islamic work ethics at work will show their organisational commitment, meaning employees or members of the organisation at work must be ethical when they are committed (Aditya, 2013).

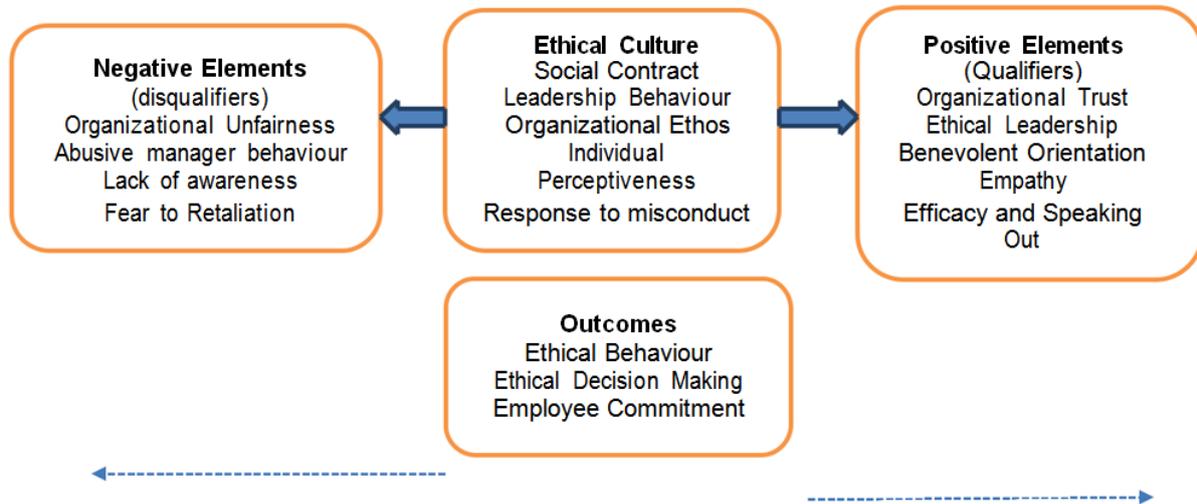
The provisional assumption assumed by researchers is that there is a relationship between ethics and organisational commitment, where ethics is a reflection of the behaviour shown by organisational members and commitment is seen as a strong desire to remain as a member of a particular organisation, a desire to strive in accordance with organisational desires, and beliefs and acceptance of organisational values and goals. Considering the lack of research into ethics and its influence on organisational commitment, this researcher will review the effects of ethics on organisational commitment. This study aims to find out whether ethics can build commitment in educational services in higher education institutions.

## **Literature Review**

### ***Ethics***

This framework describes ten areas of measurement for each organisation with a willingness to investigate whether they have an ethical culture. These ten fields are arranged according to the Two Factor Model of Ethical Culture. The two-factor model is analogous to Herzberg's two-factor theory of job satisfaction. According to Herzberg, there are two sets of components that have an influence on employee satisfaction: "Cleanliness" factors (for example, job security, salaries, etc.) and motivators (for example, meaningful work, recognition, etc.). The absence of a cleanliness factor at work creates dissatisfaction and employee turnover; on the contrary, the presence of motivators leads to highly engaged employees who want to advance the company's goals (Herzberg, 1959).

**Figure 1.** A two factor model of ethical culture



Herzberg's theory states that organisational leaders must first overcome cleanliness and extrinsic factors of workplace conditions that lead to dissatisfaction before addressing motivators.

The two factors of ethical culture consist of positive aspects (Qualification) and negative, such as hygiene factors (Disqualification). The disqualification factors refer to factors which tend to increase unethical behaviour, and qualification factors refer to the factors that motivate employees towards ethical behaviour. The disqualifiers can also be considered to be minimum requirements. They represent the ethical debt that companies must pay to create a foundation with a strong ethical focus. Instead, the qualifiers realise any required active investment by organisations in order to develop ethical assets on these foundations. Each factor is measured by survey questions that can help organisations assess their own culture (or may be used by trusted third parties to conduct an assessment of the company). The validity of items as an indicator of ethical culture is determined by the correlation with the following results: 1) observation of violations in the workplace; 2) ethical decision making; and 3) employee commitment to the organisation. Each of these results adds value to the organisational goals. Ethical decision making is a critical outcome since it is a key antecedent for ethical behaviour. Employee commitment is a precursor to employee engagement and loyalty, and thus reduces employee turnover. Finally, observations of violations provide evidence of corruption and unethical behaviour.

### ***Organisational Commitment***

There are three components of the organisational commitment model by Meyer and Allen as the dominant model for work-place commitment studies. Regarding its wide use, it analyses weight accuracy developed to tap the insured construct. This paper covers a critical analysis of



the organisational commitment framework developed by Meyer and Allen as well as checking on constituent subscale validity for measurement of Affective Commitment, Normative Commitment, and Sustainability Commitment. This identifies critical problems which may be used to improve the accuracy and use of the Meyer and Allen model.

This study combines appropriate solutions and proposes a perfected model for measurement of organisational commitment.

The three-component commitment model developed by Meyer and Allen (1997) arguably dominates organisational commitment research (Meyer et al., 2002). This model proposes that employees experience organisational commitment simultaneously with a mindset including affective, normative, and ongoing organisational commitment. Affective Commitments reflect commitments based on the emotional binding of employees which are developed through the organisation, particularly regarding positive work experiences. Normative Commitments reflect commitments based on perceived obligations to the organisation, for example, rooted in reciprocal norms. Sustainable Commitment reflects commitments based on perceived costs, both economic and social, with respect to leaving the organisation. Researchers have used this commitment model to predict important employee outcomes, including citizen turnover and behaviour, job performance, absenteeism, and tardiness (Meyer et al., 2002). Meyer and Allen (1997) provide a comprehensive review of the theoretical lineage of this model.

## **Research Method**

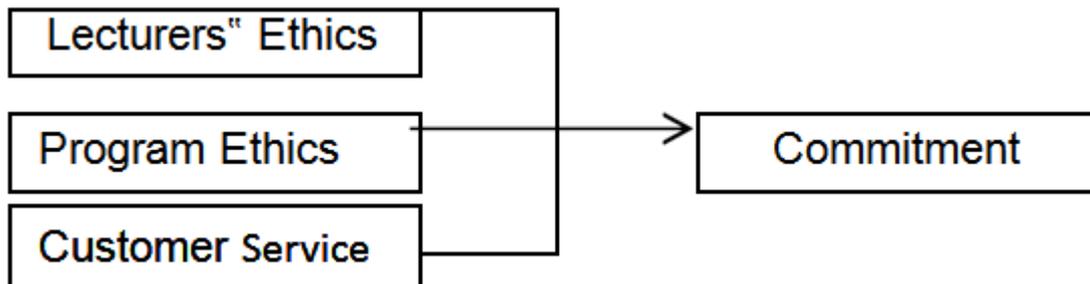
In this study, researchers used a descriptive method with a quantitative approach and a simple correlation and regression formula to process the data. The samples of this study are from higher education in three cities, namely Jakarta with respondents selected using consecutive sampling methods consisting of 130 respondents, Makassar City 154 respondents, and 115 respondents from Banjarmasin City from higher education institutions, with each different Department / Study Program and Year of Study.

The following are the research instrument grids:

Variables	Indicators
Lecturers' Ethics (X1)	a. Providing opportunities for students to: <ol style="list-style-type: none"> <li>1. Ask</li> <li>2. Discuss lecture materials</li> <li>3. Express opinions</li> <li>4. Treat students objectively and non-discriminatively</li> </ol> b. Lecturer Attitude: <ol style="list-style-type: none"> <li>1. Speak politely and correctly during the learning process and outside the classroom</li> <li>2. Be wise</li> <li>3. Not prioritising personal interests</li> <li>4. Motivate students</li> </ol> c. The study program supports all the rights and obligations of students
Program Ethics (X2)	<ol style="list-style-type: none"> <li>1. Physical condition of the lecture building is adequate</li> <li>2. Educational background of lecturers is in accordance with the courses taught</li> <li>3. Lecture materials given are in accordance with the needs of students in the future such as work plans, skills development, social environment</li> <li>4. Lecture administration services are delivered in a communicative and friendly manner</li> </ol>
Customer Service Ethics (X3)	<ol style="list-style-type: none"> <li>1. The name of the course offered is in accordance with what is taught in class</li> <li>2. The lecturer provides information about teaching materials</li> <li>3. Availability of information about lecture facilities</li> <li>4. There are lecture rules</li> <li>5. An explanation of the use of tuition</li> <li>6. Programs / Departments / Study Programs convey information</li> <li>7. There are recommendation boxes or facilities to accommodate student aspirations</li> <li>8. Supporting and conducive campus location to learning activities</li> <li>9. Campus buildings provide facilities for students with disabilities or special needs</li> <li>10. Feasibility buildings</li> </ol>
Commitment to Fulfil Promises (Y)	<ol style="list-style-type: none"> <li>1. Responsibility for providing service as promised</li> <li>2. Always being responsive and care about student academic problems</li> </ol>

The research model in this research is as follow:

Research Model:



## Results and Discussion

### *Research Results*

The results of the data can be seen as follows:

a. Effects of Lecturers' Ethics (X) on Commitment to Fulfill Promises (Y)

From the results of the data, it can be concluded that the significance of variable X to variable Y is 0,000. The level of correlation coefficient between the Lecturers' Ethics and Commitment to Fulfill Promises is 0.682 with the level of relationship between the two variables showing as strong. That is, the level of significance or relationship between lecturers' ethics and commitment to fulfill promises as customer satisfaction in the administration of education is strong.

Furthermore, this can also be seen from the results of data processing through regression calculations by 0.713. According to these equations, it can be concluded that any addition or increase in the lecturers' ethics will be followed by a commitment to fulfill promises as customer satisfaction in the administration of education by 0.713.

b. Effects of Program Ethics (X) on Commitment to Fulfill Promises (Y)

From the results of the data, it can be concluded that the significance of variable X to variable Y is 0.000. The level of the correlation coefficient between Program Ethics and Commitment to Fulfill Promises is 0.785 showing that the level of significance or relationship between the two variables is strong. That is, the level of relationship between the program ethics and commitment to fulfill promises as customer satisfaction in the administration of education is strong.

This can also be seen from the results of data processing through a regression calculation by 1.699. From these equations, it can be concluded that any additions or improvements in program ethics, will be followed by commitments to fulfill promises as customer satisfaction in the administration of education amounting to 1,699.

c. Effects of Customer Service Ethics (X) on Commitment to fulfill promises (Y)

From the results of the data, it can be concluded that the significance of variable X to variable Y is 0,000, and that the level of correlation coefficient between Customer Service Ethics and Commitment to Fulfill Promises is 0.700 which shows that the level of relationship between the two variables is strong. That is, the level of significance or relationship between customer service ethics and commitment to fulfill promises as customer satisfaction in the administration of education is strong.

Furthermore, this can also be seen from the results of data processing through regression calculations of 0.755. According to these equations, it can be concluded that any addition or increase in customer service ethics will be followed by commitments to fulfill promises as customer satisfaction in the administration of education amounting to 0.755.

### ***Discussion***

After conducting the research using various data processing techniques which are then presented in the form of statistics, the researchers will discuss in detail the effects of ethics on the commitment of educational services in the University.

It is known that the correlation coefficient value is in a positive direction which the effects of lecturers' ethics on commitment to fulfill the promise are by 0.682 with the regression calculation result is by 0.713, then the effect of lecturer program ethics on the commitment to fulfill the promise is by 0.785 with the regression calculation result is 1.699, then the effect of the Customer Service ethics on commitment to fulfill promise is by 0,700 with the regression calculation result is by 0.713 to customer satisfaction in the administration of education by 0.755.

The following results show that ethics provided by lecturers, program ethics and customer service ethics for improving educational service in higher education have strong relationships to commitment. Also, it is highly necessary to engage in sound ethics by the academic community because by doing so they show a commitment to improving education services in higher education. This is in line with the research on ethics carried out by Mathur and Corley (2014) which proved the importance of ethics in education, especially with respect to educational services. Gulcan (2015) stated that educational ethics play an important and effective role because to be a good human being, ethics must be placed as highly as learning in

the educational system as a whole. Saremi and Nezhad (2014) examined the role of ethics in organisational management, namely the importance of considering ethical aspects in management. This means that higher education refers to organisations and lecturers; programs and customer service are individuals in the organisation; and the importance of considering ethics in organisations is to achieve success (in this case organisational commitment).

Yousef (2016) stated that staff in academic institutions were satisfied with supervision and their co-workers, while they were less satisfied with work conditions and work security, as well as showing lower satisfaction with respect to salary and work promotion aspects. However, those who still chose to work at the institution indicated a commitment to the organisation. This commitment shows in the ethical behaviour demonstrated by staff or employees at the institution.

This result also shows that good commitment results in good ethics. Whereas in research conducted by Khan, Naseem and Masood (2016) it was concluded that organisational cynicism has a negative relationship to employee job satisfaction and there is a significant relationship between employee job satisfaction and ongoing commitment. A comparison, in terms of education (especially higher education), shows a low commitment in the services of staff and lecturers and a significant relationship between the program and student satisfaction, meaning that the low commitment of lecturers, staff and programs will lead to lower levels of student satisfaction in the teaching and learning process. In line with this, Anwar (2016) stated that commitment is related to sustainable productivity. That is, commitment can be seen from the productivity of lecturers, staff, and programs created as educational services in higher education.

## **Conclusion**

Ethics in the educational services in higher education consists of lecturer ethics as variable X1, program ethics as variable X2, and customer service ethics as variable X3. The commitment as the variable Y is the commitment to fulfill promises in the effort to fulfill educational services in tertiary institutions. This research was conducted to find out the effects of ethics on the commitment of education services in higher education by using statistical calculations, namely the calculation of data using the formula of correlation coefficient, significance, and regression in order to establish the level of relationship between the variables X1, X2, and X3 to Y.

From the results of this data, it can be concluded that the effects given by lecturer ethics, program ethics, and customer service ethics on commitment to fulfilling promises are positive and show a strong relationship. Any changes or improvements in variable X will be followed by an improvement in variable Y. The conclusion is, therefore, that there are strong and significant effects of ethics on the commitment of educational services in higher education.



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