



Research Article

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## Motivating and Retaining Generation Z Faculty Members in Private Universities

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### Abstract

Private universities in Indonesia are self-sustaining as they depend mainly on enrollments for revenues. Human capital is the main asset that they must sagaciously manage and constantly rejuvenate. With millennials constituting 40% of the country's population, this study aims to identify the performance factors of Generation Z faculty members in private universities to attain long-term sustainability. These second-wave millennials enter the workforce early compared to other generations, possess high work ambitions, but they are fraught with stress when striving to achieve higher performance and establishing long-term commitment. The phenomenology research strategy was undertaken in five private universities. Triangulation methodology through interviews, observations, and archives, in addition to source triangulation that involves 20 informants made up of faculty members and their direct supervisors were conducted. The findings denoted the significance of individual motivation, self-determination, job satisfaction, and organization commitment to achieve performance. Furthermore, this study offers insights for leadership to embrace their generation Z faculty members for the longevity of the institutions.

**Keywords:** Generation Z, faculty members, private universities, commitment, performance

## 1. Introduction

Data from Badan Pusat Statistik (2017) in Indonesia indicated that the national population is composed of 40% millennials. Generation Z (Gen.Z) is recognized as the second-wave millennials as they were born between 1995 and 2010 (11-26 years old). In 2018, Indonesia had 68 million Gen.Z population. They are considered to be the first generation that is legally and convincingly referred to as a digital native and a global citizen (Troksa, 2016; Twenge *et al.*, 2010). Characteristics of Gen.Z are their lower life expectancy than that of their seniors, poor self-branding with instant lifestyle, and unable to survive in a workplace that is not ideal for them (Bencsik & Machova, 2016). Organizations are required to pay attention to Gen.Z because they are known to be effective employees in the digital age that can undertake multitasking (Elmore, 2014). Gen.Z employees have high work ambitions and yet are so easily stressed out that they are difficult to be retained for a long-term commitment. Thus, Gen.Z employees tend to be less committed (Bencsik & Machova, 2016). This finding is supported by Steinerowska-Streb and Wziątek-Staško (2016) who stated that Gen.Z do not pay attention to stability at work and easily change workplaces.

The performance of an organization is determined by the quality of its employees (Siagian, 2017; Sutanto & Suwondo, 2015). Hence, the organization has to take exceptional steps in managing its existing human resources (Bakker, 2010). With the inclusion of Gen.Z into the workforce, companies are seeking to create new organizational cultures that engage them in producing profitable and impactful outcomes. Performance context is also important to be discussed in the higher education environment. Suganthi and PL (2010) stated that all private universities have to face challenges in the era of globalization and dynamic economies to achieve high-performance institutions. Thus, it is vital to manage Gen.Z employees who can commit, contribute to company profits, work productively, and have good-quality performance (Kwong, 2016; Özçelik, 2015). Previous studies on Gen.Z have been numerous (Bencsik & Machova, 2016; Elmore, 2014), but few of them discussed generation Z in the context of private universities, especially in Indonesia. Therefore, there is an urgency to identify and comprehend how to motivate Gen.Z faculty members (FM) so that they will be able to commit and perform.

## 2. Literature Review

### 2.1 Individual Motivation

According to Maslow (1943), motivation can be interpreted as the strength (energy) of a person which can cause a level of persistence and enthusiasm in carrying out an activity, both originating from within the individual itself (intrinsic motivation) or from outside the individual (extrinsic motivation). Maslow revealed the 5 human needs based on their hierarchy: physiological needs, security needs, social needs, self-esteem needs, and self-actualization needs. Notably, one of the key components in motivation is self-determination as it enforces energies along with intensified self-direction (Deci & Ryan, 1985, 2000, 2008; Edmunds *et al.*, 2006).

### 2.2 Job Satisfaction

Factors that can affect job satisfaction are denoted as the followings (Aziri, 2011; Maslow, 1943; Yoon & Thye, 2002): (1) Psychological factors related to the psychological state of an employee such as interest, calmness at work, work attitude, talents, and skills; (2) Social factors associated with interactions between employees and employers; (3) Physical factors that are associated with physical conditions that exist in the workplace, such as the type of work, rest periods, work equipment, condition at workplace, temperature, lighting, air ventilation; (4) Financial factors related to employee indemnification and benefits, including salary, benefits (social security, benefits, facilities, promotions). If the organization motivates its employees well, employees will be satisfied and be

willing to do more than expected (Ali *et al.*, 2020; Dugguh & Dennis, 2014; Soegandhi, 2013; Tam & Zeng, 2014). However, employees can also feel dissatisfaction, which according to Robbins and Judge (2013), can prompt behavior that leads to leaving the organization, passive loyalty, and ignorance.

### 2.3 Organizational Commitment

Organizational commitment can be used as a predictor for performance and turnover intention because it explains the strength of an individual's identification with and involvement in the organization (Mowday *et al.*, 1979). Organizational commitments are instilled in employees who believe their contributions are valued. If organizational support and commitment are felt to be strong and positive, they tend to provide high job satisfaction and high performance (Soegandhi, 2013). Organizational commitment can be divided into affective commitment, normative commitment, and continuance commitment (Allen & Meyer, 1990).

Affective commitment is an individual's emotional identification. Normative commitment describes an employee's sense of responsibility that is attached to the organizational goals. Meanwhile, continuance commitment is the desire of employees to remain in the organization because of the calculation or analysis of profit and loss where the perceived economic value of surviving in an organization is compared to leaving the organization (Allen & Meyer, 1990; Meyer & Allen, 1984; Singh & Gupta, 2015).

### 2.4 Individual Performance

According to Noe and Kodwani (2018), performance is the result of work and work behavior achieved by employees completing tasks and responsibilities within a certain period of time. Performance is measured by the ability to complete tasks and responsibilities for a certain job. Then there is a standard of achievement that must be met, otherwise it is categorized as underperforming (Dahmiri & Sakta, 2014). Practice performance can be divided into individual performance and organizational performance. Whilst organizational performance focuses on profitability and sustainability (Dessler, 2016), individual performance predicates job satisfaction that alludes to a sense of accomplishment (Van Scotter *et al.*, 2000).

## 3. Research Method

In 2018, there are 3,171 private universities in Indonesia (Nirmala *et al.*, 2018). This study focuses on 5 private universities in the region of Jakarta and Tangerang. Each selected university has more than 5,000 active students and consists of more than 100 academic employees that are Gen.Z. This study used a phenomenological approach. The qualitative study approach is suggested for exploring, understanding, and interpreting social or humanitarian issues in the various individuals or groups (Creswell, 2013; Glaser & Strauss, 1967; Ihalauw, 2008; Sugiyono, 2017). The researchers conducted in-depth semi-structured interviews with 10 Gen.Z faculty members (FMs) and 10 direct supervisors (SPVs). The indirect observations at sites were also conducted. Field notes were also taken during this study.

Each interview session took place at the sites for approximately 60 minutes. The key informants who have been employed in their institutions for at least two years were selected to provide valid and reliable data. Observations were ascertained by inquiring the informants' co-workers. This research used source and methodology triangulation. Source triangulation was based on different categories of informants as research sources, namely Gen.Z faculty members and their direct supervisors. Methodology triangulation was also implemented according to different data collection methods: interview, observation, field notes, memos, and official archives. After reviewing, the next step was data reduction, unit compilation, categorization, and finally the interpretation of the data to induce the latent variables. Then propositions were constructed with the related latent variables.

3.1 Informants' Profiles

Table 1 shows the profiles of Gen.Z FMs (Gen.Z FM (A-J)) with an employment period of more than two years and ages ranged from 22-24 years old. Gen.Z FM (A-J) consisted of 4 females and 6 males. All but one informant is married. The current workplace was their first employment right after graduation. Table 2 exhibits profiles of the direct supervisors (SPV A-J) of Gen.Z FM (A-J) that were shown in Table 1. These direct supervisors have had been overseeing the Gen.Z subordinates for a minimum duration of two years.

**Table 1:** Profiles of Gen.Z Faculty Members (Gen.Z FM (A-J))

Informants	A	B	C	D	E	F	G	H	I	J
Institution/ City	T Jakarta	T Jakarta	TN Jakarta	TN Jakarta	A Jakarta	A Jakarta	PH Tangerang	PH Tangerang	MN Tangerang	MN Tangerang
Gender	Male	Female	Male	Male	Male	Female	Female	Female	Male	Male
Age (years old)	23	24	22	24	22	23	21	24	21	24
Education	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree
Marital status	Single	Single	Single	Single	Single	Single	Single	Single	Single	Married
Position	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty Member	Faculty member
Working Periods	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years
Turnover intention	No	No	No	Yes	No	Yes	No	Yes	No	Yes
Feedback to improving workplace	A mobile phone policy that allows for some flexibilities and clear guidance from the direct supervisor	A mobile phone policy that allows for some flexibilities	A mobile phone policy that allows for some flexibilities	Clear guidance of deadline from the direct supervisor	Clear guidance of deadline target from the direct supervisor	A mobile phone policy that allows for some flexibilities	Clear guidance of deadline from the direct supervisor	Clear guidance of deadline from the direct supervisor	A mobile phone policy that allows for some flexibilities	A mobile phone policy that allows for some flexibilities

**Table 2:** Profiles of Direct Supervisors (SPV (A-J))

Supervisor	SPV A	SPV B	SPV C	SPV D	SPV E	SPV F	SPV G	SPV H	SPV I	SPV J
Institution/ City	T Jakarta	T Jakarta	TN Jakarta	TN Jakarta	A Jakarta	A Jakarta	PH Tangerang	PH Tangerang	MN Tangerang	MN Tangerang
Gender	Male	Male	Male	Female	Female	Female	Female	Female	Male	Female
Age (years old)	30	35	33	37	27	40	30	34	28	40
Position	Head of Lab	Head of Admin.	Head of Dept.	Head of Admin.	Head of Lab	Head of Admin.	Head of Lab	Adm. Manager	Head of Lab	Head of Admin.
Having known faculty members as a subordinate for	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years

This research was conducted before the pandemic of COVID-19, so based on the preliminary survey conducted with the Gen.Z FM (A - J) in Table 1, four of the Gen.Z FM (D, F, H, & J) acknowledged their

intention of leaving their institutions if they were offered with better remuneration, non-financial benefits, and career development from other workplaces. Gen.Z. FM (A, B, C, F, I, J) would like the workplace to have a more flexible policy concerning the use of mobile phones during office time. Gen.Z FM (A, D, E, G, H, J) were also hoping to be given clear guidance of governance by their direct supervisors.

#### 4. Results and Discussions

As shown in Tables 3 and 4, thematic analyses were undertaken in detail for each informant. Then, as the induced latent variables were sorted and categorized, pattern analysis was also implemented as part of the iteration process in the theorization stage. Subsequently, propositions were constructed to generate a theoretical framework as shown in Fig. 1.

**Table 3:** Interview Results of Gen.Z FM (A - J)

	A	B	C	D	E	F	G	H	I	J	Category	Pattern Analysis and Latent Variables
1. How do you describe yourself when working towards your work goals?	<i>(I) have individual motivation rather than targeting to finish tasks.</i>	<i>(I) set the individual standard to achieve the target given before the deadline.</i>	<i>(I) set the individual standard to achieve the target given before the deadline.</i>	<i>(I) set the individual standard to achieve the target given before the deadline.</i>	<i>Trying hard to meet that work goal.</i>	<i>Depending on my motivation.</i>	<i>However, I adhere to my motivation.</i>	<i>Surely (I work) by positive motivation in myself.</i>	<i>I prepare myself to achieve my work goal as usual</i>	<i>I prepare myself to achieve my work goal as usual</i>	1. Motivation 2. Personal Standard	Informants described their individual motivation as hard work, trying to meet work goals, and setting self-standard. They usually met the performance standard. They were confident in achieving even difficult work targets through persistence and self-determination. They wanted to perform especially when the performance goals were set high. They were even willing to work more than the standard office hours to show their commitment to the organization, as they felt happy and satisfied at work. They also had no planning to leave the institution.
2. How do you feel when producing difficult work targets?	<i>(I) encourage myself and ask people when I cannot handle (the works).</i>	<i>(I) try harder that I should be able to achieve the target.</i>	<i>(I) try to continue until (I) finish (my works) because my supervisor (gives) guidance and attention.</i>	<i>(I) do my best, as my boss believes that I can do it.</i>	<i>(I feel) persistent and self-motivated</i>	<i>(I) believe in myself (that I) can survive to accomplish work targets.</i>	<i>(I) believe in myself (that I) can survive to accomplish work targets.</i>	<i>(I) must be motivated by individual motivation first.</i>	<i>(The works are) challenging to be completed</i>	<i>(I am) motivated by self-confidence</i>	Attitude	Variables: 1. Individual motivation 2. Self-determination 3. Job satisfaction 4. Organization commitment 5. Performance
3. How do you look at performance goals?	<i>(I) achieve high goals by setting high goals.</i>	<i>(I) must be disciplined in following standards.</i>	<i>(I) see it as an opportunity to achieve better performance.</i>	<i>Each goal must be completed.</i>	<i>(It is) like a mission that should be completed by determination</i>	<i>(It is about) my discipline, hard work, and self-commitment towards goals.</i>	<i>(I) set standard first and just do it well.</i>	<i>(I) do my best.</i>	<i>(I) do my best.</i>	<i>(I) see it as an opportunity to perform better.</i>	Commitment	
4. Are you willing to work overtime?	<i>I am, it's okay for me (to work overtime)</i>	<i>It's okay to (to work overtime) to finish the job.</i>	<i>No comment</i>	<i>Sometimes I will do it.</i>	<i>To achieve the best result, it is okay (to work overtime).</i>	<i>Yes, if it's not too much.</i>	<i>I am (willing to work overtime)</i>	<i>(Working overtime is) okay for me.</i>	<i>As long (I) can achieve work goals, it's okay (to work overtime)</i>	<i>It's normal sometimes (to work overtime).</i>	Attitude	
5. What are your feelings about your job today?	<i>So far, I can do jobs better with my determination; I feel satisfied.</i>	<i>Feeling happy and good.</i>	<i>(I feel) satisfied that I can achieve my work goal.</i>	<i>(I am) okay with the job</i>	<i>Until today I have a positive feeling because I can achieve my task standard.</i>	<i>(I feel) nothing special. (I am particularly) okay (with the job).</i>	<i>(I feel) grateful</i>	<i>(I feel) grateful</i>	<i>(I am) glad to have a job</i>	<i>(It is a) nice place to work.</i>	Satisfaction	
6. Are you willing to commit to this workplace?	<i>(I will commit) as long as I can.</i>	<i>(I will commit) for more than 3 years</i>	<i>So far, I commit to my workplace, then I like the relationship here and (I'm) satisfied with my job.</i>	<i>It is okay, I will (commit to this workplace).</i>	<i>I don't have a plan to leave until today. I will always be satisfied with my current job.</i>	<i>Yes, I will (commit to this workplace).</i>	<i>(I am) still confused (about whether I will commit or not), but working here is okay.</i>	<i>Why not?</i>	<i>My work is not difficult so, it is okay, I feel satisfied</i>	<i>If there is no better workplace, (I will) just stay here.</i>	Organization Commitment	
7. How often is performance standard not met?	<i>Rarely</i>	<i>Never. Although (it is) difficult, I have to (meet the standards)</i>	<i>(I) must reach performance standards.</i>	<i>(I) should be professional at work.</i>	<i>Usually, I achieve better than the supervisor's expectations.</i>	<i>I did my best and I can achieve better than standard.</i>	<i>So far there has been no major complaint.</i>	<i>Never happens.</i>	<i>It rarely occurs.</i>	<i>(My performance standard) should be good because I want to learn day by day.</i>	Performance	

Table 4: Interview Results of SPV (A – J)

	A	B	C	D	E	F	G	H	I	J	Category	Pattern Analysis and Latent Variables
1. How do you describe the Gen.Z AS towards work goal?	<i>(He) has high self-determination and has self-motivation toward work goal.</i>	<i>(She) always actively completes the goals and more.</i>	<i>(He) has positive energy because he has positive motivation.</i>	<i>(He) does good and always completes (the tasks according to) standard.</i>	<i>(He) does good and always completes (the tasks according to) standard.</i>	<i>(He) does good and always completes (the tasks according to) standard.</i>	<i>(She) is motivated to do the tasks better.</i>	<i>Every work goal can be completed well.</i>	<i>(He) has full dedication and high motivation.</i>	<i>(He) finished work with extra effort. (He) has very good self-motivation.</i>	1. Attitude 2. Performance	All supervisors confirmed that faculty members had self-motivation and dedication and showed
2. How do you describe the Gen.Z AS's job satisfaction?	<i>(He) never complains until today.</i>	<i>(She) looks satisfied so far.</i>	<i>(I) never asks, but he looks fine.</i>	<i>Once he said (he) feels happy because of job characteristics.</i>	<i>This office's compensation and benefit are good.</i>	<i>(She) is usually grateful (for the job she has).</i>	<i>I don't know.</i>	<i>(She) looks to enjoy (her job) every day at the office.</i>	<i>Maybe (he) is satisfied because (he) never said how hard it is to work here.</i>	<i>The performance is good due to job satisfaction</i>	1. Performance 2. Attitude 3. Satisfaction	good performance toward goals. For job satisfaction, faculty members
3. Is the Gen.Z AS willing to work more than office hours?	<i>(He) is often (willing to work overtime)</i>	<i>Yes, (she is) like that (willing to work overtime).</i>	<i>(He) is willing (to work overtime)</i>	<i>(He) is willing (to) during urgent times.</i>	<i>Sometimes I see that.</i>	<i>Yup. (She) is willing to work overtime.</i>	<i>(She) is willing (to work overtime) several times.</i>	<i>(She) is cooperative (to work overtime) so far.</i>	<i>(He) is kind and gives the best results although it requires more working hours.</i>	<i>(He) is willing to work overtime many times. (He's) not paid (for working overtime) and (still) willing (to).</i>	Organization commitment	never complained about their work, working environment, compensation, and supervision. Direct supervisors also stated that faculty members were willing to work overtime.
4. How much are you aware of the Gen.Z AS's turnover intention?	<i>I don't know, just wait and see (what happens in) the future.</i>	<i>(She) never mentions turnover intention.</i>	<i>Maybe (he) will stay until he gets a better workplace than here.</i>	<i>Maybe (he) will stay until he gets a better workplace than here.</i>	<i>(He) looks comfortable and mentioned (that he) wants to stay.</i>	<i>(He) looks comfortable and mentioned (that he) wants to stay.</i>	<i>(Turnover intention has) never been discussed (between us).</i>	<i>(She) stated (that she) will stay for the next 3 years.</i>	<i>(He) might move due to a better offer.</i>	<i>Perhaps (he) will not (leave his job) because (this) workplace is near to (his) home.</i>	Organization commitment	There was also a minimum tendency for turnover. When
5. How does the Gen.Z AS complete difficult tasks?	<i>(He) completes the tasks without complaining and is independent</i>	<i>(She) is persistent and responsible (in completing the task)</i>	<i>(He) usually asks for guidance then does it well.</i>	<i>(He) always completes (the tasks) on time.</i>	<i>(He) never gives up (in completing the tasks).</i>	<i>(She) usually can perform well.</i>	<i>(She) completes the tasks with full energy and persistence.</i>	<i>(She) can perform with good results.</i>	<i>At times, (he) asks for guidance.</i>	<i>(He) is independent and has self-confidence.</i>	Attitude	encountering difficult tasks, faculty members showed persistence, independence, and self-confidence.  Variables: 1. Individual motivation 2. Self determinant 3. Job satisfaction 4. Organization commitment 5. Performance

Individual motivation is a factor that encourages a lecturer to perform activities well. All Gen.Z FM (A–J) acknowledged they will carry out work and tasks for the benefits of their organizations and also for themselves. They had the capabilities and confidence to complete challenging tasks. Furthermore, their achievements generated a sense of job satisfaction, which was significant for them and the institutions. Positive individual motivation is a powerful driver for the faculty members to work effectively and feel satisfied at work (Sudibya & Ak, 2013). Besides, Mardiono (2014) mentioned that individual motivation was the spirit that was reflected in the discipline and hard work of employees to accomplish their tasks.

*Q: How do you describe yourself when working toward your work goals?*

*Gen. Z FM (D): (I work) not only because of the delegation from the supervisor but more because I have self-motivation.*

*Gen. Z FM (G): However, I adhere to my motivation.*

*Gen. Z FM (H): Surely (I work) by positive motivation in myself.*

*(Some examples as seen in Table 3)*

Hence:

Proposition 1: Individual motivation of Gen.Z faculty members leads to Job Satisfaction.

When Gen.Z FM (A-J) had the motivation to succeed in their work, they were directed towards self-determination. Therefore, they had the self-discipline to complete their targeted assignments. The combination of self-discipline and focused objective inculcated self-determination. Individual motivation determines the positive feeling of his or her work to generate job satisfaction (Juariyah & Adi, 2017; Robbins & Judge, 2013). Gen.Z employees are required to have the self-determination to maintain effort and interest, and these abilities are measured through self-motivation (Ryan & Deci, 2017).

Q: How do you look at performance goals?

Gen.Z FM (B): (I) must be disciplined to follow standards.

Gen.Z FM (E): (It is) like a mission that should be completed by determination.

Gen.Z FM (G): (I) set standard first and just do it well.

(Some examples as seen in Table 3)

Thus:

Proposition 2: Individual motivation of Gen.Z faculty members generates self-determination.

The focused essence in self-determination creates enthusiasm and discipline to complete the jobs. All Gen.Z FM (A - J) acknowledged they knew the goals of each assigned task, as it was also reaffirmed by each of their direct supervisors SPV (A - J). Furthermore, the supervisors acknowledged that their tasks had been completed above the required standards. Gen.Z FM (A-J) were satisfied with their accomplished work targets that they displayed extra effort exceeding the work target requested by the supervisor; consequently, these task accomplishments reinforced them to remain in the organizations for the long term (Azzahra & Maryati, 2016; Ryan & Deci, 2017; Van den Bos & Stapel, 2008).

Q: What are your feelings about your job today?

Gen.Z FM (A): So far I can do jobs better with my determination; I feel satisfied.

Gen.Z FM (E): Until today I have a positive feeling because I can achieve my task standard.

(Some examples as seen in Table 3)

Q: How do you describe the Gen.Z FM towards work goal?

SPV (A): "(He has) high self-determination and self-motivation toward work goal".

SPV (C): "(He has) positive energy because he has positive job satisfaction".

(Some examples as seen in Table 4)

Thus:

Proposition 3: Self-determination of Gen.Z faculty members contributes to job satisfaction.

With self-determination, FM (A - J) showed persistence and set the target to complete their tasks as acknowledged by their direct supervisors SPV (A - J). They could identify the bonding with the organization in the form of a strong commitment to fulfilling their duties. Task accomplishments elucidate the employees' capabilities (Bakker & Demerouti, 2007) and even their willingness to actively be involved in contributing more than they were required. This becomes substantially important for the establishment of their organization commitment. Commitment can be defined as the degree to which someone identifies himself or herself in an organization (Mowday *et al.*, 1979). Organization commitment in this study can be categorized as the normative commitment that gives a sense of responsibility attached to the organizational work targets (Allen & Meyer, 1990).

Q: How do you look at performance goals?

Gen.Z FM (F): (It is about) my discipline, hard work, and self-commitment towards goals.

Gen.Z FM (J): Hard work. My supervisor delegated (tasks) to me, and I finished them.

(Some examples as seen in Table 3)

Q: How do you describe the Gen. Z FM towards work goal?

SPV F: (She is) responsible because she has individual motivation.

SPV J: (He) finished work with extra effort. (He) has very good self- determination.

(Some examples as seen in Table 4)

Thus:

Proposition 4: Self-determination of Gen.Z faculty members initiates organization commitment.

Relationships with supervisors SPV (A – J) were significant for Gen.Z FM (A – J) to feel comfortable with their working environments, as this scenario was able to develop job satisfaction. Strong organization commitment can be reflected on the employee's job satisfaction (Balouch & Hassan, 2014; Morrow, 2011; Ryan & Deci, 2017). This commitment provides tolerance for the feeling of dissatisfaction towards institutional policy set by management. Gen.Z faculty members felt that they can complete their tasks for the benefit of their organizations.

*Q: Are you willing to commit to this workplace?*

*Gen.Z FM (C): So far, I commit to my workplace, then I like the relationship here and (I am) satisfied with my job.*

*Gen.Z FM (E): I don't have a plan to leave until today. I will always be satisfied with my current job. (Some examples as seen in Table 3)*

*Q: How much are you aware of the Gen.Z FM's turnover intention?*

*SPV (C): Maybe (he will) stay until (he) gets a better workplace than here.*

*SPV (E): (He) looks comfortable and mentioned (that he) wants to stay.*

*(Some examples as seen in Table 4)*

Accordingly:

Proposition 5: Job satisfaction of Gen.Z faculty members establishes organization commitment.

Confirmed by their direct supervisors SPV (A – J), Gen.Z FM (A – J) showed persistence and a positive attitude in accomplishing their tasks. Based on Tables 3 and 4, all Gen.Z FM (A – J) had minimal turnover intention. The performance of Gen.Z faculty members will rise if job satisfaction is attained (Balouch & Hassan, 2014; Komari & Djafar, 2013). Contributing factors, such as compensation, benefits, health insurance, pension, leave days of their choices, convenience of physical facilities, and Wi-Fi at work, contributed to job satisfaction. Besides, the strong bond between the supervisors and Gen.Z faculty members developed job satisfaction. Campbell *et al.* (1993) and Pentury (2010) stated that when employees felt satisfied, it would affect their performance. Abdallah *et al.* (2016) and Saputra *et al.* (2018) also emphasized the importance of managing job satisfaction to achieve higher performance. However, Gen.Z FM (A-J) are easily satisfied with their jobs and focus solely on their roles of work. Whenever they can accomplish their work, they are already satisfied.

*Q: How do you describe Gen. Z FM's job satisfaction?*

*SPV (D): Once he said that (he) feels happy because of job characteristics.*

*SPV (I): Maybe (he is) satisfied since (he) never said how hard to work here.*

*SPV (J): The performance is good due to job satisfaction.*

*(Some examples as seen in Table 4)*

Thus:

Proposition 6: Job satisfaction of GenZ. faculty members affects performance.

Gen.Z FM (A-J) also showed positive feelings about the work targets given to them. Aligned with Stevanie (2014), they displayed extra effort exceeding the standard of tasks requested by their supervisors. Gen.Z FM (A-J) indicated that clear procedures for carrying out their job responsibilities generated a sense of organization commitment. Underpinned by career development programs, clear directions and procedures were keys to organization commitment, which subsequently would have a positive effect on employees' performance (Aamodt, 2012; Kwong, 2016; Özçelik, 2015). Based on the interviews in this study, Gen.Z FM (A-J) wanted to stay in their workplace due to existing opportunities, such as training, continuing formal education, and promotions.

*Q: How often is the performance standard not met?*

*Gen. Z (E): Usually I achieve better than the supervisor's expectations.*

*Gen. Z (F): I did my best and I can achieve better than standard.*

*(Some examples as seen in Table 3)*

*Q: How does the GenZ. FM complete difficult tasks?*

*SPV (E): (He) never gives up.*

*SPV (F): Usually (she) can perform well.*

*(Some examples as seen in Table 4)*



Then:

Proposition 7: Organization commitment of Gen.Z faculty members delivers performance.

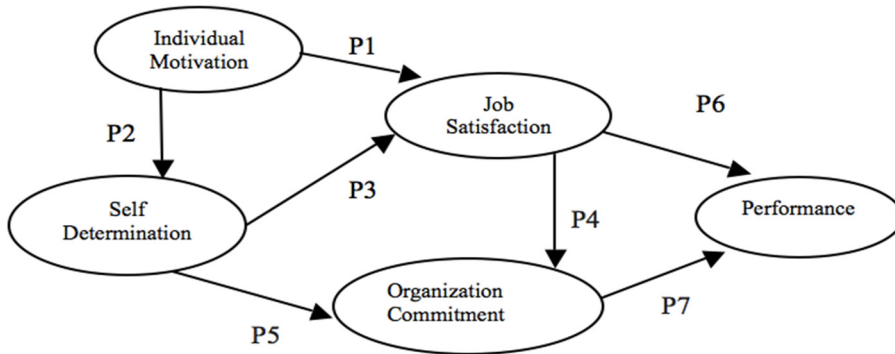


Figure 1. Theory of Performance Factors of Generation Z Faculty Members in Private Universities

## 5. Conclusions

In conducting this study, the accessibility of the interviews was limited to only five private universities. Due to the limited time availability of the informants, continuous direct observations especially on the Gen.Z informants could hardly be conducted. Nevertheless, some of the profound findings in this study can enlighten supervisors in private universities on how to motivate their Gen.Z faculty members towards performance and even retain them for the long-term. The growing commitment of Gen.Z faculty members must be developed from their individual motivation and self-determination. The supervisor's role is important in encouraging and challenging them to reach new knowledge that can be applied in their performances. For instance, there are several suggestions for managerial applications: (1) Discovering the specific needs of each Gen.Z employee as each individual has unique needs; (2) Motivating by applying a clear rewards system and setting clear work targets and procedures; (3) Providing autonomy to carry out tasks with given deadlines; (4) Providing career opportunities for their future.

Gen.Z FM (A-J) liked to get personal attention from their supervisors. The supervisor's support made them feel motivated to complete their works. It is also essential for supervisors to follow through with Gen.Z faculty members for regular work reports, so that supervisors can personally review the work targets and results more specifically. Finally, when reviewing the age factor of Gen.Z FM (A-J) and SPV (A-J), apparently the gap between generations was not too significant. This is instrumental in the mentoring process especially in the dyadic relationship (Tan *et al.*, 2019). Their supervisors were still classified as the millennial generation, or Gen.Y, so they had empathy towards their Gen.Z subordinates, and it was easier to find the communication styles that fit one another in the chain of command.

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