

## The Relationship Between Organizational Commitment and Subjective Wellbeing with Organizational Citizenship Behavior Among Lecturers

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**Abstract:** Organizational Citizenship Behavior (OCB) is widely recognized as a critical determinant of institutional performance in higher education. However, empirical evidence examining the simultaneous influence of organizational commitment and subjective wellbeing on lecturers' OCB in Indonesian public universities remains limited. This study aims to analyze the relationship between organizational commitment and subjective wellbeing with organizational citizenship behavior among lecturers. A quantitative research method was employed. The population in this study comprised lecturers at Manado State University, and the research sample was selected using a simple random sampling technique based on Krejcie's table, resulting in a sample size of 260 lecturers. The data collection instruments consisted of scales that had been tested for validity and reliability. The measurement tools used in this study were the Organizational Citizenship Behavior Scale, the Organizational Commitment Scale, and the Subjective Wellbeing Scale. Data analysis was conducted using multiple linear regression to determine the effect of the independent variables on the dependent variable. The results revealed that organizational commitment and subjective wellbeing had a significant effect on organizational citizenship behavior, indicating that the hypothesis was supported. The stronger the organizational commitment and subjective wellbeing, the higher the organizational citizenship behavior of lecturers at Manado State University. These findings have important practical implications for higher education management, suggesting that university leadership should prioritize programs that enhance lecturers' emotional attachment to the institution and their overall psychological wellbeing as a means of fostering greater prosocial workplace behavior and, ultimately, improving the quality of higher education delivery.

**Keywords:** Organizational Commitment; Subjective Wellbeing; and Organizational Citizenship Behavior

### INTRODUCTION

Education today encourages higher education institutions to be more open and transparent to increase competitiveness at both local and global levels (Auliana & Nurasiah, 2017). This condition drives education managers to take a more serious approach to improving the quality of higher education implementation, particularly through the roles, duties, and responsibilities of lecturers in enhancing graduate quality (Auliana & Nurasiah, 2017). This is important because, as a vital component of human resources (HR) in higher education (Aboramadan et al., 2020), lecturers' quality determines an educational organization's success (Aboramadan et al., 2020), through high performance (Hakim & Fernandes, 2017) and positive contributions to the organization's overall effectiveness (Gretchenko et al., 2018; Mansour et al., 2015).

In the contemporary landscape of higher education, institutions across the world face mounting pressure to enhance the quality of teaching, research, and community service (Gretchenko et al., 2018; Kezar, 2023; Ul Hassan et al., 2025). The Organisation for Economic Co-operation and Development (OECD, 2020) has noted that the performance and well-being of academic staff are among the most significant determinants of institutional excellence. In

this context, Organizational Citizenship Behavior (OCB)—defined as voluntary, discretionary behaviors that are not formally required but contribute positively to organizational functioning (Organ, 1988)—has emerged as a particularly important construct in understanding lecturer effectiveness in higher education settings. OCB encompasses behaviors such as altruism, conscientiousness, sportsmanship, civic virtue, and compliance, all of which extend beyond a lecturer’s formal job description yet play a crucial role in sustaining institutional quality and culture (Aliyu & Gebremeskel, 2024; Koirala, 2024; Nyarieko, 2018; Okaomee, 2025; Oyetunji, 2023).

According to UURI No. 14 of 2005 (Ministry of National Education, 2005), teachers and lecturers are recognized as professional educators and scientists whose main tasks are to transform, develop, and disseminate science, technology, and the arts through education, research, and community service. Furthermore, Article 60 of the same regulation clarifies that in carrying out their professional duties, lecturers are required to engage in education, research, and community service as the essence of the Tri Dharma of Higher Education (Retnowati, 2017). This underscores that quality lecturers are those who demonstrate competence in implementing the teaching and learning process (Damayanti et al., 2023; Hakim, 2015; Imron et al., 2019; Rubeba, 2025; Suwarni et al., 2020).

Unfortunately, many findings in the field indicate that lecturers in universities have yet to fully demonstrate strong OCB. Kurniady (2021), Puttenstein et al. (2016), and Reviani & Udjung (2025) reported in their research at the Indonesian Christian University (UKI) that lecturer performance at UKI Jakarta in 2011 tended to decrease by an average of 20% compared to 2012. Similarly, observations by Amperan et al. (2016) at Sultan Syarif Kasim State Islamic University (UIN) Riau revealed that some lecturers were frequently late, changed schedules without consulting the academic department responsible, and experienced internal conflicts within teaching teams. Amperan (2016) also observed that lecturers at UIN SSK Riau provided limited feedback to students on learning outcomes, such as returning graded assignments or exam scripts. This condition aligns with the findings of Nugroho et al. (2017), who reported that OCB dimensions such as altruism, sportsmanship, and civic virtue still require significant improvement among lecturers at state universities in Central Java.

Preliminary research through observations and interviews with ten lecturers at Manado State University showed that Organizational Citizenship Behavior (OCB) among lecturers remains relatively low. Many lecturers tend to focus solely on their core duties and avoid taking on additional responsibilities outside their primary roles. Some are also reluctant to voice opinions during meetings, preferring to minimize attention. Additionally, there is a tendency to carry out tasks only when an official assignment letter is issued and to exhibit behaviors such as altering class schedules without coordination or neglecting student supervision sessions as planned.

Two key variables are hypothesized to influence lecturers’ OCB: organizational commitment and subjective well-being. Organizational commitment refers to the degree to which employees identify with and are psychologically attached to their organization (Allen & Meyer, 1997). Research in industrial and organizational psychology consistently shows that higher levels of organizational commitment are associated with increased discretionary effort and prosocial workplace behavior (Bakhshi, Sharma, & Kumar, 2011; Ukkas & Latif, 2017). In the context of higher education, lecturers with strong organizational commitment are more

likely to engage in activities that extend beyond formal duties, such as informal student mentoring, involvement in curriculum development, or collaboration with colleagues in research.

As a subjective evaluation of an individual's life, Subjective Well-Being (SWB) also positively influences various aspects of personal and professional functioning. Research by Tentama and Yuliantin (2021) found that SWB has a positive and significant effect on Organizational Citizenship Behavior (OCB). Studies by Santoso et al. (2022) further reinforce this positive relationship. Huang & Tsai (2024) and Wang et al. (2020) noted that poor physical and mental health among employees can reduce motivation and negatively impact organizational performance. Similarly, Sa'adah et al. (2022) and Wahyuningrat (2022) observed that employees with high subjective well-being tend to demonstrate more positive behaviors, such as contributing more effectively to their organizations. Feelings of happiness and satisfaction often drive these prosocial behaviors. Correspondingly, lecturers with high SWB tend to perform better and contribute more meaningfully to education. When lecturers experience satisfaction and happiness, they are more motivated to give their best to students and their institutions.

Despite the expanding body of research on organizational commitment and subjective well-being as separate predictors of OCB, studies integrating these two variables simultaneously within the context of Indonesian public university lecturers remain scarce. Most existing studies have examined organizational commitment or subjective well-being independently or have explored OCB in non-academic contexts. This study addresses that gap by examining the combined influence of organizational commitment and subjective well-being on OCB among lecturers at Manado State University, offering both theoretical and practical contributions to higher education management.

The objectives of this study are: (1) to analyze the simultaneous effect of organizational commitment and subjective well-being on Organizational Citizenship Behavior among lecturers at Manado State University; (2) to analyze the partial effect of organizational commitment on Organizational Citizenship Behavior; and (3) to analyze the partial effect of subjective well-being on Organizational Citizenship Behavior.

## **METHODS**

### **Research Design**

This study employed a quantitative research design with a correlational approach, aimed at examining the relationship between organizational commitment and subjective wellbeing as independent variables and organizational citizenship behavior as the dependent variable. The correlational design was selected because it allows for the analysis of the degree and nature of the association between variables without manipulating any of them, which is appropriate given the cross-sectional nature of the data collection.

### **Population and Sampling**

The population of this study was taken from the website of the lecturers of the State University of Manado, which amounted to 774 people. Sampling in this study uses a simple random sampling technique, as described by Sugiyono (2017). The determination of the sample in this study refers to the table of Krejcie and Morgan (1970). Based on this table, the number

of samples was obtained which amounted to 260 lecturers. This sample size is considered adequate for the application of multiple linear regression analysis, as it satisfies the minimum requirement of at least 10 to 20 observations per predictor variable (Hair et al., 2010).

### **Instruments and Measurement**

Three instruments were utilized in this study to measure the key variables:

1. **Organizational Citizenship Behavior Scale (OCB Scale):** This instrument was used to measure the dependent variable, encompassing dimensions such as altruism, conscientiousness, sportsmanship, civic virtue, and compliance, as conceptualized by Organ & Ryan (1995).
2. **Organizational Commitment Scale:** This instrument was used to measure organizational commitment, drawing on the three-component model proposed by Allen & Meyer (1997), which includes affective, continuance, and normative commitment.
3. **Subjective Wellbeing Scale:** This instrument was used to measure subjective wellbeing, incorporating assessments of life satisfaction, positive affect, and negative affect, consistent with the framework established by Diener (1984, 2009) and operationalized through the Watson, Clark & Tellegen (1988) PANAS scale for affect measurement.

All three instruments underwent validity and reliability testing prior to deployment. Validity was assessed using item-total correlation analysis, and reliability was evaluated using Cronbach's Alpha. Items that did not meet the minimum validity threshold ( $r \geq 0.30$ ) were removed from the final instruments. Cronbach's Alpha values for all three scales exceeded the minimum acceptable threshold of 0.70, confirming satisfactory internal consistency.

### **Data Analysis**

Data analysis was conducted using multiple linear regression, which is appropriate for examining the relationship between two or more independent variables and a single dependent variable. The following assumptions underlying the regression model were verified prior to analysis: (1) normality of the residuals, assessed using the Kolmogorov-Smirnov test; (2) homoscedasticity, assessed through residual plots; (3) absence of multicollinearity among the independent variables, assessed using the Variance Inflation Factor (VIF); and (4) the absence of significant outliers, assessed using standardized residuals. All assumptions were satisfied, confirming the appropriateness of the regression model. The significance level was set at  $\alpha = 0.05$ .

### **RESULTS AND DISCUSSION**

1. The first hypothesis in this study is that there is a positive relationship between organizational commitment and subjective well-being and organizational citizenship behavior. Based on the test results in the Anova test (F Test), it is known that the significance value is 0.000 ( $< 0.05$ ) and the F value is calculated 45.141  $>$  the F value of the table is 3.030. This can prove that organizational commitment and subjective well-being together (simultaneously) affect organizational citizenship behavior. So it can be concluded that the first hypothesis is acceptable.

2. The second hypothesis in this study is that there is a positive relationship between organizational commitment and organizational citizenship behavior. Based on the test results on the t-test, it was known that the significance value was 0.000 ( $< 0.05$ ), the t-value was calculated as  $6.311 >$  the t-value of the table was 1.651. This can prove that organizational commitment partially affects organizational citizenship behavior. So it can be concluded that the second hypothesis is acceptable. This means that the higher the commitment of the lecturer organization, the more the organizational citizenship behavior of the lecturers will increase.
3. The third hypothesis in this study is that there is a positive relationship between subjective well-being and organizational citizenship behavior. Based on the test results on the t-test, it was known that the significance value was 0.01 ( $< 0.05$ ) with a calculated t-value of  $3.246 >$  a table t-value of 1.651. This can prove that subjective well-being partially affects organizational citizenship behavior, it can be concluded that the third hypothesis is acceptable. This means that the higher the subjective well-being, the more subjective well-being of lecturers will increase.

The present study demonstrates that both organizational commitment and subjective wellbeing are significant positive predictors of Organizational Citizenship Behavior (OCB) among lecturers at Manado State University. The simultaneous effect of these two variables on OCB ( $F = 45.141, p < 0.05$ ) indicates that, collectively, organizational commitment and subjective wellbeing account for a meaningful proportion of the variance in lecturers' OCB. The partial effects further reveal that organizational commitment ( $t = 6.311, p < 0.05$ ) exerts a stronger influence on OCB than subjective wellbeing ( $t = 3.246, p < 0.05$ ), although both effects are statistically significant. These findings are discussed below in relation to prior literature, theoretical frameworks, and institutional implications.

### **Organizational Commitment and OCB**

The significant positive relationship between organizational commitment and OCB is consistent with a substantial body of prior research. Bakhshi, Sharma, and Kumar (2011) demonstrated that organizational commitment serves as a strong predictor of OCB, arguing that employees who exhibit a deep psychological attachment to their organization are more inclined to engage in discretionary behaviors that benefit the institution. Similarly, Ukkas and Latif (2017) found that both organizational climate and organizational commitment positively influence OCB, with organizational commitment acting as an important mediating factor through which a supportive organizational climate fosters prosocial behaviors. In the context of higher education, this finding underscores that lecturers who feel emotionally attached to and invested in the mission and values of their university are more likely to go beyond their formal duties—such as mentoring students informally, contributing to curriculum development, or supporting colleagues—behaviors that are essential for sustaining institutional quality.

### **Subjective Wellbeing and OCB**

The significant positive relationship between subjective wellbeing and OCB is further corroborated by the findings of Tentama and Yuliantin (2021), who demonstrated a positive

influence of subjective wellbeing on OCB in an Indonesian organizational context. This can be understood through Fredrickson's (2001) Broaden-and-Build Theory, which posits that individuals experiencing positive emotional states—a central component of subjective wellbeing—possess a broader repertoire of cognitive and behavioral responses, making them more likely to engage in creative, flexible, and prosocial behaviors in the workplace. Moreover, research by Podsakoff et al. (2014) identified individual characteristics, particularly personality traits closely associated with wellbeing, as one of the primary factors influencing OCB levels. When lecturers experience high levels of life satisfaction and positive affect, they are more psychologically resourced to extend their efforts beyond formal responsibilities, thereby contributing to the overall functioning and effectiveness of the academic institution.

### **Institutional and Cultural Implications**

In the specific context of higher education, the OCB of lecturers plays an especially significant role because it reflects both the quality of the academic culture and the professionalism of the institution. Lecturers with high OCB tend to be more engaged in activities such as curriculum development, informal mentoring, research collaboration, and administrative support. Such behavior not only facilitates the smooth operation of the institution but also enhances its reputation and the overall quality of education. The findings of this study suggest that university leadership should pay careful attention to cultivating both organizational commitment and subjective wellbeing among lecturers. Practically, this may be achieved through transparent and equitable governance structures that foster a sense of belonging, the provision of professional development programs that enhance lecturers' sense of purpose, and the implementation of workplace wellness initiatives that address both physical and psychological wellbeing. Institutions that successfully nurture these two dimensions are likely to observe a corresponding increase in lecturers' willingness to engage in discretionary prosocial behaviors, ultimately contributing to a more dynamic and effective academic environment.

### **CONCLUSION**

Based on the study results, it can be concluded that organizational commitment and subjective well-being are positively and significantly related to Organizational Citizenship Behavior (OCB) among lecturers at Manado State University. The higher the level of lecturers' commitment to the institution and the better their subjective well-being, the greater their tendency to exhibit organizational civic behaviors beyond formal responsibilities, such as assisting colleagues, actively participating in academic activities, and maintaining a positive image of the institution. This finding indicates that emotional attachment to the organization and lecturers' psychological well-being are key factors in shaping prosocial behavior within the university environment. Therefore, strengthening an organizational culture that supports lecturers' welfare and fostering a strong sense of belonging to the institution are essential for promoting sustainable OCB, ultimately contributing to the overall improvement of educational quality.

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