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Investigation of the Organizational Commitment and Psychological Well-being Levels of Academicians

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Abstract

In this research, which aims to investigate the organizational commitment and psychological well-being of academicians, the quantitative research method was employed. The research was designed in the relational screening model. The sample of the research consisted of 132 academicians at the Erzincan Binali Yıldırım University located in the Eastern Anatolia Region of Turkey in the 2018-2019 academic year. The research data were collected with the organizational commitment and psychological well-being scales. The data of the research were analyzed with the SPSS package program. The frequency, t-test, one-way (ANOVA) analysis, correlation and regression analysis were applied in the analysis of the data. According to the results reached in the study, the psychological well-being levels of the academicians were found to be high, their organizational commitment levels were at a moderate level. As it was analyzed in terms of the sub-dimensions of the organizational commitment, the emotional commitment of the academicians was found to be high, normative and the attendance commitment was at a moderate level. According to another result reached in the study, a positive significant relationship was encountered between the psychological well-being levels of the academicians and their organizational commitment levels. According to another result, the psychological well-being levels of the academicians were a significant predictor on the emotional and normative commitment, which are sub-dimensions of the organizational commitment, but was not a significant predictor of the attendance commitment.

Introduction

The rapid changes that take place today force organizations to adapt to change and changing conditions. This fact of change increases the importance of human resources in organizations. Organization managers should meet the expectations and needs of the human resources existing in the organization, ensure the continuous development of human resources, integrate the expectations of the employees of the organization with the expectations of the organization, and take measures to increase the efficiency of the human resource. The continuity of organizations is possible by having human resources that constantly improve themselves, perceive changes and adapt to these changes, produce information and use the information it produces. In this research, the concepts of psychological well-being and organizational commitment, which are two concepts that affect

academicians' performance, were investigated. The theoretical framework for the concepts is summarized below.

Psychological Well-being

Psychological well-being is a concept that includes an individual's positive perspective about him/herself and his/her life, believing that his/her life is meaningful, establishing positive and beneficial relationships with other people, making autonomous decisions suitable for his/her goals and development (Hamurcu, 2011). Psychological well-being is a complex concept that addresses emotional and behavioral factors that address the individual's mental health in various contexts and measures general psychological functions (Wright and Cropanzano, 2000). Psychological well-being consists of positive self-perception, good relationships with people, environmental domination, autonomy, the meaning of life and emotions for healthy development (Ryff, 1995). The concept of psychological well-being is about whether the individual is aware of his/her potential and life goals, whether s/he can lead a quality life in his/her social relationships (Ryff and Keyes, 1995). Psychological well-being is generally defined as the overall effectiveness of a person's psychological functions (Gechman & Weiner, 1975; Jamal & Mitchell, 1980; Martin, 1984; Sekaran, 1985; Trans: Wright and Cropanzano, 2000). In clearer expression, psychological well-being consists of having an individual's positive thoughts and self-knowledge, being aware of her/his strengths and limitations, acting autonomously and independently, and finding his/her life meaningful (Ryff and Keyes, 1995). Psychological well-being is defined as a whole of skills to sustain personal goals, to maintain personal development and to establish meaningful relationships with people (Keyes, Shmotkin and Ryff, 2002). Psychological well-being is about the individual's ability to reveal his/her potential for a meaningful life in the face of various difficulties in life (Telef, 2013). There are positive contributions of psychological well-being to people's lives such as healthy and long life, having strong and effective social relationships, increasing success in business performance, and increasing earnings (Diener and Chan, 2011).

As the studies related to the psychological well-being in the literature were investigated, it was pointed out the psychological well-being had relationship with self-acceptance, positive relationships, autonomy (Demirci and Şar, 2017), with hope (Önder and Mukba, 2017), with social anxiety (Kermen, Tosun and Doğan, 2016), with transformative leadership (Yılmaz and Şahin, 2016), with perceived social support (Aydın, Kahraman and Hiçdurmaz, 2017), with authenticity and self-presentation (Taşçıoğlu and Tosun, 2018), with values of power, success, hedonism, self-direction, universalism, benevolence, compliance and security (Telef, Uzman and Ergün, 2013); with organizational commitment (Panaccio and Vandenberghe, 2009), with job satisfaction (Freebom, 2001), with emotional exhaustion (Wright and Hobfoll, 2004), with emotional intelligence and work performance (Devonish, 2016), with working intensity and satisfaction (Burke and El-kot, 2009), with charitable leadership (Erkutlu and Chafra, 2016).

Organizational Commitment

Organizations include people who come together around common goals. The ability of organizations to achieve

their goals is closely related to the fact that the people who make up the organization act in line with the goals. It is possible for organization employees to act in line with the objectives of the organization with their commitment to the organization. A similar situation exists for educational organizations (Demirtaş, 2010). Organizational commitment demonstrates the level of loyalty to the institution. Organizational commitment means that employees strive to be part of the organization by adopting the goals and values of the organization (Özdevecioğlu, 2003). There is a plethora of literature relating to the concept of OC. Organizational commitment refers to a wide range of feelings, attitudes, values, practices, and implementation of brilliant ideas in the interest of the organization to which an employee belongs. It reflects the degree of an employee's attachment and his/her dedication to the organization and is currently widely recognized as a multidimensional work attitude. Organizational commitment has gained prominence in management discourse, since it plays an essential role in goal achievement, innovation, and stability of an organization. It improves the trust between employees, managers, owners, units, and other concerned parties of any organization. Therefore, it better fosters superior-subordinate relationships and improves organizational climate, consequently leading to organizational development, growth, and survival (Garg & Rastogi, 2009).

Organizational commitment concerns all organizations in terms of employee benefits. Continuity of employees is a significant issue for all organizations. The way for the employees to remain in the organization is to ensure their commitment to the organization. Employees with high commitment to the organization tend to internalize the organization's goals (Çırpan, 1999). Employees with a high level of organizational commitment make them believe that they need to show loyalty and loyalty to their organizations. Employees, who believe in loyalty to their organization, have the thought as, "I should serve my institution a little more or show my loyalty to the institution, which plays an important role in my personal and professional development and supports me in many areas." (Kurtulmuş, Kinay and Gündaş, 2012). It can be claimed that organizational commitment has an important effect on achieving the goals of the organization and on employees. It can be referred that individuals with low levels of commitment to the organization may exhibit negative behaviors against the organization and work, such as not coming to work, coming to work late and leaving work (Allen and Meyer, 1990; Trans.; Arı, Gülova and Köse, 2017). Meyer and Allen (1990) conceptualized the organizational commitment in two dimensions as "emotional commitment" and "attendance commitment". Then, the normative commitment is considered as the third dimension with the subsequent studies. (Arı, Gülova and Köse, 2017).

Emotional Commitment

Emotional commitment can be expressed as the desire of employees to stay in the organization. Employees, who are emotionally committed to their organization, accept themselves as part of the organization and consider the organization they work as meaningful and important to them (Balay, 2000). Emotional commitment includes the integration and identification of the employee with the organization. Employees integrate organizational goals with their own goals and demonstrate the performance required for the organization to achieve its purpose. It is possible to talk about the existence of a healthy organizational climate in institutions with such commitment (Kurtulmuş, Kinay and Gündaş, 2012).

Attendance Commitment

Attendance is the obligatory commitment that occurs in the event that employees lose their earnings if they leave the organization (Obeng and Ugboro, 2003). Employees in this type of commitment consider their own interests in their dealings with the organization. In organizations with weak attendance, employees do not give themselves to their jobs because they are not satisfied with the work they do and the return on their work. Such employees can break ties with the organization when they find new jobs to meet their expectations (Kurtulmuş, Kinay and Gündaş, 2012).

Normative Commitment

In normative commitment, employees feel loyal to the organization by feeling they owe their organization, and they consider staying in the organization a moral obligation for them (Yalçın and İplik, 2005). This dimension of organizational commitment is a form of attachment because employees feel responsible and obliged to their organizations, and that they necessarily display the behavior of staying in the organization (Wasti, 2002). If employees have a sense of gratitude to their organizations, their behavior to stay in the organization will be high. The reason for this is that they have positive thoughts about their organization or have value judgments that it would be best to stay with their employers (Bayram, 2004). Normative commitment is different from attendance commitment because it is not affected by emotional commitment and losses that may arise because of leaving the organization since the individual recognises working in the organization as a duty for him and thinks that his commitment to the organization is correct (Wasti, 2000).

It has been many studies related to organizational commitment conducted in and outside of Turkey. In these studies, it was found that organizational commitment is significant in terms of the level of job satisfaction (Demirtaş, 2010), and that work quality of life on the overall level of organizational commitment (Taşdemir Afşar, 2011), that there is a negative relationship between the organizational cynicism and organizational opposition (Yıldız, 2013), a positive relationship with the perception of performance (Özdemir and Yaylı, 2014), that there is a negative and significant relationship with organizational silence (Köse, 2014), positive relationship with organizational justice (Arı, Altın Gülova and Köse, 2017), that there is a positive and significant relationship with satisfaction, profession itself, wages and control (Malik, Nawab, Naeem, and Danish, 2010), that job motivation has a positive effect on organizational commitment (Alimohammadi and Neyshabor, 2013), that organizational culture positively affects organizational commitment (Kolancıoğlu and Karabulut, 2018), negative relationship with the violation of psychological contract, organizational citizenship behavior, organizational trust and positive relationship with organizational identity (Thomas, 2015), that there is a positive relationship between emotional commitment and perceived organizational competence and perceived organizational support (Kim, Eisenberger and Baik, 2016), that there is a positive relationship with transformational leadership (Patiar and Wang, 2015), positive relationship with organizational citizenship behavior (Ortiz, Rosario, Marquez and Gruneuro, 2015), that there is a positive relationship with authentic leadership (Rego, Lopes and Nascimento, 2016). In the present study, the relationship between academic psychological well-being and organizational commitment was investigated.

The Significance of the Study

The realization of organizations' goals depends on their employees' performances according to their goals. Employees' achieving the expected performance depends on several factors. Among these factors, the concepts of psychological well-being and organizational commitment constitute the topic of this research. It is of great significance that the staff's psychological well-being, organizational commitment and having positive feelings in their professional life, their feeling belonging to their organization in terms of the performance expected of them. It is observed in the research conducted on the organizational behaviors that the studies on the positive and strong sides of employees have increased recently. One of the topic that became the focus point in the literature is that the concept of psychological well-being defined as the individual's having a meaningful life purpose, establishing healthy relationships with people, contributing to the organization with the high consciousness of awareness in terms of his/her abilities, and easily overcoming the stress and negativities he / she experienced (Ryff & Keyes, 1995).

Researches are necessarily required for estimating the degree of well-being of an individual and substituting that degree of well-being in organizations for high productivity and efficiency, as it has been hypothesized that happy employees are more productive, efficient and committed to their organizations. Such researches are mandatory with the viewpoint that an individual's favorable evaluation of well-being across the domains of life can be definitely implemented at workplace. The continued positive experience of a person's self, enables the person to maintain positive relations with others at workplace, which induces positive feedback from others for well-accomplished tasks, while highlighting an individual's purpose in life and consequently leading to personal growth through motivation, reinforcement and rewards (Garg & Rastogi, 2009).

Higher education institutions are the institutions which educate the required qualified manpower, are the locomotive of scientific and technological developments, and bring solutions to the problems in the social field. The competencies of higher education institutions to fulfill these roles that are expected of them is primarily related to human resources. Organizations have been looking for ways to increase their employees' organizational commitment recently. One of the factors that increase the organizational commitment of employees is to increase the psychological well-being of them. The life quality of employees with high levels of psychological well-being within the organization will also increase and their commitment to the organization will be positively affected (Garg & Rastogi, 2009). There are several positive points that psychological well-being contributes to the individuals' lives. These can be referred as having more functional social relationships, living healthier and longer, increasing achievement at work and performance, increasing income and commitment levels (Diener & Chan, 2011). With this purpose, the aim of the research was determined as investigating the relationship between academicians' psychological well-being and organizational commitment. It is thought that the results of this study can be a resource for organizational managers to increase the performance of employees in the organizational field, and provide ideas for the employees to have a more qualified and high quality of organizational life. It is thought that this study will contribute to the international literature considering that there are few studies conducted with the sample of academicians on the concepts of psychological well-being and organizational commitment in the international literature,

Method

The research, which aims to investigate the organizational commitment and psychological well-being of academicians, was designed in the relational screening model among the quantitative research methods. The relational screening model is a research model that aims to determine the presence or degree of co-variation between two and more variables (Karasar, 2012).

Study Group

The sample of this research consists of 132 academicians selected with the simple random sampling method from Erzincan Binali Yıldırım University located in the Eastern Anatolia Region of Turkey in the 2018-2019 academic year. 103 (78%) of the academicians participated in the study were male; 29 (22%) were female. 9 of the participants had the degree of Prof. Dr., 22 Assoc. Prof., 51 Dr Lecturer, 34 Research Assistants, 16 Lecturer. 97 of them were married, 35 were single. 40 of the academicians, who participated in the research, had 0-5 years of job experience, 36 of them 6-10 years, 19 of them 11-15 years, 10 of them 16-20 years, 12 of them 21-25 years, 15 of them 25 years and over.

Data Collection Tools

Organizational Commitment Scale

Organizational commitment scale, which was developed by Allen and Meyer (1993), has totally 18 items consisting of three sub-dimension and each has 6 items. Among the scale items, 3-4-5 and 12th items were coded in reverse. The language adaptation of the scale was ensured because of the analyses formed by Kurşunoğlu, Bakay and Tanrıöğen (2010), and it was determined that the tool had scope validity as a result of the analyses. In another research conducted by Yücel and Çetinkaya (2015), language validity of the scale was tested, in order to test whether it had inner consistency or not, it was found that the scale had high inner consistency in the analyses. In the re-adaptation study by Dağlı, Elçiçek and Han (2018), it was found that the scale was reliable measuring tool. In the reliability analysis of the organizational commitment scale for this study, Cronbach's alpha coefficient was found as .733 for emotional commitment, which is the sub-dimensions of the scale, .653 for continuance commitment, and .719 for normative commitment. The literature has different classifications for the interpretation of the Cronbach alpha coefficient. In the literature, Cronbach alpha coefficient is predicted to be .70 and above, while in some studies (George & Mallery, 2003; Özdamar, 2004), it is stated that the value of .60 and above is acceptable. According to this information, it can be claimed that the scale is reliable for this research.

Psychological Well-Being Scale

The 8-item psychological well-being scale, developed by Diener et al. (2010) and adapted to Turkish by Telef (2013), was used to measure the level of psychological well-being of academicians. The items of the Psychological Well-being Scale can be selected between completely agree (1) and completely disagree (7) 1-7.

All items are expressed in a positive way. As a result of the validity analysis conducted with university students, it was determined that the scale consists of one factor and the total explained variance was 53%. The factor loads of the scale items differ between .61 and .77. Telef (2013) calculated Cronbach alpha inner consistency coefficient of psychological well-being scale as .80. The Cronbach alpha inner consistency was calculated as .79 for this research. According to these results, it is understood that the scale is reliable.

Analysis of the Data

It was understood that the data subjected to the normality test before the data were analyzed showed normal distribution. Kurtosis (K) and Skewness (S) values are given below in the analyses regarding normality test. As Table 1 is analyzed, it is seen that the Kurtosis (K) and Skewness (s) values change between +1 and -1. According to these results, it is understood that the data were normally distributed. After this stage, the data were found to be suitable for analysis. Within the scope of the research, the data obtained from the scale application were subjected to frequency analysis, correlation analysis and regression analysis.

Table 1. Normality Test Results

	Skewness	Kurtosis
Psychological Well-being	-.239	-.115
Emotional Commitment	-.230	-.331
Attendance Commitment	.108	.140
Normative Commitment	-.140	.389

Results

In this part of the study, the findings obtained from the analysis of the data and the comments in the direction of the findings are included. The statistics related to the organizational commitment and psychological well-being levels of the academicians are presented in Table 2.

Table 2. Organizational Commitment and Psychological Well-Being Levels of Academicians

	N	\bar{X}	Sd
Emotional Commitment	132	3.74	0.69
Attendance Commitment	132	2.79	0.70
Normative Commitment	132	3.27	0.70
Organizational Commitment	132	3.26	0.43
Psychological Well-being	132	5.92	0.59

As Table 2 is analyzed, it can be stated that the organizational commitment levels of academicians are at a medium level and their psychological well-being is at a high level. In terms of the sub-dimensions of organizational commitment, it can be said that the level of emotional commitment of academicians is high, and the levels of attendance and normative commitment are moderate. t-test analysis results related to whether the

organizational commitment and psychological well-being perceptions of the academicians differ according to the demographic variables are presented in Table 3.

Table 3. t-test Results on the Level of Psychological Well-being and Organizational Commitment of Academicians according to the Degree Variable

Psychological Well-being	N	\bar{X}	Ss	t	p
Gender					
Male	103	47.11	4.93	-1.086	.279
Female	29	48.19	3.96		
Degree					
0-10	76	47.22	7.58	-.359	.248
10 and above	56	47.52	7.69		
Emotional Commitment					
Gender					
Male	103	22.76	4.01	1.715	.089
Female	29	21.27	4.55		
Degree					
0-10	76	22.31	4.33	-.386	.700
10 and above	56	22.59	3.94		
Attendance Commitment					
Gender					
Male	103	16.84	4.25	.640	.523
Female	29	16.27	4.15		
Degree					
0-10	76	17.20	3.91	1.541	.126
10 and above	56	16.06	4.57		
Normative Commitment					
Gender					
Male	103	19.64	3.95	.182	.856
Female	29	19.48	5.14		
Degree					
0-10	76	19.90	4.37	.943	.347
10 and above	56	19.20	4.02		

As Table 3 is analyzed, considering the degree and gender variables, there is no significant difference in the perceptions of psychological well-being, emotional commitment, attendance, and normative commitment between male academics and female academics and academics with 0-10 years of professional degree and academicians with 10 or more years of the professional degree ($p > 0.05$). The averages of academicians with a level of psychological well-being, emotional commitment, attendance, and normative commitment, male and female academicians and 0-10 years of seniority and 10 or more seniors are close to each other. The one-way ANOVA analysis results applied to determine whether the organizational commitment and psychological well-being perceptions of the academicians differ according to the demographic variables are presented in Table 4.

Table 4. One-Way ANOVA Results Regarding Psychological Well-Being and Organizational Commitment

		N	\bar{X}	Ss	Sd	F	P
Psychological Well-being							
<i>Degree</i>							
	Prof- Assoc.Prof.	31	47.41		5.50	.101	.904
	Dr Lecturer	51	47.53		4.66		
	Lecturer	50	47.12		4.40		
<i>Age</i>							
	20-35	60	47.46		4.33	.045	.956
	35-45	41	47.33		5.30		
	45 and above	31	47.15		4.86		
Emotional Commitment							
<i>Degree</i>							
	Prof- Assoc.Prof.	31	22.48		3.77	.524	.593
	Dr Lecturer	51	21.99		4.48		
	Lecturer	50	22.84		4.09		
<i>Age</i>							
	20-35	60	22.07		4.55	.601	.550
	35-45	41	22.99		4.15		
	45 and above	31	22.38		3.35		
Attendance Commitment							
<i>Degree</i>							
	Prof- Assoc.Prof.	31	16.26		4.17	1.387	.254
	Dr Lecturer	51	17.49		4.54		
	Lecturer	50	16.22		3.88		
<i>Age</i>							
	20-35	60	17.38		3.86	1.570	.212
	35-45	41	15.89		4.06		
	45 and above	31	16.53		4.98		
Normative Commitment							
<i>Degree</i>							
	Prof- Assoc.Prof.	31	19.29		4.37	.544	.582
	Dr Lecturer	51	19.31		3.66		
	Lecturer	50	20.10		4.68		
<i>Age</i>							
	20-35	60	19.83		4.44	.179	.837
	35-45	41	19.32		4.44		
	45 and above	31	19.55		3.55		

As Table 4 is analyzed, according to the results of one-way ANOVA analysis on whether there is a significant difference between academicians' psychological well-being, emotional commitment, attendance, and normative commitments according to degree and age variables, it can be claimed that academicians, degree and age characteristics do not determine their psychological well-being and organizational commitment.

The data related to the correlation analysis applied for the relationship between the organizational commitment and psychological well-being perceptions of the academicians are presented in Table 5.

Table 5. Correlation Analysis Results Regarding the Relationship between Organizational Commitment and Psychological Well-Being

	1	2	3	4	5
1 Organizational Commitment	-				
2 Psychological Well-being	.214*				
3 Emotional Commitment	.618**	.208*			
4 Attendance Commitment	.349**	-.074	-.393**		
5 Normative Commitment	.849**	.255**	.525**	.017	-

As Table 5 is analyzed, it can be understood that there is a positive relationship between organizational commitment and psychological well-being. According to this result, it can be said that as the level of psychological well-being of academicians increases, their commitment to the organization will be positively affected. When it is analyzed in terms of the sub-dimensions of organizational commitment, it can be stated that there is a positive significant relationship between emotional commitment and normative commitment and psychological well-being, while there is no relation between attendance and psychological well-being. Considering that point, it can be stated that while psychological well-being has a positive effect on emotional and normative commitment, it does not have any effect on attendance. As the relationship between the sub-dimensions of organizational commitment is analyzed, it is seen that there is a significant negative relationship between emotional commitment and attendance commitment, while there is a positive significant relationship between normative commitment and emotional commitment. Simple linear regression analysis results related to the prediction of academicians' psychological well-being levels of organizational commitment are presented in Table 6.

Table 6. Regression Analysis Results on the Predictability of the Psychological Well-being of Academicians to Organizational Commitment

Emotional Commitment	B	SH _B	β	t	p
Constant	13.784	3.583	-	3.847	0,000
Psychological Well-being	0.183	0.075	.208	2.426	0,017*
R=.208 R²=.043					
Attendance Commitment	B	SH _B	β	t	p
Constant	19.828	3.710	-	5.345	0.000
Psychological Well-being	-0.066	0.078	-0.074	-0.842	0.401
R=.074 R²=.005					
Normative Commitment	B	SH _B	β	t	p
Constant	8.848	3.596	-	2.461	0.000
Psychological Well-being	0.227	0.076	0.255	3.008	0.003*
R=.255 R²=.065					

As the Table 6 analyzed, considering the determination coefficients of psychological well-being, it can be claimed that 4.3% of the total variance in the emotional commitment dimension of organizational commitment ($R^2 = 0.043$), 0.5% of the total variance in the organizational commitment dimension ($R^2 = 0.005$) and the normative commitment dimension of the organizational commitment ($R^2 = 0.065$) 6.5% of the total variance originated from psychological well-being. According to the findings of the research, there was no significant relationship between attendance and psychological well-being in terms of psychological well-being. There was a significant relationship between emotional attachment and normative commitment and psychological well-being. When the regression equation is analyzed, one unit increase in psychological well-being will result in a 0,183 increase in emotional attachment and a decrease of -0.066 in attendance commitment and an increase of 0.227 in normative commitment. When the analysis results of each explanatory variable are analyzed, it can be said that psychological well-being is a significant predictor of emotional and normative commitment.

Discussion

In this study, in which the relationship between the psychological well-being levels of the academicians and the organizational commitment levels was investigated, the psychological well-being levels of the academicians were found to be high according to the data obtained. This result coincides with the results of the research conducted by Akdoğan and Polatçı (2013). In another study conducted by Koç and Keklik (2018) on research assistants, it was determined that research assistants had high psychological well-being levels.

According to another result, the organizational commitment levels of the academicians were at medium level. This result demonstrates similarity with the results of the researches conducted by Aydın Tükeltürk, Şahin Perçin and Güzel (2012), Alper Ay, Ulusoy and Tosun (2015), Atik (2012), Özdemir and Arık (2018), Bekmezci and Mert (2018), Demir and Bağcı (2018), Sökmen, Benk and Gayaker (2017). In the studies conducted by Kalliath, Kalliath, & Albrecht (2012), Payne and Morrison (2002), the organizational commitment levels of the employees were found to be high. As it was considered in terms of the sub-dimensions of organizational commitment, the levels of emotional commitment of academics were high, normative and continuation commitment was moderate. As it was evaluated in terms of the sub-dimensions, it was concluded that academics had the highest emotional commitment and the lowest attendance commitment. In the study conducted by Gökkaya, İzgüden and Erdem (2018), while the emotional commitment and normative commitment levels of academicians were high, their attendance commitment was low. In another study conducted by academicians by Türkkkan (2017), the level of emotional commitment was high, while the level of normative commitment and attendance was moderate. In the study conducted by Yıldız, Akbolat and Işık (2013), the organizational commitment levels of the employees were found high. However, when the dimensions were analyzed, it was understood that the level of emotional commitment is higher and the normative and attendance commitment levels follow it. In another study conducted by Şirin (2015), the teachers' attendance commitment was low and their emotional commitment was high. In another research conducted by Sevimli (2015), the attendance commitment levels of the teachers were found to be low, emotional commitment levels were high. In the study by Boylu, Pelit and Güçer (2007), it was found that academicians agree with the statements about the highest level of emotional commitment, followed by normative and attendance

commitment, respectively.

According to another finding reached within the scope of the research, it was reached to the solution that there was a significant positive relationship between the psychological well-being levels of the academicians and their organizational commitment. In the researches by Panaccio and Vandenberghe (2009), Sevimli (2015), Brunetto, Teo, Shacklock and Farr-Wharton (2012), Kalliath, Kalliath, & Albrecht (2012), Aggarwal-Gupta, Vohra and Bhatnagar (2010), Brunetto, Xerri, Shriberg, Farr-Wharton, Shacklock (2013), Jain, Giga and Cooper (2013), Shukla (2017), Holliman, Reville-Keen & Waldeck (2020), Putsom & Sattayawaksakul (2019), Nangoy & Hamsal (2018) it was concluded that there was a positive relationship between the organizational commitment and psychological well-being levels of the employees. In the study conducted by Koç and Keklik (2018), it was found that there was a positive relationship between the psychological well-being levels of the researchers and their organizational commitment levels. In the study by Wright, Burt and Strongmans (2006) on the employees, it was suggested that there was a positive relationship between organizational commitment and psychological well-being. Considering these results, it can be claimed that the increase in the psychological well-being levels of the employees also increased their organizational commitment. Considering the perspective of the sub-dimensions of organizational commitment, it was concluded that the increase in psychological well-being levels of academicians increased emotional and normative commitment, but did not have any effect on attendance commitment.

Organizations are engaged in various efforts to increase their productivity and job performance to the desired level, to offer a better working environment and conditions to their employees, and to increase their happiness and psychological well-being. The fact that its employees are happy in their jobs and their high psychological well-being levels are accepted as an important criterion in the efficiency of the organizations. The high level of psychological well-being of employees affects their quality of life. The commitment of employees with a high quality of life in the organization is also increasing. Here it is mentioned about a mutual benefit between organizational commitment and psychological well-being (Garg & Rastogi, 2009; Trans: Sevimli, 2015).

According to another result obtained from the research, the organizational commitment and psychological well-being levels of academicians do not demonstrate a significant difference in terms of age, rank and degree. This result demonstrates the similarity with the results of the research on teachers conducted by Sevimli (2015). In a study conducted by Örucü and Sezen Kışlalıoğlu (2014), it was concluded that there was no significant difference between the ages and there was a significant difference between the ranks and organizational commitment levels of the employees; however, there was no difference in the levels of attendance and normative commitment. In another study on mid-level managers in the company conducted by Devece, Palacios-Marqués, Alguacil (2016), it was concluded that while there was no significant difference between age and normative commitment, there was a significant difference between age and emotional commitment. In the study by Boylu, Pelit and Güçer (2007), it was concluded that there was no difference between the degrees of academicians and their level of emotional and normative commitment, and the levels of attendance were significant. It is concluded that these differences are between academics with the degree of “professor” and research assistants. In another study conducted by Alper Ay, Ulusoy and Tosun (2015), the level of emotional

commitment and attendance commitment of academicians varies significantly according to their degrees. In the same research, emotional commitment levels of academicians differ significantly according to their job experience at university. According to the results of the study, the emotional commitment of those with 21 years of experience in the university is statistically significantly higher than the other groups. In the study by Yücel and Çetinkaya (2015), it was concluded that there was no relationship between the organizational commitment of the employees and their ages. In the studies by Nartgün and Menep (2010), Gören (2012), it was reached that while the organizational commitment of administrators and teachers did not show a significant difference on attendance commitment in terms of age variable, they showed a significant difference on emotional commitment and normative commitment. In the research conducted by Alper Ay, Ulusoy and Tosun (2015) on academics, it was concluded that while the organizational commitment levels of academicians differed only in emotional commitment dimension according to their age, there was no difference in normative and attendance commitment. In another study by Gökkaya, İzgüden and Erdem (2018), it was concluded that while the level of emotional commitment and attendance commitment of academicians did not differ significantly according to their ranks and degrees, in addition, the normative commitment levels did not differ significantly according to their ranks; there was a significant difference according to their degrees and ages. In another research by Türkkan (2017), it was found that the organizational commitment of academicians did not differ according to the age variable.

Another research reached in this study is that the psychological well-being of academicians is a significant predictor of organizational commitment. In terms of psychological well-being, there was no significant relationship between attendance and psychological well-being. There was a significant relationship between emotional attachment and normative commitment and psychological well-being. This result is similar to the results of the study conducted by Koç and Keklik (2018). In the research conducted by Siu (2002), Kalliath, Kalliath, & Albrecht (2012), it was found that psychological well-being was a significant predictor of organizational commitment. According to the results of the research, it can be said that there is a positive relationship between psychological well-being and organizational commitment.

Conclusions and Recommendations

This research was conducted to reveal whether there is a relationship between the psychological well-being and organizational commitment of the academicians. According to the gathered findings, it was concluded that one of the concepts that affect organizational commitment is the concept of psychological well-being. As the results gathered in the research are evaluated, the increase in organizational commitment of employees of the organization means the increase in their psychological well-being.

Employees encounter with several problems in their workplaces and they have to deal with these problems and adapt to new conditions. Employees are psychologically burnt out because of problems, and this situation significantly influences employee productivity. It is very significant for employees to cope with the problems they encounter in the organization for their happiness in work life. In this case, it can be claimed that the psychological well-being of the employees will contribute to their development of positive behavior towards the

organization and their organizational commitment.

Organizations have been applying various methods to obtain the efficiency and performance they want from the employees of the organization, and make efforts to increase the quality of work life of the employees, to ensure their pleasure in their work life and to increase their psychological well-being in recent years. The satisfactions of employees in work life, their organizational commitment and high levels of psychological well-being are considered significant in terms of organizational productivity. Employees with high organizational commitment are considered to be the individuals demonstrating positive behavior both in their work life and in their social life. Organizational commitment of individuals with high quality of life increases. Depending on this, we can suggest a mutual benefit between commitment and well-being (Garg and Rastogi, 2009).

Today, the increase in competition between organizations has increased the significance of human resources in organizations. The employees' satisfaction with their job in the organization positively influences the behavior of staying in the organization. In today's organizations, the continuity of human resources is a significant issue in achieving organizational goals. Organizations try to find ways to meet the expectations and needs of employees in order to ensure the continuity of their existing human resources. It can be stated that employees with high organizational commitment will exhibit the identifying behavior with their organization and show performance in line with the goals of the organization. In this sense, it is necessary to reveal the factors that increase the commitment of the employees to the organization. Today, the working conditions of the employees are getting more difficult than ever as a result of the increasing pace of change. This change in work life causes situations such as burnout, stress, intention to leave, and low work motivation. The concepts of organizational commitment and psychological well-being, which are the topic of this study, are among the significant issues for organizations and organizational managers because the survival of organizations is only possible with employees loyal to their organizations and having positive behaviors in terms of psychology.

Organizational commitment is a factor that ensures employees to demonstrate their commitment to the goals of the organization, their strong commitment to the organization and the performance expected from them to achieve organizational goals. Organizational commitment is a concept that reduces the factors that may cause employees to leave the organization and integrates the employee with the organization. The increasingly competitive environment in today's world forces organizations to take some precautions to protect their assets. Among these precautions, the continuity of human resources in the organization has become a significant issue. This case has led the managers to find solutions that will strengthen the employees' behavior of staying in the organization. In this study, it was tried to put forth the relationship between the behaviors of commitment in organization, attachment to organization and psychological well-being. It was concluded at the end of the study that psychological well-being had a significant effect on the organizational commitment. The concept of psychological well-being is one of the factors that affect the organizational commitment. In future studies, research can be depending on other factors that are thought to have an effect on organizational commitment. The research was conducted with a restricted number of sample. Further researches can be conducted with different sample groups.

Today, increasing competition among organizations has increased the importance of human resources existing in organizations. The satisfaction of the employees in the organization affects their behavior in the organization positively. In today's organizations, the continuity of human resources is a significant issue in achieving organizational goals. Organizations are looking for ways to meet the expectations and needs of employees in order to ensure the continuity of the existing human resources. It can be claimed that employees with high organizational commitment will behave in a way to identify with their organizations and that they will perform in line with the objectives of the organization. In this scope, the elements that increase the commitment of the employees to the organization should be revealed. Today, as a result of the increase in the rate of change, the working conditions of the employees become more difficult than ever. This change in business life causes situations such as burnout, stress, intention to leave the work, and low motivation. Organizational commitment and psychological well-being concepts, which form the subject of this research, are among the important topics for organizations and managers because it is possible for organizations to sustain their existence with the psychological positive behaviors of their employees.

Organizational commitment is a concept that reduces the factors that can cause employees to leave the organization and integrates the employee with the organization. The increasing competition environment in today's world forces organizations to take some measures to protect their assets. Among these precautions, the continuity of human resources in the organization has become an important issue. This situation led the managers to find solutions to strengthen the employees' behavior in the organization. In this research, it was tried to reveal the relationship between the employees' organizational, attachment behaviors, and their psychological well-being. At the end of the research, it was concluded that psychological well-being has an important effect on organizational commitment. The concept of psychological well-being is one of the concepts that influence organizational commitment. In future researches, research can be deepened on other factors that are thought to have an impact on organizational commitment. The research was carried on a limited sample group in terms of the sample. New researched can be conducted with different sample groups.

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