



How Psychological Well-Being Links to Organizational Commitment: Insights from Educational Personnel at Jambi University

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ABSTRACT

Mental health is a concern nowadays in workplace. For instance, psychological well-being owned by educational Personnel at the University of Jambi. Psychological well-being is the ability to understand and accept one's qualities, have positive relationships with others, be able to live independently, be able to set goals in life and be able to adjust to the surrounding environment. Support from the institution is needed so that employees can continue to be productive so that they still want to continue to be part of the organization or often referred to as organizational commitment. Therefore, this study aims to see the relationship between psychological well-being and the commitment of educational staff organizations within the University of Jambi. The subject of this study is all of education staffs at the University of Jambi with at least 1 year of teaching experience. Using the techniques by Ryff in 1989, non-probability sampling techniques with purposive sampling techniques. Psychological well-being was measured by the psychological well-being scale (reliability 0.943) and organizational commitment was measured using the organizational commitment scale (reliability 0.813). The results of data analysis using Pearson Product Moment showed a significant positive relationship ($0.001 < 0.05$) with a Pearson correlation value of 0.429. This shows that when education staffs have increased psychological well-being, it will make their commitment to stay in the organization even stronger.

1. Introduction

Human resources are important assets for an organization, not only for government organizations but also for private organizations (Becker & Huselid, 2006). Higher education is a dynamic organization where various human resources (HR) come together in order to work to achieve common goals. One of them is the University of Jambi, in accordance with the mandate of Law no. 12 of 2012 the purpose of the establishment of the university is to provide quality education and produce research that is beneficial to the community. To be able to carry out this, the academic community in the organization must be involved and support its achievement. The academic community at the University of Jambi, just like in many other educational institutions, has educators and education staff. One of the important roles in supporting the university's operations as a whole is held by education personnel (Jambi University, 2022). The education personnel in question such as administrative staff, technical staff, and other support personnel to help the running of an organization to achieve its goals.

Education personnel are a very valuable asset and need to be managed properly so that they can contribute optimally. Education personnel will be able to bring out all their potential for the progress of the organization, and vice versa they will demand that the organization can also provide what it wants. The form of contribution they make is in the form of skills, loyalty and creativity to achieve organizational goals. Many factors can affect the productivity produced by education personnel. The existence of organizational support can also affect the work performance produced by the education staff. This support can be in the form of motivation, competency training or even other benefits. With the rewards given by the organization, it will increase job satisfaction. Job satisfaction is one of the many individual mechanisms that directly affect the organization's work performance and commitment (Gumasing & Ilo, 2023). Every organization always strives to be at the forefront and get competent employees in their respective fields in addition to having a high and sustainable commitment to their organization (Suhartini et al., 2023).

Organizational commitment is a form of attachment that employees have to their organization. Referring to the opinion conveyed by (Robbins & Judge, 2009), organizational commitment is the stage in which employees recognize a particular group with a purpose, and hope to maintain their status as a member of the group. In (Luthans, 2002) view, organizational commitment is a form of willingness to be part of a group, willingness to work hard as an organization's aspiration, and willingness to accept organizational values and goals. From this explanation, it can be concluded that it is a form of loyalty that employees show to the organization and express concern for the success and sustainable development of the organization.

(Meyer & Allen, 1991) stated that there are three components that make up an organization's commitment to individuals, namely, affective commitment, normative commitment and continuence commitment. The affective component involves the emotional aspect of involvement with the organization without coercion, or based on one's own desires. Normative refers more to what should be done or can be said to be doing work because it is indeed a responsibility and obligation that must be completed. Meanwhile, continuence emphasizes tied behavior because of the rewards that will be received. Meyer et al., (Eliyana & Ma'arif, 2019) explain that these three types of commitments are embedded in individuals as an effort to retain employees in the organization. It can be concluded that organizational commitment is a force that binds individuals to a goal that is in accordance with or more organizational goals.

Judging from the context of the university's work environment, another aspect related to organizational commitment is well-being. Welfare is divided into two things, namely physical and psychological well-being. Physical well-being can be in the form of needs related to physical health, while psychological well-being is in the form of feelings that individuals feel when carrying out activities that are their daily responsibilities. Psychological well-being is a form of an individual's ability to live a social life and build warm relationships, have a purpose in living life, self-acceptance, willingness to channel potential continuously, be able to independently overcome social pressure, and be able to control the environment outside of oneself.

In a study conducted by Dewi & Abadi, 2023 measured how the impact of the work system, organizational behavior, psychological well-being, and organizational commitment on worker satisfaction, found that psychological well-being has a positive influence on the commitment of the State Civil Apparatus (ASN) within the Regional Apparatus Organization (OPD) of DKI Jakarta Province. Another interesting finding was also obtained by (Masrie, 2018), who found that there is a relationship between psychological well-being and organizational commitment to employees. These findings show that psychological well-being is one of the factors that can affect organizational commitment to employees.

Judging from the context of the university work environment, there is an aspect of the psychological well-being of education personnel that is also important to pay attention to. Psychological well-being includes various dimensions, including job satisfaction, feelings of meaning at work, work-life balance and personal, and the level of confidence in performing each work task (Diener et al., 1999). With high psychological well-being it has a positive impact on motivation, productivity, and labor retention (Wright & Cropanzano, 2000).

On the other hand, organizational commitment plays a significant role in the relationship between education personnel and the work environment. The aspects contained in organizational commitment are the emotional, normative, and ongoing attachment of individuals to the organization where they work (Meyer & Herscovitch, 2001). In his book (Allen & Meyer, 1990) it is stated that a high level of organizational commitment can strengthen the relationship between individuals to the organization, increase loyalty, and reduce worker turnover behavior. However, in the context of universities or universities, explanations related to the relationship between psychological well-being and organizational commitment to education personnel still require a deeper understanding. There have not been many studies that directly discuss the relationship between the two variables. Therefore, research in the context of the University of Jambi needs to be conducted to see the relationship between psychological well-being and organizational commitment.

2. Methodology

This research was conducted using a quantitative method with an *ex-post facto* approach. This study consists of two variables of psychological well-being and organizational commitment. The population of this study is all education personnel in the University of Jambi with at least one year of work experience as education personnel and willing to fill out questionnaires. The sampling technique that will be used is *non-probability sampling* with *purposive sampling technique*, this is an effort to get representation from each education staff from each work unit. Data collection in this study was through questionnaires that were distributed online and offline to education staff in various faculties and work units. Data collection lasted for two months to ensure that the number of respondents was adequate and representative for the study. The cumulative implementation of the research was carried out during April-October 2024.

Psychological Well-being is measured using an independently developed scale. For the Psychological Well-Being scale from (Ryff, 1989) and the Organizational Commitment scale developed from (Allen & Meyer, 1990) theory. Context adjustments are also made to suit the characteristics of education personnel. The next stage of testing the validity of the content was submitted to a panel of three experts who have competence in the field of psychology and the development of measuring tools. Expert *judgement* judges items based on relevance, clarity, and context suitability using the Likert scale. Aiken's V is used as a form of consensus measurement and validation of item content. If Aiken's V value ≥ 0.650 is considered to indicate the validity of the content is quite good. Then the statistical test of validity and reliability using preliminary data (pilot test) with a small sample was used in 30 people. Logical *consistency test* is an effort to ensure that items in the instrument have internal consistency and there are no contradictions in the measurement of the same concept. This is done correlation analysis between items to get the validity value of each item. The internal consistency test used is Cronbach's Alpha with a threshold of $\alpha \geq 0.70$. From the test, the results were obtained for the psychological Well-being scale with a reliability value (α) of 0.943. The Psychological Well-Being Scale consists of 28 question items including 27 favorable items and 1 unfavorable item. Meanwhile, Organizational Commitment resulted in a reliability value (α) of 0.813. The Organizational Commitment scale consists of 17 question items including 14 favorable items and 3 unfavorable items. This study is a *cross-sectional study* with the aim of looking at the relationship between psychological well-being and organizational commitment to education personnel within the University of Jambi.

The results of the final item were shared with the sample, after the data was collected, several statistical tests were used to see the relationship between psychological well-being and organizational commitment. Descriptive analysis is also carried out to assist in the creation of group norms. Normality and linearity tests are also carried out to ensure that data can be analyzed using parametrics in hypothesis testing using *Pearson Product Moment correlation*.

3. Result and Discussion

Based on the results of the normality test using *Standardized Residuals*, it shows that the most data results are in the middle so that they form an inverted bell, this indicates that the data obtained from the measurement results on the Psychological Well-Being Scale and Organizational Commitment are distributed normally.

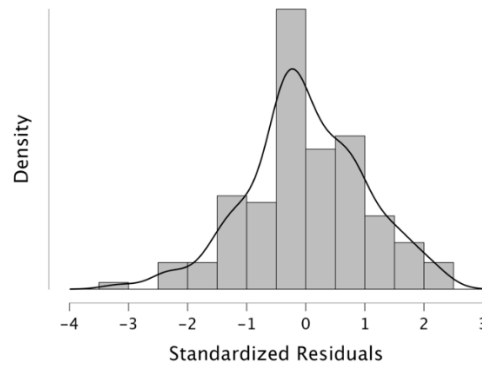


Figure 1. Test of Normality of Psychological Well-Being Data and Organizational Commitment

After the results of the data normality test are obtained and the data is declared to be normally distributed, a linearity test will then be carried out to determine whether the relationship between variables is linear or not. This test is important to be carried out in order to proceed to the next stage of research, namely the correlation test.

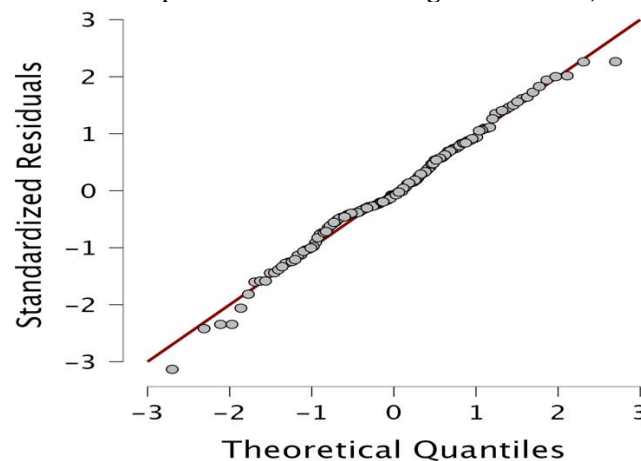


Figure 2. Testing the Linearity of Psychological Well-Being Data and Organizational Commitment

The results of the Linearity Test in Figure 2 show that the two data have a linear relationship. This is evidenced by the fact that most of the data is at a single point, not scattered, so researchers can proceed to conduct correlation tests with a parametric approach using *Pearson Product Moment*.

Table 1. *Pearson's Correlation Test Results*

<i>Psychological Well-Being – Organisational Commitment</i>	<i>Pearson's</i>	<i>Significance</i>	<i>Information</i>
144	0.429	<.001	Positive and quite strong correlation

(Source: JASP Data Output)

The results of the correlation test between the variables of Psychological Well-being and Organizational Commitment in Education Personnel at the University of Jambi showed a significant positive relationship. This shows that when education personnel have increased psychological well-being, it will make their commitment to stay in the organization stronger.

In this study, the researcher also collected demographic data related to the research variables

Table 2. Demographic Data

	<i>Sum</i>	<i>Percentage</i>
Gender		
Man	56	39,16%
Woman	87	60,84%
Total	143	100%
Age		

21-30 Years	19	13,29%
31-40 Years	73	51,05%
>40 Years	51	35,66%
Total	143	100%
Marital Status		
Marry	113	79,02%
Unmarried	24	16,78%
Divorce Dead	3	2,10%
Divorce Life	3	2,10%
Total	143	100%
Employment Status		
PNS	44	30,77%
PPPK	5	3,50%
PTT (Contract)	94	65,73%
Total	143	100%
Tenure		
< 1 year	3	2,10%
2 - 3 years	9	6,29%
4 - 6 years	8	5,59%
7 - 10 years	62	43,36%
> 10 years	61	42,66%
Total	143	100%

Discussion

The results of this study show that *Psychological Well-being* has a positive and significant correlation with *Organizational Commitment* ($p = 0.001 < 0.05$) with a *Pearson* correlation value of 0.429. This shows that the higher a person's psychological well-being, the higher his commitment to the organization. This positive correlation shows that the two variables have a one-way relationship, where an increase in one variable will tend to be followed by an increase in the other.

This research is in line with previous findings in the literature that state that psychological well-being plays an important role in increasing a person's commitment to the organization. According to research conducted by (Wright & Cropanzano, 2000), psychological well-being has a direct influence on employee organizational performance and commitment, where employees who have a better level of psychological well-being tend to show higher commitment to their work and organization.

Furthermore, research by (Meyer & Maltin, 2010) identified that employee psychological well-being not only increases affective commitment, but also ongoing commitment, as employees feel more comfortable and satisfied with their work, so they tend to have stronger emotional attachments to the organization. Employees who have good psychological well-being tend to feel more emotionally engaged with the organization and have a greater desire to remain contributing to the organization.

Other research by (Chughtai & Buckley, 2008) also showed that psychological well-being mediates the relationship between factors such as job satisfaction and work engagement and organizational commitment. In this case, psychological well-being helps to form a positive perception of work, which in turn increases the commitment of the organization. (Chughtai & Buckley, 2008) concluded that employees who have good psychological well-being tend to have a feeling that the organization cares about them, so they tend to be more loyal and dedicated to the organization.

The correlation result of 0.429 in this study also shows that although the relationship is positive and significant, the strength of this correlation is moderate. According to (Cohen, 2013), correlation values of about 0.3 to 0.5 fall into the category of moderate correlation. This indicates that although psychological well-being plays an important role in shaping organizational commitment, there are other factors that may also affect a person's level of commitment to the organization, such as job satisfaction, work environment, social support from colleagues, and career development opportunities (Allen & Meyer, 1996).

4. Conclusion

Based on the results of data analysis in this study, it can be concluded that Psychological Well-Being and Organizational Commitment have a significant positive correlation ($0.001 < 0.05$) with a Pearson correlation value of 0.429. This shows that when education personnel have increased psychological well-being, it will make their commitment to stay in the organization stronger. Psychological well-being plays an important role in increasing

organizational commitment. The positive relationship between psychological well-being and organizational commitment suggests that good psychological well-being can be a strategy to increase employee retention and decrease *turnover*. However, because the correlation found is still in the medium category, organizations need to consider additional interventions that can help increase employee organizational commitment.

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