

Influence of Organizational Climate, Professional Competence of the Work Motivation and Impact on the Performance Faculty of Economics, University of Riau

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Abstract

This study seeks to examine the problems of climate influence organizational and professional competence on work motivation and performance lecturer at the Faculty of Economics, University. Results of the study found that the working environment has a negative effect on the motivation and performance of lecturer Lecturer Faculty of Economics, University of Riau. Professional competence positive influence on work motivation and performance Faculty of Economics, University of Riau. Among these two factors, it turns out the Work Environment Lecturer negatively affect motivation. Whereas the professional competence significantly influence the motivation and performance of lecturer at the Faculty of Economics, University of Riau.

Keywords: Climate Organization, Professional Competence, Performance Lecturer, and Work Motivation

INTRODUCTION

College become a major pillar in the birth of the human resources (HR) quality, this can be done through improvement of science, technology and behavioral changes. Universities should be able to create competent human resources, has the competitive ability, which eventually able to work more effectively and efficiently in various fields. Therefore, leaders and lecturers in universities need to reform education-reform every component in it. One of the important components that need to be addressed is the lecturer performance.

Improved performance college lecturers should be done to achieve national education goals as set forth in the National Education Act No. 20 of 2003:

"National Education serves to develop the ability and character development as well as the civilization that dignity in the context of the intellectual life of the nation, aimed at developing students' potentials in order to become a man of faith and fear of God Almighty noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible "

To achieve this, the universities must apply the policy to each professor to carry out the Tri Dharma College. Tri Dharma College requires a teacher to carry out educational activities and teaching, research, and community service. Education and teaching intended to produce a well-educated man who has the knowledge, skills and attitudes, which means that through education and teaching is expected to give birth to a graduate or undergraduate knowledge, morality and skills. Therefore in learning activities, a lecturer required to master a wide range of technical and non-technical abilities ranging from designing, implementing up to evaluating teaching and learning activities

In the field of research, universities are expected to give birth to the theory, concepts and methodologies and models and the new information that can enrich the science, technology and culture. For that lecturers are expected to give birth to ideas, concepts and ideas that poured through research activities, manufacture of textbooks, writing articles and other scholarly works. Birth of a wide variety of research works and other written works is an indicator of qualified lecturers and has high performance.

In the field of community service is expected existence of institutions of higher education can contribute ideas and energy to the community in order to achieve the progress of the nation. Optimization of processes and aspects of human resource management lecturer has an important position in shaping the quality of graduates and the quality of institutions in general. The position was strengthened by the fact that the faculty has high authority in the academic process as stated in the Act of teachers and lecturers No. 14 of 2005, that the lecturers are professional educators and scientists with the main task of transforming, develop, and disseminate science, technology and art through education, research, and community service.

We realize that education is very strategic role in nation building and human resource development, where one of the indicators of the Human Development Index and the Social Economic Status (SES) is an education in itself. Basically there are various factors that influence the success of education, especially in higher education, among others, their faculty, students, facilities and infrastructure, environmental education, and curriculum. Of the several factors mentioned above, a lecturer in the activities of the learning process occupies a very important position without ignoring other supporting factors and the recent role of lecturers began to get a place to be considered given the reality of our nation deterioration in HR is very alarming.

Organizational Climate

Organizational climate has many definitions. The first definition proposed by Forehand and Gilmer in 1964, which states that the organizational climate is a series of descriptions of the characteristics of the organizations that survive in the long term (Toulson & Smith, 2000: 455). In writing Litwin and Stringer, as quoted Toulson and Smith (2000: 457) defines climate as an organization that can be measured in the work environment either directly or indirectly affect the employee and the job where they work with the assumptions will affect the motivation and behavior employees. Davis and Newstrom (2001) looked at the organizational climate as the personality of an organization that differentiates it from other organizations that lead to the perception of each member in view of the organization.

Furthermore, according to Davis (2001: 21) is the organizational climate in which the organization's employees do their jobs. In this sense emphasizes the organizational environment. If every organization has a culture or tradition and its own method of creating a climate that overall, it will be found effective organization, while other organizations may not. There are organizations that emphasize humanitarian organizations and some hard, cold or stiff, and there are strict, some are not strictly regulated. So Ikim can be on one of the continuum (circuit) that moves from pleasant to neutral nature up to an unpleasant. However, essentially all employees want a pleasant climate in carrying out its work.

Higgins (2001: 204) states that the organizational climate is a collection of perceptions of employees including employees of the arrangement, the desire of the work of the organization and social environment in the organization. While Litwin define organizational climate as one of the organization's global impression and the personal impact of the work environment, which affect the behavior of individual work and work-related attitudes. It describes the employees' perception of their organization who will relate to the establishment of working attitude. Wirawan (2007: 122) stated organizational climate is the perception of the organization's members (individual and group) and those who are staying in touch with the organization (suppliers, customers, consultants, contractors) about what is happening in the environment or internal organization on a regular basis, which affects attitudes and behavior of the organization and performance of members of the organization that determines the performance of the organization.

Professional Competence

Furthermore Mc.Ahsan (1981: 45), as cited by Mulyasa (2003: 38) argues that the competence: "... is a knowledge, skills, and abilities or capabilities that a person Achieves, roomates Become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors ". In this case, competence is defined as the knowledge, skills, and abilities controlled by someone who has been a part of him, so he can do the behaviors of cognitive, affective, and psychomotor with the best

Robbins (2001: 37) mentions competence as ability, the capacity of an individual to perform various tasks in a job. Furthermore, it is said that the ability of individuals formed by two factors, namely intellectual ability and physical ability. Intellectual ability is the ability required to perform the mental activities while physical ability is the ability that the need to perform tasks demanding stamina, dexterity, strength, and skill

Ministry of Education (2004: 7) a definition of competence as the knowledge, skills, and basic values are reflected in the habit of thinking and acting. Meanwhile, according to Shah (2000: 230), "competence" is the ability, skills, state authorities, or qualified under the provisions of the law. Furthermore, still according to Shah, stated that the competence of lecturers is the ability of a lecturer in implementing its obligations as a responsible and feasible.

Competent and professional lecturers are professors versed in carrying out his profession. Based on the above competence of lecturers can be defined as a mastery of the knowledge, skills, values and attitudes are reflected in the habit of thinking and acting in carrying out the profession as a lecturer.

Work Motivation

Motivation is the result of the interaction of a person with a particular situation at hand. According to Robbins (2001: 166), motivation is the willingness to issue a high level of effort for the purpose of the organization is conditioned by the effort's ability to satisfy some individual need.

Meanwhile, according to Purnomo (2004: 36), motivation is the driving force that resulted in one member of the organization want and are willing to drive capability in the form of expertise or skill, effort and time to organize various activities which it is responsible and fulfill its obligations, in order to achieve the objectives and various targets organizations that had been predetermined.

This definition is in line with the opinion Siagian (2002: 102), "Motivation is the driving force someone to give the greatest possible contribution to the success of the organization achieve its goals. By definition, that means the achievement of organizational goals also achieved a personal goal the members of the organization concerned. "

Furthermore Mc. Clellands put forward his theory that Mc. Clellands Achievement Motivation Theory

(theory of achievement motivation Mc. Clellands) which states that employees have a reserve of potential energy, how energy is released and used depending on the strength of one's encouragement and the situation and the opportunities available. Energy will be used by employees because it is driven by motives, expectations, and incentives.

Maslow's hierarchy of needs

Maslow's theory of motivation, stating that human needs are arranged in a hierarchy. The lowest level is the physiological needs and the highest level is the need embodiment / self-actualization. In the hypothesis states that every human being there are five hierarchy of needs, namely:

- a. Physiological needs, the needs of which include: hunger, thirst, the need for protection, sexual needs, and the needs of other fish.
- b. Safety needs, ie needs which include: the need for security, and protection from physical and emotional disorders.
- c. Social needs, ie needs which include: affection, a sense of belonging, and owned, acceptance and friendship.
- d. Social needs, ie needs which includes: internal self esteem like self-respect, autonomy, and efforts to achieve results. External self-esteem as status, recognition, and attention.
- e. Actualization / self-realization, which needs described by the urge to become what one desires, include: growth, the achievement of one's potential and meet the needs of a person.

Maslow's theory assumes that:

- a. That person will meet more basic needs before directing behavior to meet the higher demand.
- b. That people have a desire to grow and prosper.

Performance

Performance according Prawirosentono (2001: 2) is "The work that can be achieved by a person or group of people within an organization, in accordance with the authority and responsibilities of each in an effort to achieve the goals of the organization in question legally, do not violate the law and in accordance with moral and ethical. "

According Hariandja (2002: 195) performance is the result of work produced by the employee or the real behavior that is displayed in accordance with its role within the organization. Employee performance is a very important thing in the organization to achieve its objectives, so that the various activities to be carried out to improve the performance of the organization. One of them is through a performance assessment.

While the performance appraisal according Sastrohadiwiryo (2002: 231) is an activity carried out management / supervisory appraiser to assess workforce performance by comparing performance over the performance of the description / job description in a given period is usually the end of each year. Referred to faculty performance is the ability to perform a job or task that is owned by a lecturer in completing a job (MONE, 2004). According to Hamza (2011: 93) performance of the lecturer is a description of the work done related to the tasks entrusted and what is his responsibility.

Based on these opinions when applied to the assessment of the quality of faculty performance can be obtained from: 1) Dean as boss, 2) Lecturer in question, 3) Lecturers and other staff who are on campus, 4) student, and 5) Results monitoring through the data (documentation) faculty concerned. Because a professor is uniquely placed to influence the implementation of student learning, it is not surprising that all parties, both from the government, parents, and others are very concerned about the quality of education that should lead to the ability of a lecturer.

To view the extent to which the quality of faculty performance required explanation of the dimensions and indicators which states lecturer performance. Dimensions of faculty performance is developed and modified from Mitchel thought TR and Larson (1987) (in Hamzah, 2011; 93), namely:

1. Quality of work
2. Speed/ work accuracy
3. Initiatives in the works
4. The ability to work
5. Communication

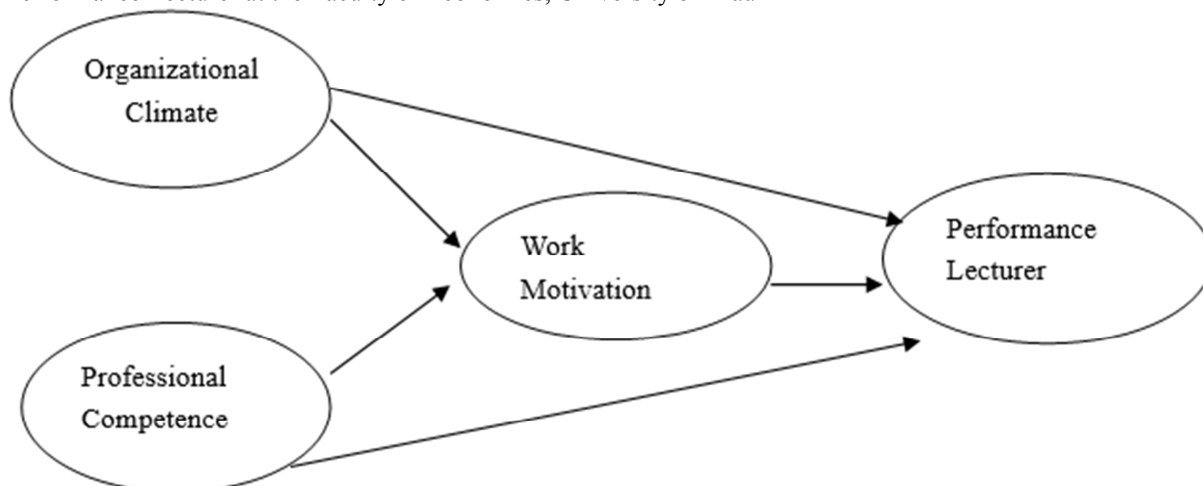
Research Methods

As for the population in this study are lecturers at the Faculty of Economics, University of Riau, amounting to 137 people, comprising 53 professors majoring in Accounting, Management Department 44 lecturers and 40 lecturers from the Department of Economics. This study was not conducted on the entire population, but the majority of the target population.

The amount of samples to be taken in this study is based on the formula Slovin (Umar; 2001: 65):

$$n = \frac{N}{1 + Ne^2} = \frac{137}{2,37} = 57,8$$

Figure 1. Effect of Organizational Climate Framework, Professional Competence Work Motivation and Performance Lecturer at the Faculty of Economics, University of Riau



Source: Wirawan 2007, Wayan 2010, Hamzah 2011

Research Hypothesis

Based on the description in the framework of research, the research hypothesis can be formulated as follows:

1. Allegedly organizational climate, professional competence Influences work motivation lecturer at the Faculty of Economics, University of Riau.
2. Anticipated organizational climate, professional competence significantly affect the performance of lecturer at the Faculty of Economics, University of Riau.
3. Allegedly organizational climate, professional competence affect the performance moderated by Motivation Faculty of Economics, University of Riau.

Research Result

From the processed data by using SPSS version 17.0 can be seen a direct relationship between Organizational Climate and Professional Competence to Work Motivation FE Lecturer University of Riau and Relationships between Organizational Climate and Organizational climate Competence for Performance Lecturer Lecturer Faculty of Economics University of Riau. As well as see an indirect relationship between Organizational Climate and Competence Performance Against Lecturer Faculty of Economics moderated by Work Motivation. The complete results of data analysis can be seen as follows:

Results Path Analysis Professional Competence Organizational Climate and Work Motivation

From the statistical test result can be seen as follows:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.420	.272		8.887	.000
1 Organizational Climate	-.068	.063	-.139	-1.090	.281
Professional Competence	.226	.076	.381	2.982	.004

a. Dependent Variable: Work Motivation

From the above results can be seen t on Climate variables The organization of - 1.090 with a significance level of 0.281, while for a sample of 58 respondents have t table of 2.0040 and a minimum significance level of 5% or 0.05. This means that the variable Organizational Climate negative effect on motivation Faculty of Economics, University of Riau. Because t is smaller than t table and t table is greater than the minimum level of significance.

While variable Professional Competence Faculty of Economics has a value of 2.982 t-test with a significance level of 0.004. , While for a sample of 58 respondents have t table of 2.0040 and a minimum

significance level of 5% or 0.05. This means that the variable Lecturer Professional Competence significant effect on the motivation of Faculty of Economics, University of Riau. Because t is greater than t table and t table is greater than the minimum level of significance.

Results of hypothesis testing done to prove the hypothesis 1 is rejected. This means that the Organizational Climate negatively impact work motivation Faculty of Economics, University of Riau. This indicates the Faculty of Economics, University of Riau. Lecturer hardly feel good Organizational Climate in their working environment, because companies have not implemented all the programs that the working environment can be perceived and implemented by the lecturers.

Results of hypothesis testing done to prove the hypothesis 2 is accepted. In other words, there is positive and significant correlation between the Professional Competence lecturer on work motivation Lecturer Faculty of Economics, University of Riau. This means that the higher the professional competence of lecturers, it will increase work motivation Faculty of Economics, University of Riau. Work Motivation is obtained by a lecturer because of the awareness that every lecturer has an obligation to improve the competence, especially in terms of teaching techniques. Because of the presence and activity of the lecturer is never apart from their academic abilities. Because lecturers are professional and functional in providing instruction to students.

Results of the Climate Analysis Work Path and Professional Competence Performance Against FE Riau University Lecturer

From the statistical test result can be seen as follows:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.924	.370		5.205	.000
1 Organizational Climate	.058	.085	.085	.688	.494
Professional Competence	.349	.103	.420	3.395	.001

a. Dependent Variable: Performance Lecturer

From the above results can be seen in the variable t Organizational Climate company amounted to 0.688 with a significance level of 0.494, whereas for the sample of 58 respondents have t table of 2.0040 and a minimum significance level of 5% or 0.05. This means that the variable Organizational Climate no significant effect on performance Faculty of Economics, University of Riau. Because t is smaller than t table and t table is greater than the minimum level of significance.

While variable Professional Competence Faculty of Economics has a value of 3.395 t-test with a significance level of 0.001. , While for a sample of 58 respondents have t table of 2.0040 and a minimum significance level of 5% or 0.05. This means that the variable Professional Competence significant effect on the performance Lecturer Faculty of Economics, University of Riau. Because t is greater than t table and t table is greater than the minimum level of significance.

Results Path Analysis Work Motivation on Performance FE Riau University Lecturer

From the statistical test result can be seen as follows:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.809	.453		1.787	.079
1 Work Motivation	.813	.153	.579	5.311	.000

a. Dependent Variable: Performance Lecturer

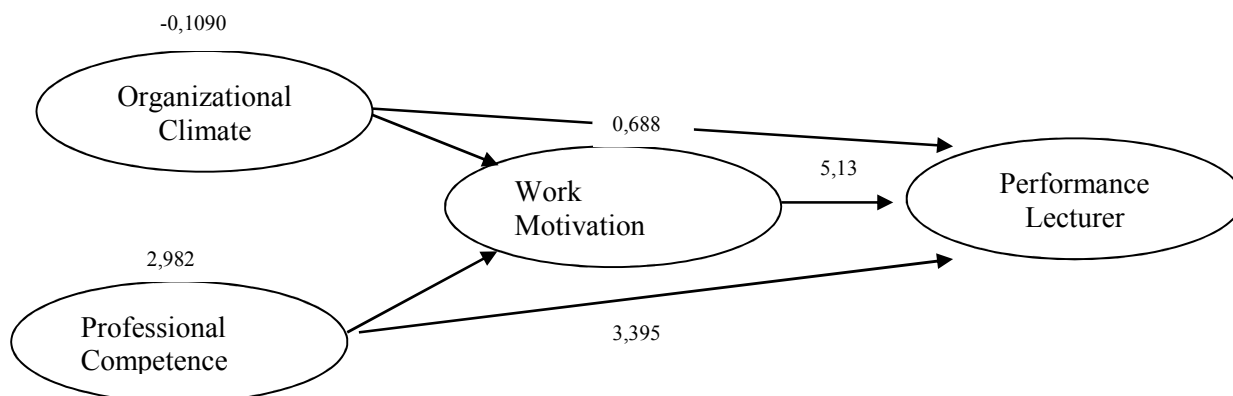
Work motivation have t calculate equal to 5.311 and a significance level 0,000.t count is greater than t table (2.0040) and the significance of less than 0.05. This means that the motivation to work and have a significant effect on performance. It supports and proves empirically study conducted by (Mathieu and Zajac 1990, the Church, 1995) that the motivation to work has a positive impact on employee performance. Thus the work motivation affect the performance of the lecturers in this study could have done empirically.

Results of hypothesis testing done to prove the hypothesis 5 is accepted. In other words that there is a significant positive influence on performance motivation Faculty of Economics, University of Riau. Concluded that the higher work motivation will be higher the lecturer lecturer performance. Thus, these results strengthen the field empirically / theory that work motivation affect positively on the performance of lecturers (Mathieu and Zajac, 1990, the Church, 1995).

Results Path Analysis Organizational Climate, Professional Competencies, and Job Motivation to Performance Lecturer.

From the statistical results that do, Research Model can be seen in the following table:

Variables	Coefficient Line	Relationship		Total
		Direct	indirect	
Organizational Climate -> Work Motivation	-0,139	-0,139		-0,139
Professional Competence -> Work Motivation	0,381	0,381		0,381
Organizational Climate -> Performance Lecturer	0,85	0,85	0,85 x 0,579	0,491
Kompetensi -> Performance Lecturer	0,420	0,420	0,420 x 0,579	0,243



From the figure above shows that the negative effect on the Organizational Climate Work Motivation Faculty of Economics, University of Riau, while the influence of organizational climate on the performance of the lecturer shows the mean value of 0.688 organizational climate affect the performance, but not significantly. but on the other hand the influence of motivation to work on the performance of the lecturers have t value of 5.13 which means there is a significant influence on performance motivation lecturer at the Faculty of Economics, University of Riau. this is obvious, because the results showed that the higher the motivation of lecturers, the performance of lecturers in the form of teaching, research and service will increase. different organizational climate that makes motivational lecturer at the Faculty of Economics, University of Riau has declined.

While the influence of Professional Competence to have the motivation t of 2.982, this value is higher than t table only at 2.0032. this suggests that the Professional Competence on work motivation Faculty of Economics, University of Riau significant effect. if the professional competence of lecturers increased the motivation in teaching also increased. whereas the professional competence of lecturers influence on the performance of the lecturers have t value of 3.395, which means to have professional competence will impact directly or indirectly on the performance lecturer at the Faculty of Economics, University of Riau.

Conclusion

This study seeks to examine the problems of climate influence organizational and professional competence on work motivation and performance lecturer at the Faculty of Economics, University. Results of the study found that the working environment has a negative effect on the motivation and performance of lecturer Lecturer Faculty of Economics, University of Riau. Professional competence positive influence on work motivation and performance Faculty of Economics, University of Riau. Among these two factors, it turns out the Work Environment Lecturer negatively affect motivation. whereas the professional competence significantly influence the motivation and performance of lecturer at the Faculty of Economics, University of Riau.

Suggestions

1. Required for specific improvements to the environmental good company to all employees at the Faculty of Economics, University of Riau to be understood and implemented in the work.
2. Head of the Faculty of Economics, University of Riau may give leeway to the faculty and staff in doing good job in terms of making new work methods and risk-taking in the job, provided they do not violate the Standard Operating Procedures companies and not potentially detrimental to the stake holders. Granting leniency may mean doing the idea of innovation and improvement ideas were deemed lecturer needs to be done and can receive advice from all parts. The clearances will make professors work easier, faster and more satisfied.
3. It is expected that the Chairman of the Faculty of Economics, University of Riau to complete all the equipment and infrastructure that the lecturers can be more comfortable in their work, such as the provision of a printer, telephone, stationery and office stand-by so they can save a lot of time in service to customers,

generating employee satisfaction in the work, satisfy customers and ultimately produce the desired employee performance.

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