On The Relationships between the Behaviour of Private University's Lectures in South Sulawesi and Their Career: Its Problem and Premises

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ABSTRACT

Why consider the relationships between the behavioural characteristics of lecturers in private university and their career? Although these two major concepts in the Higher Education context have an increasing amount of common interests, there is little discussion and rationale between these seemingly accepted premises at a present in particular those that have conducted in major private universities in the provinces within a developing countries, in this case the Provinces of South Sulawesi in Indonesia. This article will seek to show the problem and solution on how strengthening relationships between them could pay of in concrete benefits for both the lecturer as an individual and their job as a lecturer themselves.

Key Words: behaviour, career, lecturer, private university, South Sulawesi, Indonesia

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BACKGROUND

The term relationships in the title of this critical paper referring to "linkages" may refer to any kind of purposefully established relationship between one or more educational institutions and one or more of their educational staff (in this case lecturers).

Harold Beder, in a doctoral dissertation on linkages between adult basic-education programs and employers (1), focused on the benefits accruing to each group from cosponsoring classes. In this article, we will focus more specifically on:

- The degree to which the activities of educational organization and their stakeholder affect each other
- Potential advantages of building effective career relationships/linkages
- Examples of linkages and resulting benefits

PROBLEMS

Let's consider first, interactions between these private universities in South Sulawesi as part of the Indonesian postsecondary educational institutions and their stakeholder or business sectors in this case as a whole. By demonstrating that they do in fact affect each other, we wish to argue the importance of establishing effective relationships between these two sectors. Such linkages are important not only for the partners, business and education, but also for the rest of society, but also for the rest of society, which is affected by the quality of interactions between these two sectors.

Consider the impact of business expenditures for postsecondary education for employees in developed countries. The Carnegie Commission, in its report last year Toward A Learning Society (2014), cited a study indicating that U.S. industry spent nearly $40 billion on higher-education programs for employees during 2013 alone [2]. Xerox Corp, recently invested $250 million in the construction of an “International Center for Training and Management Development”. The Center was scheduled to have an annual operating budget of $50 million [3].

During the first term of 2015, CIBAGEIGY Corp. about 20,000 employees, spent approximately one half of its total expenditure on tuition assistance to employees attending college courses and the lecturer of various universities to attend a professional seminars, conferences and workshops offered by developing countries educational organizations [4]. In addition, many lecturer from developing countries such as Indonesia attended one or more in-house programs and fellowships arranged by U.S. and European Community education sectors, covering such areas as management, development, and communications skills such as those offered by Fulbright Representatives in Indonesia.

Recent observation also shown that businesses in Indonesia also invest employee work time in training and development programs [5]. When an organization sends someone to a program during working hours, the real cost of the program is usually very much greater than the charges for tuition, equipment, materials, instructor fee and/or other overhead costs of operating a training facility. Most of the real cost to the organization lies in the salaries that employees continue to receive while attending courses, and also in the temporary loss of the services of those employees. The unavailability of those employees to customers and to other employees during training programs can interfere with efficiency of the total operation.
Keeping in mind with the magnitude of costs to a business organization, let's take a look at the numbers of employees who participate in the training programs in several organizations in developing countries [6]. In 2013 alone, about 42,300 employees were expected to receive an average of two weeks of instruction each year, in topics such as marketing, management and technical training. In a practical view, even an IBM's director for education development had difficulty pinning down the number of employees involved in training because of the diversity of programs.

By committing very sizable resources to employee education and training, business organizations demonstrate the great importance they attach to postsecondary education. This is just one aspect of Indonesian business's involvement with education. Many corporations also make direct donations to education.

Another way to demonstrate the extent of interactions between education and business might be to analyze the increasing numbers of workers working on degrees or taking continuing education courses, or who are part-time lecturers at colleges and universities. Alternatively, we could examine the number of business people who voluntarily advise educational institutions on financial and administrative matters. However, in a free enterprise system in Indonesia, showing the magnitude of financial interaction is perhaps the most persuasive way to establish relationships, at least from business's viewpoint.

**PREMISES**

One organization is likely to cooperate with another in proportion to the amount of benefits it stand to receive as a result of this cooperation. To talk of cooperation in terms of being a 'good' or a 'right' thing to do is really inadequate to explain why business and educational organizations should establish linkages.

A much better approach is to consider what's in it for each organization's employee in term of their career. As stated earlier, there are many possibilities for mutually beneficial relationships between businesses and education which are not being recognized and acted upon. Let's consider a framework for critically analyzing the potential benefits to each party which could result from a proposed relationships.

Premises have been introduced earlier by William Evan in its research titled The Organization Set: Toward a Theory of Interorganizational Relations [6]. Evan offered that the greater the complimentarity of functions, the greater the likelihood of cooperative action that might lead to an improvement in employee career both in educational and business sectors. Perhaps our assumptions about just what functions are and are not complementary between business
and education should be critically re-examined.

For example, Indonesian business has traditionally relied on education to provide adequately educated individuals, who become the employees that perform business tasks. With accelerating technological and social change, this traditional educational need is being transformed to include a need for ongoing change or improvement in career for employees, to help them adjust to new work requirements and new job opportunities. In this case, education would benefit from a dialogue with business on emerging technology and corresponding educational needs of employees. Private university in Indonesia particularly in the Provinces of South Sulawesi, could also benefit from an awareness of the changing composition of the work force in local areas, whose members are candidates for continuing educational programs.

Indonesian universities and business would clearly benefit from such a career relationship in order to obtaining employees who are more appropriately educated for jobs they can be expected to carry out. So, an examination of complementarity of functions could lead both of them to an effective relationship in the areas of planning career education and continuing education for not just businesses employees, but also for university lecturers.

Another framework for considering this example is a premises provided by Yuchtman and Seashore [7]. In their systems model of organizations, they suggest using the concept of bargaining as a device to analyze the appropriateness of building a behavioural approach to improve career relationship in an organization. That is, each organization has a supply of scarce and valued human resources available for exchange with another organization in return for other resources that are needed.

We can apply this concept of bargaining to the example of accelerating organizational or even individual performance within an organizations. Education has a body of knowledge and a capability to transmit it. Business has a a capability and a social setting that it wishes to utilize. By establishing a linkage of jointly planning career education and continuing education courses, private universities’s lecturer in South Sulawesi and their student and businesess in general would get a fix on the relevant topics and presentation format to provide effective education to society at large. And business would obtain knowledgeable and flexible employees, capable of handling changing responsibilities.

CONCLUSION

In this critical research paper, we attempted to review lecturers in the private university in developing countries context to give a hindsight on how to cope with a conceptual
framework that have been proposed and tested empirically by using a questionnaire method to several lecturers in South Sulawesi, Indonesia [5].

We then related them to potential premises of increased cooperation with private universities in the said provinces via two concepts. Evan’s complementarity and Yuchtman and Seashore’s bargaining. Recent articles in business and educational journals reinforce the need for critically examining the potential for increased relationships between examining the behavioural aspects of the lecturers in private university and its benefit for society at whole, which in this case Indonesian businesses.

REFERENCES


[4] Ibid. p.183


