

RESEARCH ARTICLE

THE ROLE OF ORGANIZATIONAL WELL-BEING TO INCREASE ORGANIZATIONAL COMMITMENT AND WORK ENGAGEMENT FOR UNIVERSITY

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Abstract : The well-being that once was meant for individuals now has developed for the organization. It was proven that organizational well-being is important because it can improve individual performance. This system also keeps the turnover low which resulted in higher commitment and more engagement from the workers. The organization that provides effective, reflective and affective (ERA) environment to its employees as a form of appreciation is also giving moral support to motivate employee performance. The purpose of this study is to analyze organizational well-being contributions to organizational commitment and work engagement. The participants in this study were permanent lecturers = 60, employees = 97 (n = 157) at private universities. The sampling technique used was convenience sampling. The results showed that organizational well-being affected affective commitment with a contribution of 50.8% ($R^2=0.508$). Organizational well-being also has an influence on normative commitment of 26% ($R^2=0.260$) and continuance commitment of 10.8% ($R^2=0.108$). High organizational well-being will impact organizational commitment, contributing greatly especially to affective commitment.

Keyword: Organizational Commitment; Organizational Well-being; Work Engagement

JEL Classifications: L39, L84

INTRODUCTION

A. Background of the problem

As the study on well-being developed, the concept of well-being expanded to research in the

organization field. The concept of organizational well-being began to be investigated for the potential research result to be applied. Sancassiani, Campagna, Tuligi, Machado, Cantone1, Carta (2015)

explained that organizational well-being is the first step in the organizational development process. Organizational well-being has benefits both the organization and employees. An active relationship between individuals and organizations is manifested in the form of voluntary and active participation of individuals and with their contribution in creating organizational well-being.

This is in line with Hayes (2002) which emphasizes the positive perceptions and emotions of individuals at work as they relate to higher profits, productivity, lower turnover, increased levels in job satisfaction and loyalty.

This research will focus on the university scope, where it relates to the phenomenon that describes the challenges in higher education institutions. As an example, we analyze Tri-dharma PT that improves accreditation as the main key for its success in quality education. One of the factors that can improve the standard is lecturers and employees. They are the source assets owned by educational organizations namely universities.

There are two research questions; what are the role of organizational well-being to organizational commitment and work engagement of lecturers and employees at universities. Based on these two questions, there are several pieces of evidence which in line with the organizational well-being principle. However, there is also a new finding from the survey. The research result for the organizational well-being contribution to the employees' commitment, shows the employees aren't attached to stay in their work despite the organization positive environment. The conclusion of this research shows that not all elements of organizational well-being can contribute significantly to the improvement of its employees. Specific conditions such as location, the culture of origin and personal relations need further examination.

1. Literature Review

Organizational Well-Being

Researchers still experience a lot of confusion regarding the term "well-being" at the organizational level. Organizational well-being consists of a highly effective, reflective and affective environment or abbreviated as ERA. Based on several opinions expressed by experts, organizational well-being is the individual's perception of ERA to improve workers physical and psychological well-being at all levels.

Effective environment is an organization that will create an efficient work environment for the workers to achieve the desired target, namely by regulating work, making the task-oriented culture, support responsibility, mentoring the employees so

they will be able to complete their tasks with the ability they have. *Effective* environment is characterized by role clarity, communication, leadership, resources, and physical condition. Role clarity was marked as a clear demand for roles in accordance with competence, skills, educational background, clear division of tasks, clear demands and task responsibilities and a clear workflow. Communication is characterized by *effective* delivery of messages, and ensuring good execution of tasks. Leadership is characterized by a situational leadership style that able to understand the needs and desires of employees. Resources are characterized by organizations providing facilities and infrastructure that support the implementation of tasks. Physical condition characterized by the organization provision in facilities such as a comfortable room and paying attention for health and safety at work.

A *reflective* environment is an organization that creates a work environment that is open to constructive criticism where employees feel comfortable giving their opinions or suggestions. The *reflective* environment is characterized by personal development, organizational improvement and learning. Personal development is characterized by receiving constructive feedback both formally and informally, getting support from colleagues, mentoring, supervision and getting the opportunity to develop themselves professionally. Organizational improvement is characterized by conducting program evaluations and strategic planning that includes policies, structuring human resources, work programs that are in line with the organization's vision and philosophy. Organizational learning is characterized by individuals getting the opportunity to develop cognitive abilities such as learning and argumentation.

Affective environment is an organization that creates a conducive work environment, so that individuals can establish relationships in a warm, friendly, supportive and friendly manner. Affective environment is characterized by dignity, where individuals feel treated with respect and fairness in salaries, recognition, valued for their choices and voices, have mutual care and support.

Organizational Commitment

Organizational Commitment is the relationship between the individual and his organization where the individual identifies or internalizes the values, rules, and goals of the organization to create a desire in maintaining membership in the institution. Organizational commitment measured through three dimensions. The first is the affective commitment that centered on self-involvement with the comfort

of members in the organization. Individuals will show their feelings towards the organization as a family with a sense of belonging, happiness, and enjoyment in work.

The second dimension is an ongoing commitment or continuance commitment that refers to the profit or loss obtained by employees when leaving the organization and working elsewhere. Individuals who demonstrate continuing commitment will choose to continue working for fear of losing the benefits that are currently obtained instead of working elsewhere. The third dimension is a normative commitment that refers to when employees feel they have an obligation to stay in the organization because of compliance and loyalty to the organization.

Work Engagement

Work engagement is a condition for the positive, full thinking statement which related to work, characterized by the existence of energy (*vigor*), dedication (*dedication*) and absorption. Enthusiastic attitude is characterized by hard work (*vigor*), feeling involved (*dedicated*), and happy with work that can take their work attention (*absorption*).

2. Methodology

This study uses quantitative methods with linear regression analysis techniques to analyze the contribution of organizational well-being for affective commitment, continuance commitment, normative commitment and contribution to organizational commitment to work engagement.

2.1 Sample

There are 157 participants in this study. They consist of 60 lecturers and 97 permanent employees at private universities, with an age range of 22-69 years. The length of work has a range of 2 months to 30 years. The sampling technique used was *convenience* sampling.

2.2. Measures

2.2.1 Organizational Well-being Scale

Based on the calculation results of item validity for the organizational commitment scale, there are 16 items for elimination because the correlation value is not significant. After the elimination, only 64 items of statements are valid for

use. Reliability test results show that the scale has an alpha coefficient of 0.951 which indicates it has good reliability.

2.2.2 Organizational Commitment Questionnaire (OCQ)

Based on the calculation results of item validity for the organizational commitment scale, there are 6 items to eliminate due to the insignificant correlation value. After the elimination, the result is 18 items that are valid for use. Reliability test results show the scale has an alpha coefficient of 0.786, which indicates good reliability.

2.2.3 UWES (Utrecht Work Engagement Scale)

Based on the calculation results of validity item on the organizational commitment scale, all items had a significant correlation value with 17 items that are valid and useful. Reliability test results show the scale has an alpha coefficient of 0.945, indicates the scale has good reliability.

2.3 Procedure

The researcher gathered all participants, both lecturers and employees at lunchtime. After the participants had lunch together, the researchers asked the participants' willingness to fill out the questionnaire. Participants are those who received invitations from the H.R department or voluntarily participate. The researcher conducted a briefing on participants that were accompanied by the H.R. The participants were asked to fill out the informed consent first and then the survey. It took approximately one hour to fill the questionnaire.

3. Result

3.1 Regression Analysis

3.1.1 Organizational Well-being and Organizational Commitment

The researcher conducted a regression analysis between organizational well-being and each dimension of organizational commitment to see the influence and the magnitude of its contribution. The results of the regression analysis are visible in Table 1.

Table 1: The regression analysis result of Organizational Well-being with Organizational commitment dimensions.

Variables	R	R ²	F-value	Sig. (p<0,05)
Organizational Well-being with Affective commitment	0,713	0,508	159,885	0,000
Organizational Well-being with Continuance commitment	0,328	0,108	18,681	0,000
Organizational Well-being with Normative commitment	0,510	0,260	54,506	0,000

The linear regression analysis result between organizational well-being and organizational commitment show that there is a significant effect ($p < 0.05$) between organizational well-being on organizational commitment and a contribution of 40.6% ($R^2 = 0.406$). The researcher then conducted a linear regression analysis between organizational well-being and each dimension of organizational commitment, namely affective commitment, continuance commitment, and normative commitment.

The results of linear regression analysis between organizational well-being and the dimensions of affective commitment indicate a significant effect ($p < 0.05$) with a contribution of 50.8% ($R^2 = 0.508$), meaning that universities that implement organizational well-being will influence the emotional attachment of their lecturers and employees, because of the wholesome feeling at work.

One factor that causes individuals to have an affective commitment because it is influenced by universities that create a conducive, warm and friendly environment. The impact of each individual in the university is a happy feeling, a warm atmosphere, a sense of belonging and feeling comfortable when working. In this case, organizational well-being contributes significantly to the affective commitment of lecturers and employees in the university where they teach.

This is in line with the research, which explains that organizational well-being will increase if supported by affective commitment. The role of

the organization is important for individuals, especially when providing social support such as supervisor coaching and feedback. The aim is to motivate the employees to demonstrate an optimum working performance, where they are able to meet organizational demands, focus on the objectives and maintain organizational profit.

The results of linear regression analysis between organizational well-being and normative commitment dimensions indicate a significant influence ($p < 0.05$) with a contribution of 26% ($R^2 = 0.260$), meaning that the well-being of the organization does not contribute significantly to the commitment of lecturers and employees to have an obligation to stay in the university.

Based on the results of the linear regression analysis that has been described previously, the researcher concludes that organizational well-being affects organization commitment dimensions. The biggest contribution to organizational well-being is in the affective commitment dimensions, second is the normative commitment and the smallest in continuance commitment.

The results of linear regression analysis between organizational well-being and continuance commitment dimensions indicate a significant influence ($p < 0.05$) with a contribution of 10.8% ($R^2 = 0.108$), meaning that organizational well-being in the context of higher education contributes the least of committed lecturers and employees that don't consider profit and loss when leaving the university where they work. Lecturers and employees can leave their workplace, even though the university has created a wholesome within the organization.

The researcher then conducted a linear regression analysis to see the contribution of each organizational well-being dimensions with each of organizational commitment dimensions. The results of linear regression analysis between each of the three dimensions of organizational well-being with affective commitment dimensions are summarized in Table 2:

Table 2: The regression analysis result of Organizational Well-Being Dimensions with the Dimensions of Affective Commitment.

Variables	R	R ²	F-value	Sig. (p<0,05)
Effective environment and Affective commitm	0,621	0,385	97,183	0,000

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Reflective environment with Affective commitment	0,738	0,545	185,921	0,000
Affective environment with Affective commitment	0,711	0,506	158,487	0,000

The results of linear regression analysis show that the reflective environmental dimension has a significant effect ($p < 0.05$) on the affective commitment dimensions with a contribution of 54.5% ($R^2 = 0.545$). The affective environment dimensions also have a significant influence ($p < 0.05$) on the affective commitment dimensions with a considerable contribution, namely 50.6% ($R^2 = 0.506$). Effective environmental dimensions have a significant influence ($p < 0.05$) on the affective commitment dimensions with a contribution of 38.5%.

Based on the explanation, it concluded that the effective, reflective, and affective environmental dimensions of the organizational well-being variable have a significant influence on the affective commitment dimensions with the greatest contribution to the reflective environment dimension. These results are the new findings in this study because this research is the only study that addresses organizational well-being at the university level in Indonesia.

Linear regression analysis was conducted by researchers to see the contribution of each dimension of organizational well-being with continuance commitment dimensions. The results of linear regression analysis between each of the three organizational well-being dimensions and continuance commitment dimensions are summarized in Table 3:

Table 3: The Regression Analysis results of the Organizational Well-Being Dimension with the Continuance Commitment Dimension

Variab es	R	R²	F-value	Sig. (p<0,05))
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Effective environment with Continuance commitment	0,293	0,086	14,528	0,000
Reflective environment with Continuance commitment	0,319	0,102	17,576	0,000
Affective environment with Continuance commitment	0,339	0,115	20,163	0,000

The results of linear regression analysis between the dimensions of the affective environment have a significant effect ($p < 0.05$) on the dimensions of continuance commitment with a contribution of 11.5% ($R^2 = 0.115$). The dimensions of the reflective environment have a significant effect ($p < 0.05$) on the dimensions of continuance commitment with a contribution of 10.2% ($R^2 = 0.102$). Effective environmental dimensions with continuance commitment dimensions indicate a significant influence ($p < 0.05$) and its contribution is 8.6% ($R^2 = 0.086$).

Based on the explanation, it concluded that the affective environment has the biggest contribution to the continuance commitment dimensions. That is, employees in the context of higher education decide to commit themselves to the organization because their perception of the organization has a friendly and supportive environment.

The researcher also conducted a linear regression analysis to see the contribution of organizational well-being dimensions to the normative commitment dimensions. The results of the linear regression analysis of each dimension of organizational well-being with normative commitment dimensions are summarized in Table 4:

Table 4: The Regression Analysis results of the Organizational Well-Being dimension with the Normative Commitment dimension

Variables	R	R ²	F-value	Sig. (p<0,05)
Effective environment Normative commitment	0,466	0,217	42,978	0,000
Reflective environment with Normative commitment	0,500	0,250	51,608	0,000
Affective environment with Normative commitment	0,499	0,249	51,335	0,000

The results of linear regression analysis between the dimensions of the reflective environment with normative commitment indicate a significant influence (p <0.05) between the reflective environment dimensions that has a significant effect (p <0.05) on the normative commitment dimensions with a contribution of 25% (R2 = 0.250). The dimensions of the affective environment have a significant effect (p <0.05) on the dimensions of normative commitment with a contribution of 24.9% (R2 = 0.249). The environmental dimension is effective against normative commitment with a contribution of 21.7% (R2 = 0.217).

Based on the explanation, it concluded that the reflective, effective, and affective environment of the organizational well-being variable has a significant influence on the normative commitment dimension with the greatest contribution to the reflective environment dimension. This shows that the environment that able to develop employees' higher education can influence the employees' decision to settle because they feel it is their obligation.

3.1.2 Organizational Commitment and Work Engagement

The researcher conducted a linear regression analysis to see the contribution of organizational commitment dimensions to overall of work engagement. The results of organizational commitment dimensions with overall work engagement can be seen in Table 5.

Table 5: The Regression Analysis results of the Organizational Well-Being dimension with work engagement.

Variables	R	R ²	F-value	Sig. (p<0,05)
Affective commitment with Work Engagement	0,122	0,015	2,328	0,129
Continuance commitment with Work Engagement	0,181	0,033	5,259	0,023
Normative commitment with Work Engagement	0,157	0,025	3,901	0,050

The results of linear regression analysis between the affective commitment dimensions and work engagement showed no significant influence (p > 0.05). The continuance commitment dimension has a significant influence (p <0.05) on work engagement with a contribution of 3.3% (R2 = 0.033). The normative commitment dimensions do not have a significant effect (p = 0.05) on work engagement. Based on the results, it concluded that only the continuance commitment dimension has an influence on work engagement even though its contribution is small.

Conclusion

This study found that organizational well-being at the university level contributed greatly to individual affective commitment. Individuals become emotionally attached to the organization because they perceive a well-being organization environment. However, it turns out organizational well-being didn't contribute greatly to normative and continuance commitments, but only affective commitment to the organization. The unique thing we found in this study is that affective and normative commitment does not have a significant effect on work engagement. Only the continuance commitment dimensions have a significant influence on work engagement, even though the value of the

contribution is small. This also means that lecturers and employees become attached to their work because they obtain moral, physical and spiritual benefits provided by the organization.

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