

**School of Management
Faculty of Business and Law**

**Creating Employee Well-being at Private Universities in Indonesia:
The Impact of the Working Environment**

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Doctor of Philosophy
of
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DECLARATION

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgment has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

Human Ethics

The research presented and reported in this thesis was conducted in accordance with the National Health and Medical Research Council National Statement on Ethical Conduct in Human Research (2007) – updated March 2014. The proposed research study received human research ethics approval from the Curtin University Human Research Ethics Committee (EC00262), Approval Number # E & F – 01 – 13

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ABSTRACT

Influenced by “Webometrics Ranking of World Universities”, private universities in Indonesia are changing their human resources (HR) practices in the pursuit of higher world rankings to acquire greater prestige. Educational institutions that have modified their HR practices by the introduction of performance evaluation and compensation systems have faced resistance from employees. The change in HR practices has affected job satisfaction and employee well-being, mainly where there is inadequate support from employers to facilitate the transition. In the long run, poor change management may have negative impacts on health and worker well-being. As a result, the productivity of academics will decline and adversely affect the teaching process. The role of organisational virtuousness is also anticipated to decline.

This research aims to evaluate Indonesian academics’ job satisfaction and well-being in response to changes in HR practices in higher education institutions and to create academics’ well-being or happiness. A sequential exploratory mixed methods procedure was used in this research with the data collection in two phases. In the first phase, qualitative data was gathered using focus group discussions and in-depth interviews. Four focus groups and twelve interviews were considered, and each focus groups consisted of three to eleven respondents. Respondents in this preliminary study were purposefully sampled and represented currently full-time academics in nine private universities in Indonesia. In the second phase, a cross-sectional data of academics were surveyed using a structured questionnaire. A total of 245 completed questionnaires were prompted in this survey. Qualitative data were analysed with the QSR-NVivo 11 software using thematic analysis. Quantitative data were analysed with SPSS version 23 and smartPLS 3, using both descriptive and analytical statistical procedures, and PLS-SEM with measurement model specification and structural model.

Qualitative findings indicate that the results are conflict and stress as significant consequences of organisational change; with other adverse effects including reduced academic freedom, conflict with family life, reduced health, and reduced career prospects; and a reduction in academic satisfaction and well-being. However, these

adverse consequences were short term. Diminishing marginal value theorem initiated in 1870s, Adaptation Theory developed by Helson in 1947, Affective Events Theory by Weiss and Cropanzano in 1996, 'Hawthorne effect' by Elton Mayo, and organisational citizenship behaviour by Organ in 1988, have supported that the impacts of organisational change is temporary. In addition, the idea of diminishing marginal suggests that academics resisted change initially but then accepted the changes at a certain period. A conceptual framework for the subsequent survey was established from this qualitative phase and prior literature review.

For the development of the survey, there were 16 associations among the nine various factors associated with job satisfaction and academic well-being. The elements affected by the organisational change in higher education institutions were a communicative working environment, leadership support, and conflict, perception of organisational virtuousness, socioeconomic factors, job satisfaction, stress, subjective well-being, and psychological well-being. The building of a conceptual framework is based on the previous literature review and qualitative outcomes; then it is tested by smartPLS 3. The measurement model PLS-SEM produced robust results with internal consistency reliability, convergent validity, and discriminant validity. The structural model in PLS-SEM was also validated including the collinearity checking (VIF), model fit measurements, path loadings, and testing hypothesis with a bootstrapping procedure.

Leadership behaviours not only affect the working environment but also it was found that the changing working environment influenced leadership behaviour. Conflict mediates communicative working environment (CWE) and job satisfaction. Stress mediates perception of OV and PWB; while OV mediates CWE and PWB. PWB as a personal need of academics is being involved, appreciated and contributed to the institutions. Psychologically, academics need recognition of their contribution.

GLOSSARY OF TERMS/ABBREVIATIONS

AET	Affective Events Theory
ANOVA	Analysis of Variance
AVE	Average Variance Extracted
Binus	Bina Nusantara University
CB-SEM	Covariance-based Structural Equation Modelling
CBS HDR	Curtin Business School Higher Degree Research
Cntrl	Control Variable
CWE	Communicative Working Environment (Workplace atmosphere with good communication)
DIKTI	Directorate General of Higher Education (DIKTI)
DV	Dependent Variable
Etc.	Et cetera
FGD	Focus Group Discussion
HEI	Higher Education Institution
HEIs	Higher Education Institutions
HR	Human Resources
HRM	Human Resources Management
IV	Independent Variable
JobSat	Job Satisfaction
IBII	Institute of Business and Information Technology
Kopertis	Koordinator Perguruan Tinggi Swasta (private higher education coordinator)

Ldr	Leadership Support
LifeSat	Life Satisfaction
LLCI	Low limit Confidence Interval
MANOVA	Multivariate Analysis of Variance
No.	Number
NVivo	A qualitative data analysis (QDA) computer software package by QSR International
OECD	Organisation for Economic Cooperation and Development
OV	Organisational Virtuosity
Ph.D.	Doctor of Philosophy
PLS	Partial Least Squares
PLS-SEM	Partial Least Squares Structural Equation Modelling
PWB	Psychological Well-being
RMSEA	Root Mean Square of Approximation
SEC	Socioeconomic Factors
SEM	Structural Equation Modelling
SPSS	Statistical Package for the Social Sciences
SRMR	Standardised Root Mean Square Residual
SWB	Subjective Well-being
U.K.	The United Kingdom
ULCI	Upper Limit Confidence Interval
Untar	Tarumanagara University
UPDM	Prof Dr Moestopo University
USNI	Satya Negara Indonesia University
VIF	Variance Inflation Factor

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Background to the Research

Indonesia is the third most populous country in Asia and fourth in the world, and it has low educational achievement correlated to GDP growth and growth of human capital (Nomaan & Nayantara, 2018, p. 1). The government of Indonesia is ensuring the development program while focusing on poverty eradication and address some critical development issues (Riyadi, 2009, p. 1). Therefore, human resources development in Indonesia is very crucial and need more attention associated with GDP growth. Indonesian development programs are restructuring of the economy, modernising agriculture and increasing the employment rate (Nomaan & Nayantara, 2018). One of the Indonesian programs is educational development to boost its growth of human capital. Education is central to the Indonesian government's development agenda (Bank, 2014, p. 1).

Education is essential to develop living standards. People with higher educational levels tend to have better jobs and earn a higher income than people with low educational levels. To acquire better education quality Indonesian government has allocated 20% of expenditure on education sector (Bank, 2014). A human with better education level may increase their living standard, happiness and well-being.

The process of transformation in social, geopolitical, environmental and economic conditions has driven government, business, and communities to improve strategies for change (Cabalu, 2007). These changes are influencing not only business but also education. Education plays a pivotal part in transforming and enhancing human life. In the forms of competition, the academic world of higher education is currently facing many challenges which influence how institutions organise themselves, how they deliver learning and how they support their students (Schulze-Cleven, Reitz, Maesse, & Angermuller, 2017; Varghese & UNESCO, 2004). This highly competitive environment requires organisations to change if they are to survive and prosper.

Higher education institutions (HEIs) underwent organisational change to improve performance and react to a changing environment (Akbari, Kashani, & Hooshmand

Chaijani, 2016). Regulatory changes in HEIs included academic performance systems, curriculum development, and reward process. In a change process staff experience anxiety, insecurity and declining well-being. HEIs in a change process have to balance worker well-being and organisational performance goals (Sarotar Izek, Treven, & Cancer, 2015, p. 487).

European research suggests that the role of Human Resources Management (HRM) at universities is maximise financial gains at the cost of employee well-being through increased workloads, increased employment insecurity and increased performance expectations (Guest, 2017). Guest (2017) suggests that HRM in universities needs to consider how to offset the negative consequences for employee well-being from ongoing organisational change. Organisational enactment is in no small extent, contingent upon individual performance, which is influenced by different perceptions, aspirations, cultures, objectives and compromises (Churchman, 2006). There is a need to understand job satisfaction, happiness and well-being to generate employees' well-being and to achieve organisational goals. Employers need to consider that high corporate performance must also balance employee well-being since the global competition has affected to work environment. Employers must realise that the risk for eroding well-being will damage employee behaviors and organisations (Guest, 2017).

Organisational change in higher education institution (HEI) has led to changes in working practices and the temporal, external and internal environment of the sector (Senior & Fleming, 2006). Changes to teaching loads, selection and promotion criteria, research expectations and community activities can create considerable stress for academic staff. In such an environment, individuals need to prepare for change, be open to change, and to commit to change (Oreg & Sverdlik, 2011). However, the manner in which organisation leaders manage and guide employees during the transformation process in their institutions can have a significant impact on job satisfaction, happiness and employee wellbeing.

This research study is focused on academics' behaviour and how changes occurring within HEIs have impacted on their personal well-being. The central research question is: What are the impacts of organisational change to the working environment in academic well-being?

1.2 Tertiary Education in Indonesia

There are six levels of higher education in Indonesia: (i) universities (*universitas*); (ii) institutes (*institute*); (iii) higher schools (*sekolah tinggi*); (iv) academies or diplomas (*akademi*); polytechnics (*politeknik*); and community academies (*akademi komunitas*) (Dikti, 2014; Forlap-Dikti, 2018). Institutes are similar to universities except that they offer only two or more programs to students; for example, Business and Computing. If an Institute wants to become university, it needs to have at least five faculties. For example, high schools (*sekolah tinggi*) and polytechnics (*politeknik*), they focus on only one study program such as *Sekolah Tinggi Ilmu Ekonomi Indonesia* (Economics high school) or *Akademi Perawat* (Nursing Diploma). Some of these high schools and polytechnics are expected to become institutes or universities when professional staffs are available and if they have sufficient funding. Figure 1.1 shows the table of total higher educational institutions in Indonesia at 5 April 2018 from Indonesian portal department of Technology and Higher education. Community academy (*akademi komunitas*) is similar to an academy, but community academy is public only and for one and two year's diploma only (Akuntomo, 2012). This community academy has been planned since the year 2012 by the government. Figure 1.2 shows the total of active student's male (*laki-laki*) and female (*perempuan*) at the date of 5 April 2018. Figure 1.3 shows the total active academics in Indonesia at the date of 5 April 2018.

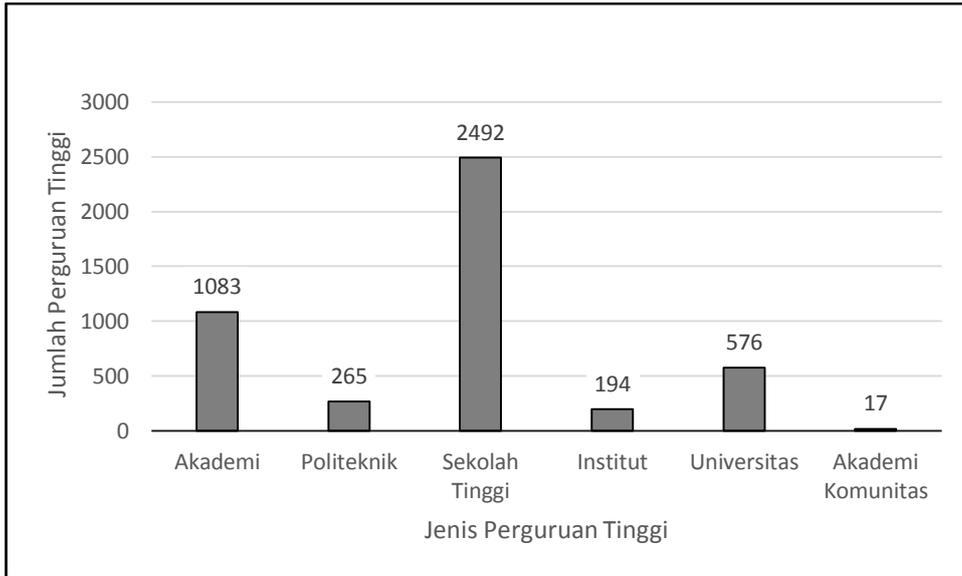


Figure 1. 1 Total Number HEIs in Indonesia

Sources: Adopted from Forlap Dikti, at 5 April 2018

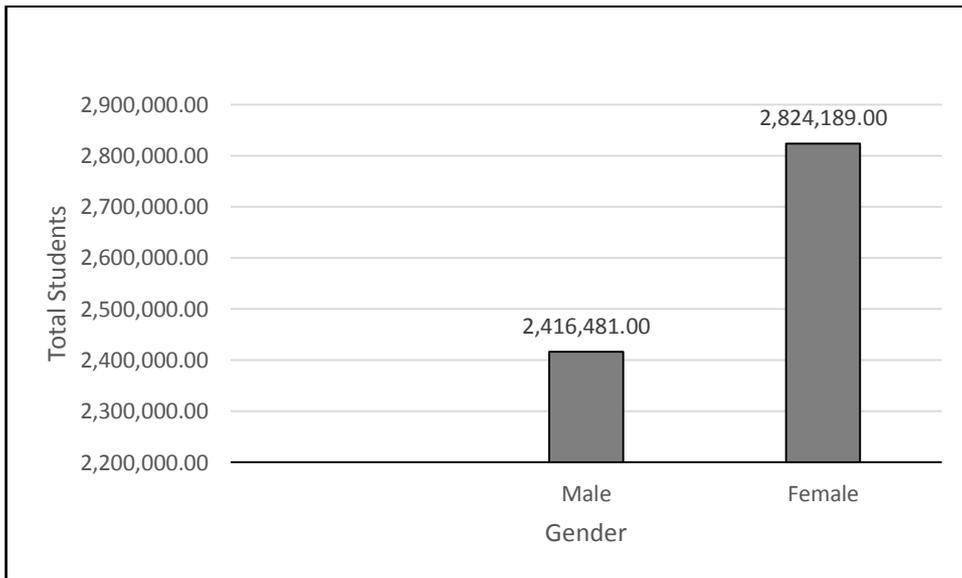


Figure 1. 2 Total Number of Students in Indonesia

Sources: Adopted from Forlap Dikti, at 5 April 2018

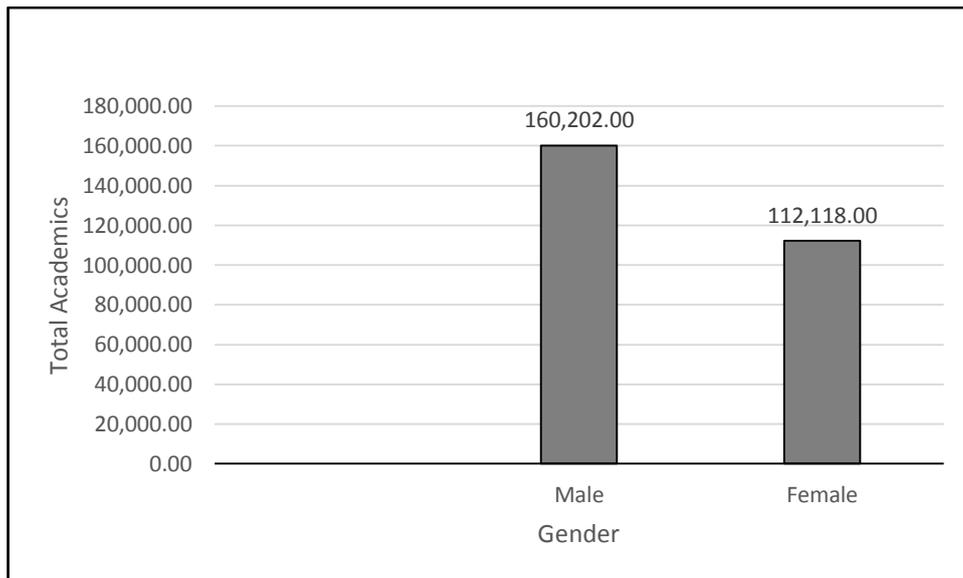


Figure 1. 3 Total Number of Academic in Indonesia

Sources: Adopted from Forlap Dikti, at 5 April 2018

Indonesia is endeavouring to improve its higher education system. Experts have recommended that higher education should be moved to the Ministry of Research and Technology, so it can be more effective in promoting research (Editors, 2015). Under President, Joko Widodo, the Directorate General of Higher Education, (DIKTI), is under the command of the Minister of Research, Technology and Higher Education. However, for elementary schools to senior high schools, the directorate is still under the supervision of the Minister of Education and Culture. These changes were purposefully made to improve the educational system so that Indonesia might compete better with other Asian countries such as Singapore, Malaysia, and Thailand through university outputs such as technology innovations, publications and registered patents (Editors, 2015).

The education system in Indonesia has a strong tradition of central government control from Jakarta (Welch, 2007; R.M. Thomas, 1973). Recent moves towards 'decentralisation' have been welcomed, but the process has not been smooth, upsetting the organisational culture of parts of the higher education sector. However, as a result of the changes HEIs have more autonomy in their operation and there is an increasing number of private institutions entering the tertiary education sector (Varghese & UNESCO, 2004).

According to Varghese & UNESCO (2004), nearly 95 per cent of HEIs in Indonesia are in the private sector. Since the reform period, post-Soeharto, the educational system in Indonesia has initiated new rules and regulations to encourage and promote the private sector (Varghese & UNESCO, 2004, p. p 15). This has required private higher educational institutions to change and improve the way they organise themselves. Further, global rankings have pressured some institutions for what they do and how they do it.

Since the “*Webometrics* Ranking of World Universities” was launched in 2004, universities in Indonesia have modified their labour work-force practices through many changes which include new performance and evaluation compensation systems. These new systems have faced resistance from employees because of the magnitude of the change and in some cases the absence of institutional support (Varghese & UNESCO, 2004). Following an announcement by the Indonesian Government that Indonesian educational institutions needed to become world-class universities (DIKTI, 2012), educational organisations have been forced to adopt new rules and policies to compete with universities within the region.

The term *webometrics* was introduced in 1997 by Almind and Ingwersen (Thelwall, 2012) and the Web Impact Factor (WIB) measures the World Wide Web to assess the impact a website has upon the number and types of hyperlinks and usage patterns. Since 2004, the *Webometrics* rank is available twice a year (January and July), covering more than 20,000 HEIs worldwide (Hidayat, 2012; Rampisela, 2011). As a result, there is data available to generate rankings of universities. There are several rating and ranking systems for international higher education, for example, Times Higher Education; QS World University Rankings; and Academic Rankings of World Universities (ARWU). However, private universities in Indonesia are more likely to follow the ranking system of *Webometrics* than others, because other rating systems are ranked the top 400-500 universities in the world, thus excluding Indonesian universities as they fall outside of the top 500.

Currently, students enrolling in public universities are selected by their final grades in secondary school. As this is a very competitive process, students who fail to meet the entry criteria must enrol in private universities. However, since 2000, the government has reduced funding to public sector universities and thus public HEIs

must now compete with the private sector. Private HEIs must fund mostly from student fees though recently the government has provided extra funding to the private sector.

As most universities in Indonesia are private; therefore, in addition to competing with other countries, higher educational institutions in Indonesia also compete to attract and to increase student enrolments. As a result, universities must provide excellent facilities such as buildings, computers, internet access and highly qualified academic staff. Furthermore, they need to improve their attraction to current and future students so that they can become the institution of choice for potential students.

HEIs in Indonesia consist of 92 public universities and more than 3,000 private universities. All private universities are under 12 coordinators of private higher education called "Kopertis" (Dikti, 2014). The Directorate General of Higher Education (DIKTI) supervises public universities and the Kopertis. The number of universities increases to accommodate them for demand tertiary education in Indonesia (Editors, 2015).

Although few universities are trying to develop their capability to accept international students such as IPB (Institut Pertanian Bogor) and President University (Republika, 2015a, 2015b). IPB has 250 overseas students while President University has 500 international students from China, Taiwan, Vietnam, and South Korea from the total 5000 students (Republika, 2015b). However, there is still a need for Indonesian higher education to be restructured and reformed if it is effectively to accommodate local and international demand.

The majority of international students study at public universities such as ITB (Institut Teknologi Bandung), IPB (Institut Pertanian Bogor), UGM (Universitas Gajah Mada), Padjadjaran University and Indonesia University (Kompas, 2015; KoranSindo, 2015; Zubaidah & Susanti, 2014). There are 500 international students are studying at ITB, and 1000 international students are studying at Indonesia University (KoranSindo, 2015). In 2014, there were 10,000 international students are studying in Indonesian universities. However, the foreign sector of public universities experience several challenges. The primary ones are being the

complexity of the system and the supporting bureaucracy; together with problems around the quality of the students, programs, staff and graduates (Editors, 2015).

1.3 Changes to the Indonesian Higher Education Sector

Organisational change occurs across all sectors in response to many different conditions (Demir & Ozkan, 2015) – including rising costs (Lau, 2016), increased competition, changes in technology (Feldman & Mulle, 2007; Lau, 2016; Oreg & Sverdlik, 2011), changes in ownership and changes in government regulations (Natale & Doran, 2012). Change itself can take many forms – organisational structure; management; products; staffing; production processes; product quality and employee conditions (Fugate, Prussia, & Kinicki, 2010). Additionally, organisations have different strategies and procedures for implementing and dealing with the consequences of change (Fugate et al., 2010).

Organisational change is common in tertiary education institutions as they become competitive in local and global markets; compete for students; seek recognition through ratings; adjust to changes in public policies and funding; and attempt to improve staff and student quality (Azra, 2008; Churchman, 2006; Hidayat, 2012; Lee, 2008). Governance structures of universities have changed to include corporatisation and public-private partnerships (Lee, 2008), in turn generating changes to the direction and structure of HE institutions. In the last decade, HEI in Indonesia has shifted from a public sector service provider towards private for-profit institutions (Azra, 2008). HEIs in Indonesia must finance their operations from the sources of student's tuition fees, external research funding and government aid, consultant services, and other sources (Wahyono, 2005).

Indonesian HEIs are directed by CEOs known as a Rector and Vice-Rector. Directors and deans head middle management levels, and low management level is led by heads of schools and heads of functional departments, for example, head of the financial department, head of the marketing department and head of academic administration. Low management levels include heads of disciplines, heads of school and the heads of functional department's direct non-academic staff.

Changes in higher education not only merely impact on the academics and administrators, but also their families, and even on students indirectly. The workplace of higher education is still an organisation where scholars and non-

academics are working, producing, and earning income. The recent tendency towards the corporatised university has been placed pressures and increased expectations on staff across universities (Churchman, 2002, 2006). Similar forces generated by competition in profits are also present in Indonesian private universities (Wahyono, 2005).

Despite the pressures and the changes, academics in higher education desire job quality, good pay, and job security. Extrinsic job quality refers to the worker having an excellent physical environment that is safe; while intrinsic job quality relates to the aspects of the job that concerns the work itself and its environment (Burgess & Connell, 2015, p. 797). The criteria of the right working environment are associated with good earnings, job quality, job security, working time quality and job prospects (Burgess and Connell, 2015). Wage gains, job security, career path, and safe physical environments are the mechanisms that are merely the tangible element of job quality (Jiménez, Winkler, & Dunkl, 2017; Raziq & Maulabakhsh, 2015). Academics also need the intangible side of their professions such as happiness, convenience, recognition, existence and acceptance. As the educators, academics require to bear out that they could educate the students to be ready for the job market (Sotirofski, 2014; Storberg-Walker & Torraco, 2004). Furthermore, academics need some essential aspects of their services to the university such as freedom of thought, autonomy, and collegiality (Churchman & King, 2009). Change and the stress associated with change can have an impact on the varied elements of job quality and in turn employee motivation (Raziq & Maulabakhsh, 2015).

1.4 Aims of the Research

The purpose of this research is to consider the conditions that influence employee well-being within the context of organisational change. A conceptual framework is developed to test the relationships between the working environment, supervisory support, conflict, organisational virtuousness, and socioeconomic factors for employees work satisfaction, subjective well-being (SWB) and psychological well-being (PWB) within the higher education sector of Indonesia. By exploring these relationships, the current study will provide HEIs with the tools to improve lecturers' well-being and to identify those human resources management (HRM) practices that best support in creating faculty well-being.

In response to gaps identified in the literature on how well-being is impacted on during the organisational change process; the objectives of this research are to answer the following research questions:

1. What are the factors that impact on academic well-being in Indonesian higher education institutions undergoing organisational change?
2. What programs or policies that impact on academic well-being can Indonesian higher education institutions implement to support workplace well-being during organisational change?

1.5 Key Concepts Relevant to the Research

The key concepts that employed in the study are related to the factors that impact on academic well-being staff:

1. Communicative Working Environment (CWE) is an arrangement of working environment and communication in the organisation; it is related to the perspective of work (Raziq & Maulabakhsh, 2015) and supportive leadership (Jiménez, Winkler, & Dunkl, 2017). CW+E concept assists tertiary institutions in the communication process and academic behaviour in the context of organisational change. CWE is one of the characteristics of the workplaces investigated in the research and includes leadership support, conflict, and organisational virtuousness.
2. Leadership support is the process of influencing subordinate and providing assistance to employees based on personal and professional values (Ayoko & Callan, 2010). Leadership support includes the managerial provision of employee services, managerial structure, and future career path directions. In the current study, leadership support is conceptualised as being academics “satisfaction with leadership support”.
3. Conflict includes the contradictions, differences, and disagreement among academics within higher education institutions. Conflict is a daily feature in organisations (Rahim, Civelek, & Liang, 2018).
4. Perception of organisational virtuousness is the highest aspiration of employees and employers hold about their organisations (Rego, Ribeiro, Cunha, & Jesuino, 2011) related to the demonstration of high moral standards. Organisational concern is a control variable for organisational virtuousness (see framework in chapter 3).

5. Socio-economic factors are the intersection between social and economic factors contributing to experience at the workplace (Chase, 2017; McLeod, 2017). In the study, socio-economic factors include age, the number of children, education, and academic level of employment, years of service, and income.

6. Job satisfaction includes work context, work climate, reward structure or pay, and management practices (Judge, Piccolo, Podsakoff, Shaw, & Rich, 2010; Sloane & Williams, 2000; Spagnoli, Caetano, & Santos, 2012).

7. Stress is a source of adverse conditions experienced by employees within the workplace context (Goodheart, Clopton, & Robert-McComb, 2012). An indicator of stress in this study is the workload of academics in Indonesian HEIs. Stress and strain create anxiety and fatigue in responding to adjustment in the working environment. The pressure of stress will reduce academic well-being.

8. Subjective well-being (SWB) refers to possessing a mental state, including all the several evaluations, positive and negative, that humans create their lives and reactions to experiences (OECD, 2013). The concept of SWB is broader than happiness and incorporates experiences, life evaluation, and satisfaction (OECD, 2013). Life satisfaction, family, and religion are the control variable for SWB (see the framework in chapter 3).

9. Psychological well-being (PWB) has six domains; self-acceptance, positive relationships with others, personal growth, purpose in life, environmental mastery, and autonomy (Ryff, 1989).

10. Academic well-being is a combination of the subjective well-being and psychological well-being of academics in higher education institutions. The concept of academic well-being builds the understanding of how organisational change in HEIs has several impacts on academic happiness and satisfaction.

The Indonesian higher education institutions are undergoing organisational change and require an unrestrained working environment where academics, employees, and management might be cooperating in instructive operation. The impact of organisational change has influenced leaders' and academics' behaviours; while conflict and stress have emerged during the process of adjustment. The role of leadership skills and a supporting organisational environments is a pivotal key to the effectively managing change.

The research incorporates key concepts from psychology such as organisational virtuousness (OV), subjective well-being (SWB) that incorporates standard measures

of satisfaction including pay, hours of work and benefits; and psychological well-being (PWB), linked to stress, pressure and anxiety, to analyse and understand the process and impact of organisational change. Academic well-being in the study consists of SWB and PWB where well-being is a composite of different processes being generated in response to organisational change.

1.6 Significance of the Research

The tendency of Webometrics World Ranking University in 2004 has been influenced some Indonesian private universities to change how they operate the institutions to become the selected university for student enrolments. The proliferation of world ranking university has driven higher education institutions (HEIs) to improve their facility and quality of academics. In developing academics capability, the higher education recruited more highly qualified scholars and did change on performance evaluation systems and compensation systems. Academics must study further to improve their qualification and increase the remuneration. In organising human resources, HEIs need to build up some other facilities and rules, such as new buildings, new performance evaluation systems, and technology.

Indonesian private universities as a place of learning process which are mostly non-profit orientation, they needs to improve the organisational enactment to survive in global competition. The progress of private university depends on the ability to acquire the national accreditation status. These accreditation levels acknowledge the reputation of the university. Hence, the world university rank is the prestige for the positioning and branding of the university.

The shift that has been occurring in human resource management (HRM) practices within private universities in Indonesia invites a study and discussion on academic well-being and happiness. The implementation of new HRM practices has influenced the work atmosphere, with a corresponding impact on the emotional and physical state of employees Levett (2010); such as conflict (Afzalur, Ismail, & Helen, 2018), stress (Bolino & Turnley, 2005), job satisfaction (Spagnoli, Caetano, & Santos, 2012), and well-being (Diener, 2009). These changes have influenced well-being of academics and non-academics workers at universities. As a result, the decreased employee's well-being may influence the institution's performance and productivity.

It is frequently acknowledged that humans need to be happy (Frey & Alois, 2002). The authors stated that happy people contribute to the quality of the organisation, enhancing their social capital and improving well-being. Likewise, as many researchers have inaccurately operationalised “happiness” as job satisfaction such as Hosie, Sevastos, & Cooper (2006), this research will analyse “happiness” (subjective well-being) and “job satisfaction” as two separate variables. Furthermore, this study has discussed subjective well-being (SWB) and psychological well-being (PWB) as academic well-being. SWB is referred to as happiness, and PWB is as a part of recognition and acceptance.

Although extensive research has been conducted in employee well-being in the workplace, little study has been undertaken to investigate the impact of organisational change on the working environment, conflict, stress, organisational virtuousness, communication and leadership support on satisfaction, happiness and well-being especially research in higher education. In contributing to the literature on the economics of happiness, HRM, and organisational behaviour; this research will analyse not only the impact of new systems adoption in the workplace but also to investigate how the management of HEIs creates a convenient atmosphere for academic well-being (Subjective Well-being and Psychological Well-being). The importance of this proposed study is to adapt well-being concepts to managerial practices, within HEIs. This proposed research will find answers as to how universities can better manage and create well-being of academic staff in responding to change working environment and communication of higher education.

This study focuses on academic well-being of private tertiary education in Indonesia, especially in the Jakarta Region. There are 270,000 lecturers (from more than 3000 private universities and 92 public universities) with 15% holding a doctoral degree (Zubaidah, 2015). Lecturers who contribute their knowledge and skills at Indonesian public universities have a higher level of personal well-being than private university lecturers. However, it depended on how big and developed a private university (Fitri, 2011). As they acquire public servant status from the government, this leads to feelings of security. However, for the lecturers working at private universities, stability is contingent upon meeting prescribed performance targets.

The literature underpinning the research is subjective well-being (SWB) from life satisfaction and psychological well-being research (CDC, 2016; E. Diener, 2009; OECD, 2013; Oswald & Wu, 2010). Life satisfaction measures how people see their life as a whole and consists of six specific life domains; work, financial/income, housing, health and leisure satisfactions (OECD, 2013). Moreover, psychological well-being (PWB) in this study comprehend six indicators of wellness; self-acceptance, purpose in life, personal growth, autonomy, positive relations with others, and environmental mastery (Sarotar Izek, Treven, & Cancer, 2015; Ryff & Keyes, 1995). Even though the supporting literature of well-being is coming from the psychology field, this study focuses on the impacts of working environment resulted from an organisational change in HEIs. This study attempts to assess what the effect is of regulatory reform on employees' well-being; and how human resources and leadership practices in creating the academics 'happiness during the transitions.

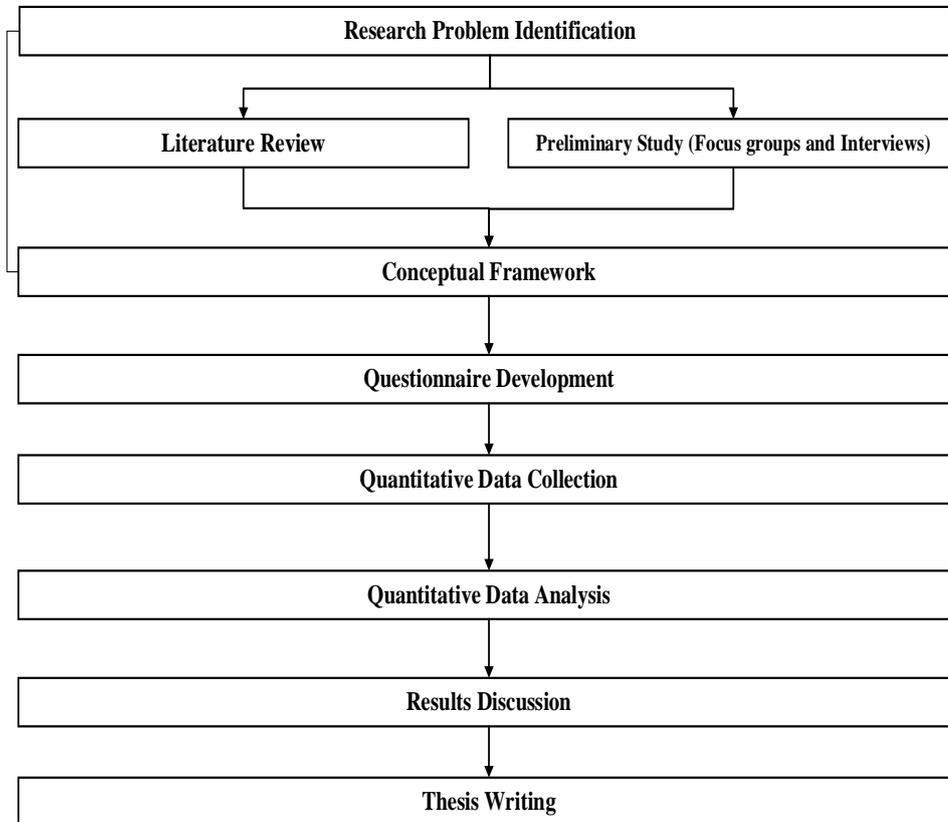
This study emphasises managerial aspects of the changed organisation in higher education such as worker's satisfaction, conflict, stress, concern, administrative and leadership supports, working environment and communication. The change has influenced job satisfaction and well-being. Academics will be satisfied and well performed if they received enough support from the managers (Jernigan & Beggs, 2010; Petrescu & Simmons, 2008; Schulte, Ostroff, & Kinicki, 2006; Spagnoli, Caetano, & Santos, 2012). Managerial support and good leaders affect academics' well-being and maintain the positive working environment during the process of change (Bell, Powell, & Sykes, 2015; Galvin & Timmins, 2010; Liu, Wang, & Chua, 2015; Luzinski, 2011). Therefore, the leadership role is essential to solve the issues of conflict, stress, and communication within the organisation (Ashkenas, Kaiser, Simmons, & Caropreso, 2013; Singleton, Toombs, Taneja, Larkin, & Pryor, 2011; Sotirofski, 2014a).

1.7 Research Process

The present study uses a sequential exploratory mixed method design, and it is scientifically and systematically conducted with the data collection in two phases. There are eight steps are carried out in this study. They are (1) research problem identification, (2) literature review and preliminary investigation (focus groups and interviews), (3) conceptual framework and hypotheses development, (4)

questionnaire development, (5) quantitative data collection, (6) quantitative data analysis, (7) results discussion, and (8) thesis writing.

Figure 1. 4 Research Process



Research problem identification is the first step to identify the research questions and significance. The second step is a literature review and preliminary study (focus groups and interviews) to find and pre-test some empirical surveys of previous research about organisational well-being. In this step, a literature review and the initial analysis of qualitative data aimed to frame the conceptual for the academic well-being model and hypotheses development. The next step is developing a questionnaire for quantitative data collection. The survey equipment is derived and constructed from the literature review, qualitative analysis, and conceptual framework. Quantitative data collection is conducted in the next stage of the study, followed by quantitative data analysis. The last step is the research discussion continues by writing the thesis.

1.8 Limitations and Scope of Thesis

The study is of a limited number of private universities and a limited sample of respondents in Kopertis Region 3 Jakarta, Indonesia. Participants numbered 284 for this research. There were 39 respondents from three universities for preliminary research (focus groups and interviews), and 245 respondents from 9 universities for the survey. This study is limited to take place at one point in time (a cross-sectional study). Additionally, there is other conditions impact on happiness and well-being that are not included in this study.

Organisational change in HEIs has influenced academic and non-academic staffs and even managers. However, the respondents targeted in the study are academics staff and managers such as heads of schools and departments, deans, directors, and rector. Non-academics staffs such as administrative and technical supporting employees are not included in the study.

1.9 Major Research Findings

This research is a sequential mixed methods study starting qualitative study followed by the quantitative analysis. The qualitative study analysed the impacts of organisational change on the working environment by application of NVivo 11; while quantitative analysis adopted PLS-SEM technique to explore and answer the research objectives. This exploratory study has supported the initial findings of focus groups and interviews.

There are three outcomes of the preliminary study: how organisational change has impacted academics' conflict and stress; corporate issues affected academics' family life, health, career path, and well-being; and the resistance to change is a temporary effect. Those three findings are elaborated in chapter 5, qualitative data analysis. The outcomes become the foundation of questionnaire development for addressing main themes in quantitative data collection.

The first preliminary finding is related to individual conflict among lecturers and operative positions such as heads of schools, academic administrative staffs, and performance evaluation staffs. Generally, personal conflict has been common between academics and leaders of schools. However, disputes and stress were not reported to the top management. Academics treated conflict and anxiety as their routine activities. "Sungkan" culture or "power distance" of Indonesian culture is firm in private universities. They put respects too high to their leaders; so that top

management might hear the issues after the problems getting worse. Academics felt “sungkan” (hesitate) when they must talk to their leaders. During the change execution, the academics avoided having a meeting with the head of school and other managers or directors in solving their problems.

Academics were reluctant to engage with or complain to management. They kept problems among themselves and became apathetic and disengaged. According to Gelfand et al. (2017), problem-focused solving is more effective, particularly in the high level of power distance contexts. The academics may have a chance to suggest their ideas and feedback for the jobs. Leaders expect the subordinate to obey and accept the directions during the change process. Thus, they possibly will influence managerial decision making and leadership styles (Cole, Carter, & Zhang, 2013).

Additionally, conflict and stress affected to academic’s family life and health. Avoidance conflict is the best solution for any situation; however, conflict could not be avoided. The matter is humans interacting with others in their relationships; to facilitate the conflict possibility could be rising. Academics or workers who are facing conflict and stress have a health problem reference such as somatic symptoms; dizziness, cardiovascular, gastrointestinal, sensorimotor complaints, fatigue, and exhaustion (Li et al., 2016). Indirectly, the distress in the workplace might be influencing the family life. The demands of the jobs and high working loads have resulted in the burdens of the lecturers. Marking tests, giving feedbacks of the students’ assignments and theses, preparing the teaching modules, and supervising higher degree students.

The third finding is that academics who resisted change eventually returned to normal behaviour. This academic behaviour is “a diminishing marginal value” from the development of neoclassical theory (J. Horowitz, List, & McConnell, 2007; J. K. Horowitz, List, & McConnell, 2004). Here, the more academics resist change, at the one certain point they stop resisting the change and accept its inevitability. Therefore, reform becomes routine and predictable conditions in organisational life (Bechky, 2006; Thomas, Sargent, & Hardy, 2011). Another theory of organisational change is ‘Hawthorne effect’ by Elton Mayo (Dale & Willey, 1984; McCambridge, Witton, & Elbourne, 2014). The productivity of workers would be high when the team leaders presented in the place. The theory affirmed that workers would behave

and produce better to adjust the organisational change in the working environment. However, when the stimulus is removed, the productivity is eventually dropped back (M. Oxenburgh, P. Marlow, & A. Oxenburgh, 2004, p. 106).

Moreover, there are three other theories associated with an academic behaviour; Affective Events Theory (AET) by (Weiss & Cropanzano, 1996), Adaptation Level Theory by (Helson, 1947), and organisational citizenship behaviour by Organ (Malik & Naeem, 2016). AET explains the relationship between employees and their emotional reactions to events happened at work is momentary (Luo & Chea, 2018). Adaptation theory states that even though humans have positive and negative experiences that may increase and decrease their instantaneous well-being; they will return to their baseline level of well-being at certain point following the events (Brickman & Campbell, 1971; Ritter, Matthews, Ford, & Henderson, 2016, p. 1657). Organisational citizenship behaviour (OCB) is a voluntary behaviour of employees to adjust their attitudes and willingness to implement the change. This worker's behaviour is as the expectation of the institutions.

Quantitative findings of the current study are supported by the preliminary conclusions, and also there are other findings related to impacts of organisational change to the working environment of tertiary institutions. Quantitative analysis adopted PLS-SEM considering that small size of data and non-normal data. The measurement and structural model were implemented in the process of examining the reliability and validity of data and testing the hypothesis with bootstrapping. The change has impacted on the communicative working environment and leadership support. There was conflict, stress, job satisfaction, and organisational virtuousness. Those circumstances reduce significantly subjective well-being (SWB) and psychological well-being (PWB).

The measurement model specification and structural model were accepted. The analysis used PLS-SEM (SmartPLS 3 software) which is aiming to examine the internal consistency reliability, discriminant validity, and convergent validity. The criterion for internal consistency reliability is Cronbach's alpha. The minimum of Cronbach's alpha is 0.60 or 0.70; however, for PLS-SEM the composite reliability is preferable. Convergent validity was used for the average variance extracted (AVE); all the constructs were minimum 0.50 as the criterion. Discriminant validity in the

measurement model was cross-loadings and Fornell-Larcker. Both of discriminant validity was confirmed.

The next stage involved a structural model which included collinearity checking (VIF), the model fit measurements, path loadings, and testing hypothesis with smartPLS bootstrapping procedure. There are no collinearity issues in the model that all values of VIF are less than 5. The structural model is fit with the value SRMR 0.075 less than 0.08 as a recommendation for PLS-SEM (Joseph F. Hair et al., 2017). The impacts of organisational change may see from the role of leadership support with the coefficient of determination (R^2 value) is 0.425 (42.5%) to the creating of academic well-being; while conflict has an impact of R^2 value as 0.034 (3.4%), and stress has an impact of R^2 amount as 0.097 (9.7%). Furthermore, the coefficient of determination (R^2 value) of job satisfaction has a value of 0.558 (55.8%); while the perception of organisational value has the coefficient of determination (R^2 value) is 0.124 (12.4%), and socioeconomic factors R^2 value is 0.040 (4%). The coefficient of determination (R^2 values) for dependent variables SWB and PWB are 0.240 (24%) and 0.460 (46%).

1.10 Research Contribution and Implications

The current study examines the impacts of organisational change in private universities in Indonesia from HEI working environment. The study contributes to the literature at theoretical and empirical levels, as it is the first study that develops a conceptual framework for examining of academic well-being. The findings expose essential factors that have significant direct and indirect impacts of organisational change in tertiary education institutions, showing the similarities and differences between developing countries such as Indonesia and developed counties. The preliminary outcomes are to inform the following quantitative study, as it is the mixed methods analysis adopted. These findings have significant implications for Indonesian private universities that are currently involved in the competitive world university rankings.

The contribution adds implications for future research. The current study reviews a range of theoretical perspectives based on management, economic, and psychology, related to academic behaviours in organisational change. Through mixed methods evaluation and analysis, this study integrates two complementary methodological

viewpoints at two outcomes of qualitative and quantitative findings. The literature review scientifically encapsulates the existing theoretical perspectives related to academic well-being into a conceptual framework.

1.11 Thesis Organisation

Chapter 1 introduces the research background, Indonesian tertiary education, research objectives, research significance, research process, limitations and scope of the thesis, major research findings, research contributions and implications. It briefly outlines the Indonesian educational system. It sets out a brief of history of the higher education in Indonesia from Soeharto's era, till now under the new President of Joko Widodo (Jokowi).

Chapter 2 sets out a literature review and links organisational change to the working environment and academics well-being. It discusses the economics of happiness, organisational behaviour, and human resource practices, related to the communicative working environment, socioeconomic factors, leadership supports, conflict, stress, organisational virtuousness, job satisfaction, and well-being. It elaborates on the critical variables identified for discussion in this study, especially subjective well-being or happiness, and psychological well-being. It explains the organisational change as the study background and the impacts of change in higher education to academic well-being. It then discusses the relationship between economics and human resource management and its indicators.

Chapter 3 develops a conceptual framework and associated hypothesis of every latent variable related to subjective well-being (SWB) and psychological well-being (PWB) for academics in higher education institutions (HEIs). It offers a theory of economics of happiness, a theory of academic well-being, and method of organisational change. The connection of Economics theory to Management theory is elucidated here while subjective and psychological well-being framework is designed to link to the psychology theory. The economics and management of organisational change are defined because of the discussion among happiness, well-being, workforce environment, job satisfaction, and culture and behaviour changes.

Chapter 4 presents the research methodology. It begins by explaining the preliminary study that is exploratory and informs the subsequent survey. This stage consisted of focus group discussions, and in-depth interviews with three universities. The chapter

outlines the two phases of qualitative and quantitative data collection. It sets out the process of data analysis, validation and triangulation of the data.

Chapter 5 presents the details of the preliminary study. First, it describes the focus group discussions. Second, it displays the transcribed in-depth interviews and nodes used to identify emergent themes. Essential quotations from the focus groups and interviews are connected to the indicators of subjective and psychological well-being and the impact of change. The results of the qualitative data inform the design of the surveys.

Chapter 6 presents the survey data analysis. In this chapter, the sampling and selection processes are outlined; the data techniques are described, and the variables are defined. The section presents the hypothesis testings and findings from the survey using path coefficient (PLS-SEM) and bootstrapping techniques. The last section of this chapter links the data to the theoretical framework and hypotheses.

Chapter 7 brings the focus group and survey results together to review the findings and to address the research questions. The discussion of mixed method findings of the study is elaborated in the last chapter. Next section summarises the findings; sets out the implications of the research; indicates further areas for research; and discusses the limitations of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Chapter I presented the background for the current study, provided the Indonesian educational context, and outlined the aims, the significance, and the objectives of the research. The previous chapter posed the research questions concerning the impacts of organisational change on a working environment. This chapter assesses the literature on the links between organisational change and well-being, and the potential organisational responses to support well-being during organisational change. It also clear that context is a vital issue when studying well-being and happiness. The current section presents literature reviews which state issues of organisation change, the communicative working environment, conflict, stress, organisational virtuousness, socio-economic factors, job satisfaction, happiness, and well-being in the higher education sector.

The chapter reviews the research area of well-being from the discipline of economics, psychology, and management perspectives. The section starts with a discussion of organisational change as the background of the study. An overview and analysis of the research literature in the field of organisational change and its potential impacts on the workplace environment will be undertaken. The chapter is followed by a survey of the relevant aspects of the theories related to the economics of happiness, human resource management and organisational behaviour. Included are reviews of the concepts of subjective well-being (SWB) and psychological well-being (PWB). The chapter concludes with a discussion of previous studies looking at the determinants of well-being, and the impacts on the working environment.

A growing body of research in recent years has investigated organisational change as it relates to the notion of happiness (Feldman and Mulle 2007), the importance of managerial support (Travaglione, Scott-Ladd, Hancock, & Chang, 2017) and leadership (Jacobs, Witteloostuijn, & Christe-Zeyse, 2013) role (Galvin & Timmins, 2010; Goodman & Loh, 2011; H.-J. Wang, Demerouti, & Le Blanc, 2017), the fulfilment of job satisfaction and well-being (Blau, 1999; Krueger et al., 2002), and the role of organisational virtuousness (Rego, Ribeiro, Cunha, & Jesuino, 2011). Those previous studies draw on the theoretical and empirical literature related to the

hypothesis development and the conceptual framework in the next chapter. At the end of the presentation, the section summarises the contribution of the research.

2.2 Organisation Change as the Background of the Study

The background of this study is organisational change. Organisational change is natural, flexible, and ongoing (R. Thomas, Sargent, & Hardy, 2011). Regulatory reform is created from the interaction among individuals in the organisation (R. Thomas et al., 2011). It is standard for an organisation to experience a change in the expectation that the advantages of change will outweigh the costs (Jacobs, Witteloostuijn, & Christe-Zeyse, 2013; Peccei, Giangreco, & Sebastiano, 2011), especially for the HEIs. Camelia & Marius (2013) have noted that higher education globally is currently experiencing changes and transformations that bring both opportunities and threats to educational institutions. The background of the changes is in response to an increasingly competitive university environment and funding pressures due to cuts in government support. This circumstance has created demands for organisational improvement, pushing the HEIs to develop improved facilities and better-qualified academics.

There is no difference for academic staff in the HEI facing the change; they tend to resist the new regulations or systems adoption in the faculty. Reform has also led to further difficulties for employees leading to staff resistance (Feldman & Mulle, 2007; Harvey & Broyles, 2010; Oreg & Sverdlik, 2011; Shin, Taylor, & Seo, 2012). Management has often failed to gain the cooperation of staff for the changes proposed successfully. Thus, labour forces influence each worker to resist, conflict, and stress in a transformed organisation (Raza & Standing, 2011; Shin et al., 2012). Academics as critical and knowledgeable individuals in the HEIs experienced impacts of change such as stress and confrontation with their managers. Harvey & Broyles (2010), Raja & Standing (2011, p. 188) added that such organisations did not realise that worker resistance is not to the change per se, but the way worker is treated and the roles he/she plays the process of the change. Realising the wave of resistance to change can be upcoming from every level of employees and management (R. Thomas et al., 2011), the commencement of transformation should be careful and supportive considering the change implementation (Hon, Bloom, &

Crant, 2014). Therefore, workers' resistance issues should resolve an overcome in the conflict management plan (Hon et al., 2014; Raza & Standing, 2011).

Organisational change of tertiary institutions might be small or substantial. It can be new system adoption such as new technology computers, performance evaluation systems, academics administration systems, curriculum change, teaching techniques and other systems (Bozeman & Gaughan, 2011; Feldman & Mulle, 2007; Louvel, 2013; Raza & Standing, 2011). Changed in higher education could be happened in structural and functional positions such as restructuring or reshaping the organisational format. In Indonesia, the performance evaluation system is related to academic level achievement such as "assisten ahli" (expert assistant), "lektor" (lector), "lektor kepala" (chief lector), and "guru besar" (professor). The performance evaluation system in tertiary institutions is a combined assessment of academic level, seniority, educational degree, published papers, and other enactments.

The necessary condition of organisations to change should be adopted purposely for innovation and improvement in the organisation (Raza & Standing, 2011), albeit the organisations have limited resources. Merely, the alteration is for the better future of tertiary institutions. The HEIs take some changes to adjust to global changes and technology (Bozeman & Gaughan, 2011). HEIs in Indonesia have experienced organisational change considering the condition of the existences of world ranking universities.

Many of the changes in higher education organisations aim to increase productivity, attract students, reorganise structures, adapt to new technology demands, and to enhance the quality of university (Akbari, Kashani, & Hooshmand Chaijani, 2016; Mapesela & Hay, 2006). With universities being ranked globally, universities have to adapt and prepare to receive rankings that draw funds and students. The conditions such as small net profit margins, competitive-qualified human resources, and high production costs, have motivated and formed the institutions to adopt the change and become more creative. To achieve the goals, the HEIs should afford adequate working environment to support the implementation of reform. The suitable working atmosphere might be creating happiness among academics and students; thus the content condition would ease the resistance to change (Hon et al., 2014).

HEIs need to provide a decent working environment for both academic and non-academic staffs; so that institutions can maintain labour input, motivation, and commitment towards achieving organisational objectives (Akbari et al., 2016; Hon et al., 2014). To accomplish these objectives organisation needs supports from all workers. To make workers supporting the organisation, they need to be joyful and in well-being condition. Consequently, happy workers tend to perform better in their jobs (Frey & Alois, 2002; Hosie & Sevastos, 2009; Hosie et al., 2006; Peter, Michael, & Peter, 2012). Brown et al. (2007) stated that a happy worker has something called 'job quality' or 'well-being at work'. Happy and accomplished workers would affect the better performance of the organisation (Edgar, Geare, Halhjem, Reese, & Thoresen, 2015; Hosie & Sevastos, 2009; Arménio Rego & Cunha, 2008) and nation (Oswald, 1997). Additionally, happy people could live longer because they enjoy their healthy life (Diener & Y., 2011; Frey, 2011).

Improving organisational performance is an objective of change. However, the result of regulatory change might improve or reduce employment conditions. The direction plays an essential role to move the people in the organisation as the mover for the change managers needs to lead the scheme communication in an organisation. The change requires active discussion; while the move might create conflict and stress or even pressure among employees. The implementation could also reduce employee's satisfaction. In a newly changed working environment, the institution needs a role of leadership in facilitating the change to create the worker's happiness.

2.3 Human Resources Management Strategies in the Higher Education Sector

Legally, HEIs in Indonesia was established as not for profit organisation (Sisdiknas, 2003). However, HE in Indonesia has gradually shifted from not for profit to privately owned, for-profit organisations. Universities need to be organised towards benefits and to meeting market conditions including a globalised mass education market. To meet these challenges universities need to have sufficient resources, primarily financial, management skills, and human resources.

An academic workforce consists of teaching staff, researchers, administrative staffs and often practitioners with industry connections. They are trained professionals in many roles and who work independently, with individual staff members having to manage some different activities (Churchman, 2006). An academic's work

environment by its name tends to increasingly extend beyond what might be viewed as a typical working day and often involves performing tasks on evenings and weekends.

Routine activities such as teaching, research, and student supervision are core activities for academics in the HE sector (Bozeman & Gaughan, 2011). These require continual updating of skills and a need to keep abreast of developments in discipline areas. Academics have seen changes in higher education as imposing higher workloads, with increased compliance procedures, a growing focus on process and a more structured and formalised institutional environment. Increasing competition and demands on academics have resulted in increased stress, psychological strain, and burnout (Boswell, Olson-Buchanan, & LePine, 2004; Pyhältö, Pietarinen, & Salmela-Aro, 2011).

Ashkenas et al. (2013) suggest that if an organisation needs to change its methods to manage the organisation; then there is a problem in the organisation. The authors stated that up to 70% of change initiatives fail. Jacobs, Witteloostuijn, & Christe-Zeyse, (2013) find that approximately 70 % the failure of organisational change have still occurred in the most variety of corporate projects; from the smaller scope of difference to the more significant range of change such as merger and acquisition deals. The higher the move, the more their effects become uncertain and unpredictable (Senior & Fleming, 2006). To gain support, managers overseeing reform need to understand what employees want and what their aspirations are. Given the transformation underway in university sectors in many countries, the question of change management is particularly crucial across the industry and states.

Many HEIs have resolved the problem of managing academic concerns regarding their working conditions by creating sophisticated management systems, including improved compensation systems and incentive schemes. Other solutions were enhanced career paths and improved internal two-way communication flows. Additionally, (Pienaar & Bester, 2009, p. 376) suggested that:

The most important solutions were related to better remuneration, more effective management of role overload, more effective performance management, more training and development opportunities. Also, they were more support regarding individual career management, more effective general management, more support regarding research outputs, elimination of discrimination practices, transformation initiatives, encouraging of

entrepreneurship, improvement of equipment and working conditions, the creation of job security, and promotion of networking.

All of these approaches are intended to develop a productive work environment while ensuring the satisfaction of academics. In turn, the increased well-being of academic staff is considered to raise academic performance and productivity.

The pressures force employees to question the commitment to organisations and to act as good organisational citizens (Churchman, 2006; Halbesleben, Bowler, Bolino, & Turnley, 2010). Employees need to be involved in the transformation process as their commitment to the organisation. To support continuing academic engagement, leaders need to understand the myriad of issues confronting academics, related to family concerns, working loads, and new system implementation. The problem is how to introduce change successfully, to engage staff and to indicate that it is in the interest of the team to embrace and support change.

2.4 Impacts of Organisational Change to the Higher Education Institutions

There are several impacts of organisational change in the private sector of the HEIs in Indonesia. The workplace and communication process may alter and influence academics and leadership behaviours at the university. As a result, the changing working environment creates conflict and stress, thus, reduces job satisfaction and well-being. To stabilise and maintain the well-being of academics at the university; the human resources and the leadership practices of HEIs need to support the workers adapting the alteration. The leadership involvement might enhance workers' motivation (Hon, Bloom, & Crant, 2014) and team performance (Ayoko & Callan, 2010).

2.4.1 Communicative Working Environment

A communicative working environment (CWE) is a characteristic of a workplace with effective interaction among employees, between workers and managers, and all parts of the organisational component. In HEIs, CWE is the form of communication between academics and heads of school, the connections among scholars and non-academic staffs, and involves links to other stakeholders such as students and the government. The initiation of organisational change begun in 1924 to 1933 that was popular with the name of the Hawthorne effect (McCambridge, Witton, & Elbourne, 2014; Oxenburgh, Marlow, & Oxenburgh, 2004, p. 106):

In the 1920s and 1930s, Elton Mayo and his co-workers were studying the effects on productivity at the Hawthorne Works of the Western Electric Company (USA) of variations in the work conditions. These variations included changes to the lighting levels, pay rates, hours of work and rest breaks. No matter whether the lighting, for example, was increased or reduced, the productivity went up. The conclusion was that the increased morale of the workers, due to their selection as a special group and the presence of the research workers, gave the productivity effect. On removing the stimulus of being a special group, the productivity eventually drooped back. Thus, the 'Hawthorne effect' has become the name given to a change in working conditions or working environment that has an initial effect but does not last after the newness or novelty has worn off.

Dale and Willey (1984) stated that the presence of the research workers and the work situation influenced the workers' productivity, not because of their problems. The study found that workers tended to arrange informal groups and their loyalty to the group was far greater than to their supervisions. The study reinforced Mayo's theory about the dynamism of the workers' group for self-management. The theory affirmed that workers behaved and produced better to adjust the alteration in the working environment.

The working environment is a social environment surrounding in the workplace which is consist of elements such as worker's engagement, collaborative interactions and communication among colleagues (interpersonal social interactions), and cultural interactions in a dynamic and complex situation (Devos, Dupriez, & Paquay, 2012; Holmes, Hughes, & Julian, 2003). These interactions create an atmosphere in the workplace that might be positive or negative depending on the cultures and beliefs. This kind of environment is supporting the work in the organisation whether industrial workplace or higher education workplace or schools.

The working environment in the study consisted of everyday social and cultural interactions among workers. The interactions are affected by occupational health and safety of the organisations. Pyhältö et al., (2011) offers the framework of the Job Demands-Resources (JD-R) model which is providing the work environment into two categories; job demands and job resources. Pyhältö et al., (2011, p. 1103) state that job demands are associated with physiological costs such as emotionally demanding work environment interactions (high work pressure) while job resources are functional in achieving work goals, reduce job demands and expenses, and encourage personal growth and development. Hence, the interactions among

lecturers in the workplace provide the chance for better communication, especially during the organisational change. Academics need a communicative working environment, and educational leaders may provide and support the conducive atmosphere.

Communication is a vital key to the higher education working environment. Communication is also as a management tool in organisation (Tkalac Verčič, Verčič, & Sriramesh, 2012). Internal communication is an integrative of human skills which is needed by employees to interact with others in the workplace. The connection is a way of reducing resistance to change by helping people understand the need for change (Petrescu, 2011, p. 81). According to Reinsch (1991, p. 306):

Communication is a consciously intentional, verbal exchange between individual human beings using commonly held symbols and achieving partial success. Using commonly held symbols means words (either written or oral); while the phrase '*consciously intentional*' adopts that all human behaviour is motivated.

During the process of change, there will be misunderstanding and miscommunication among individuals in the organisation. The common reasons for miscommunication could have occurred in oral communication and unwillingness to participate in change. The meeting seasons in tertiary institutions could be concerned with any interruptions of the teaching process of academics. One example is in one Indonesian private university, the academics attending the regular meetings are frequently absent because of teaching and supervision times. As a result, the adoption of the new system could not be adequately delivered because of miscommunication between educational leaders and academics. Additionally, academics must perform multiple tasks including teaching, research and governance within an increasingly demanding working environment (Barkhuizen, Rothmann, & van de Vijver, 2014). Hence, the implementation of change become a severe hindrance to the university.

Communication should be deal vigilantly during and after the practice of change; it may be before the process. The higher education must do regular communications through frequent meetings during the adjustment process. Regular contact is required to exchange relevant information among people in the organisation (Panteli & Sockalingam, 2004). Likewise, the effectiveness of communication is to show people something to shatter the anxiety, to appease their anger, and to respect them in confidence in the vision (Petrescu, 2011). Also, clear communication about the

corporate mission and vision would be a good strategy for management change (Yazici, 2002).

Communication is a two-way process of listening for and gathering information, but also includes passing on of vital messages to convince people to join the process (R. Petrescu, 2011). Here, the transformational leader's style might be move and drive the change accordingly (Artley, 2017; Luzinski, 2011). The key to a characteristic of the management change is cooperation by allowing people with different knowledge and skills to perform together (Yazici, 2002). Hence, the leaders would pacify and collaborate with all academics in the tertiary institution to achieve the university's goals.

According to Goodman & Loh (2011, p. 1), people do not confront change, but they are more likely to resist change. Academics find way-out of problems impacted by changes and communication to survive in the organisation. Harvey & Broyles (2010) state that "I just won't do it" is the refrain for most workers when changes are proposed. In the considerations of worker resistance, leaders need to create a scale and rate of change to challenge the organisations (Goodman & Loh, 2011). To reduce communication resistance and to create an interactive condition of employees, the organisation should cultivate communication consciousness among employees (Y. Wang & Liu, 2009). The organisation also needs to construct a cultural atmosphere for effective communication and promote organisation performance (Y. Wang & Liu, 2009, p. 211). The critical factors of success of enterprises are interpersonal trust, sensitivity and intimate relationships and democratic management by honest and opening communication (Y. Wang & Liu, 2009, p. 209).

There have been no prior studies combining the working environment with communication, but there has been research on how communications promotes a working atmosphere in institutions (Panteli & Sockalingam, 2004; Y. Wang & Liu, 2009). The concept of 'academic freedom' is a central feature of HEIs' working environment (Abdel Latif, 2014; Altbach, 2001; Gottfredson, 2010; Sale, 2016). Academics need autonomy and the freedom to teach, study, and pursue knowledge and research without restriction from law, institutional regulations or public pressure. This autonomy is labelled as professional autonomy (Hoecht, 2006).

2.4.2 Satisfaction with Leadership Support

Satisfaction with leadership support is a condition where the employees are contented and happy with their manager's treatment during organisational change. Employees who satisfied tend to obey the new regulations and complex tasks from their leaders. Workers are likely to accept changes where there is an effective consultation process with their supervisors.

Organisations constantly need to respond to the impact of technological, and structural change, and the pressures of global competition (Armenakis & Harris, 2009; Cho, Park, & Dahlgaard-Park, 2017). These responses can occur through staffing numbers and staffing profiles, change itself and changes in compensation systems, performance assessments, and internal restructuring of the organisation. The leader's role is to explain the new processes, support and monitor changes, and take on board the impact on employees (Cho et al., 2017, p. 989; Herold, Fedor, & Caldwell, 2008).

Humans in general do not like change especially if it increases insecurity and adversely affects well-being. In organisations, workers who are comfortable in their current jobs can be resistant to change (Abdul Rashid, Sambasivan, & Abdul Rahman, 2004; Feldman & Mulle, 2007; Harvey & Broyles, 2010; Oreg, 2003; Oreg & Sverdlik, 2011). One common reason for resistant to change is workers feeling under threatened of losing their jobs. Also, resist workers tend to have difficulty to work effectively (Oreg, 2003). Insecure feelings arise when the alteration of the particular system affecting academics' careers and job security. The security of work and the workplace will influence employee satisfaction (Burgess & Connel, 2015). Thus, managers should create a positive atmosphere in the workplace (Gregersen, Vincent-Höper, & Nienhaus, 2014; Jiménez, Winkler, & Dunkl, 2017) that explains and supports change, and seeks to accommodate the needs of employees.

In the workplace, and in the context of major change within an organisation, there will have to consider given to the effect on employee motivation, commitment and well-being. In the context of significant, and especially unexpected, change, management needs the leadership skills to 'transform' not only 'manage change' (Cetin & Kinik, 2015; Luzinski, 2011; H.-J. Wang et al., 2017). To 'transform' suggests changes to the organisation and its operations, it also has a meaning to

improve the thing or person into higher values to support the goals and visions of the organisation by raising the productive environment in the workplace (Cetin & Kinik, 2015; Patterson, Gregory Stone, & Russell, 2004). To avoid resistance from the workforce, leaders need to encourage participation during the planning of change. Therefore, the transformational leaders will provide support for workers to accept the change (Barbinta, Dan, & Muresan, 2017; Elrehail, Emeagwali, Alsaad, & Alzghoul, 2018; Luzinski, 2011). Additionally, transformational leaders support stress reduction, efficient working, and a better working environment (Malik, Javed, & Hassan, 2017).

According to Nash, Davies, & Moore (2017), transactional leaders are more passive than transformational ones; they are waiting until problems emerge before undertaking any actions. The characteristics of transactional managers are to elucidate opportunities and any possibilities for groups, recognise and appreciate their followers. On the other hand, transformational leaders are more creative and inspirational (Nash, Davies, & Moore, 2017; Nielsen & Daniels, 2012; Qu, Janssen, & Shi, 2015). These leaders have higher-order objectives, optimistic expectations and values (Nash et al., 2017). Transformational leaders accept any challenge and inspire the staffs to accomplish any new ideas and plans. Managers with this model are useful in problem-solving and communicate the purpose and importance of organisational mission (Nash et al., 2017).

There are many studies on the influence of leadership on the workplaces that stress the importance of the personality and styles of leaders. Barbinta et al. (2017) introduced Bernard Bass as the founding father of Transformational Leadership. Transformational leadership is radically opposed to transactional leadership that operates according to the effort/reward system (Barbinta et al., 2017; Bush & Glover, 2014; Miller & Miller, 2001). The article discussed how transformational leaders were increasing the involvement and attachment of the employees to the organisation. According to Bass & Riggio (2006); Sudha et al. (2016); Wang et al. (2011), organisations with the changing environment is useful to adopt transformational leadership. The possibility of workers' resistance in such circumstances need attention and solution; therefore, managers must play an active role to make things happened in the framework of change.

Organisations such as HEI should adopt transformational leadership considering that organisational change at the university will have to affect not only to academics' well-being but also to students' well-being. Academics who distressed with the new procedures and changed guidelines might be neglected the students' welfare; so leaders need to facilitate the adjustment practice. Furthermore, according to Demir & Ozkan (2015), a crucial process associated with effective change management is persuasion. The form of belief is to support a practical change management program application (Demir & Ozkan, 2015). The authors suggest that key employees in the organisation could encourage other workers to implement the change. Leaders in HEIs need to facilitate a social hub with key academics to influence other academics when changes occur. Assisting the process of change, academic's leaders possibly will have the schedule meetings and coordination with academics; and inspire how to work the new rules.

Transformational leadership measures four behavioural components: charisma and idealised influence, inspiration, intellectual stimulation, and individual assessment (Barbinta et al., 2017; Bass & Riggio, 2006; Winchester, 2013). The authors found that transformational leaders were more effective in the organisations that were flexible and open to change, such as in HEIs that have to respond to changed funding and legislative conditions, and changing market conditions. The changing workplace influences how the way leaders communicate with the workers (Bass & Riggio, 2006; Hoffman, Bynum, Piccolo, & Sutton, 2011; Nielsen & Daniels, 2012; Winchester, 2013), in this study, especially the relationship between senior managers and academics.

2.4.3 Conflict

Conflict disagreement between individuals and groups involving differences in perceptions, meanings, values, and objectives. There is little agreement about the definition of conflict (Ayoko and Pekerti 2008). The meaning of conflict in the dictionary is: (1) a serious disagreement or argument; (2) a long-lasting armed struggle; (3) a lack of agreement between opinions, principles, etc. (Oxford 2008, 204). Based on these meanings, the following paragraphs will illuminate the conflict's explanations from organisational behaviour and human resource management literature.

The origin of conflict is ubiquitous and stems from many sources throughout the complex organisations (Derr, 1972; Johnson & Keddy, 2010). The contradiction between employees to another might be occurred in the organisational change situational, especially in educational administration. Conflict among academics in HEIs may influence the process of teaching and research. Conflict with universities includes differences between staff, and differences between staff and managers. HEI managers have to resolve the disagreement about how to do the administration during the reformation process. According to the author (Derr, 1972), the conflict resolution strategy is generally situational and is potentially creating tensions and stress. As a result, stress may reduce job satisfaction (Fiori, Bollmann, & Rossier, 2015; Nguyen, Teo, Pick, & Jemai, 2018; I. Nielsen & Smyth, 2008) and organisational performance (Dijkstra, Beersma, & Evers, 2011).

Interpersonal conflict among academics and between staff and management during the process of organisational change is a source of stress and illness. Johnson & Keddy (2010, p. 2) argue that for organisations conflict resolution is costly and ineffective. Lecturers who resist adjustment, even small changes, tend to have disputes with their superintendents/heads of school and colleagues. Organisational change in HEIs often involves changes to teaching, research, marking, and community devotion (one of Indonesian HEI's Tridharma).

University Tridharma contains three components of higher education institutions' requirements; it consists of (1) study and teaching, (2) research and development, (3) society dedication (Wibawa, 2017). The university Tridharma is three obligations of academics and students at the university, while students generally act as receivers of knowledge transfer from lecturers. In the process of education, lecturers help and support students to do second and third obligation of Tridharma. For example, conducting research and participating in campus organisations (Guild member).

Panteli & Sockalingam (2004, p. 603) defined conflict as 'an express struggle perceive incompatible goals, scarce rewards, and inference from the other party in achieving their goals'. The authors stated that conflict sources from power differentials, competition over scarce resources, tendencies to separate, negative inter-dependence between work units, vagueness responsibility, and rejection of others' values and sensitivities.

Ayoko and Callan (2010) suggest that conflict may have two sides of outcomes; desirable outcomes such as innovation and workplace trust (Ayoko & Pekerti, 2008), and undesirable outcomes such as tension and animosity (Jehn, 1995, p. 258). In addition, the authors advise that conflict is essential to build trust and stimulate corporate performance. On the other hand, conflict is also reducing the worker's satisfaction (Dijkstra et al., 2011; Jehn, 1995) and create anxiety and fear (Ayoko & Callan, 2010; Jehn, 1995).

Furthermore, Demirbag et al. (2016) divided task conflict into two types of conflict; mild and intense task conflict. The authors assumed that mild task conflict takes place where the workers deliberate different opinions and ideas, but they share contrasting views by listening to each other. The paper argues that task conflict arising among workers who disagree and dispute over their different opinions and ideas. The workers tend to less likely to listen to others' views, and they attempt to influence others to follow one's position. Conflict arises in HEIs from clarifying, the academic's perception and judgement. Educational values of academics might explain differences of opinions based on university policies and practices in specific action (Bloland, 2004; Skelton, 2012). These values differ across lecturers, managers, staffs and students.

Conflict is inevitable in organisations (Feldman & Mulle, 2007; Jehn, 1995; Johnson & Keddy, 2010) and academic institutions (A. Rahim, Civelek, & Liang, 2018). To avoid and manage conflict, the employees need to have the social skills to interact and negotiate with other employees and leaders in organisations (A. Rahim et al., 2018; M. A. Rahim, 2014). The authors found that how important the ability of academic to maintain positive human relations; hence the skills would create higher job performance, well-being, and better results in negotiations.

The negotiations between the management and academics are needed to appease the contradiction because of organisational change at the university. Leaders need predominate organisational effectiveness and team performance than interpersonal conflict with their subordinates (Dijkstra et al., 2011).

2.4.4 Stress and Workload

Experiencing conflict can affect the level of stress experienced at work because work stress has been related to worker dissatisfaction, depression, absenteeism, and a

variety of psychological measures such as heart rate, blood pressure, and cholesterol level (Friedman et al. 2000, 40). Work stress is defined as an uncomfortable state of psychological tensions that outcomes from an assessment that perceived demands of the workplace exceeds the individual's perceived resources to successfully meet the requirements (Johnston, Luciano, Maggiori, Ruch, & Rossier, 2013, p. 296). Also, the authors stated that the life domain of work produces stress. The demands of work have created the pressure and strain of the academics doing their jobs, and task conflict enhanced stress and reduced academics' satisfaction.

According to Selye, stress is the non-specific response of the body to any demands placed upon it ("Organizational Spotlight," 2013, p. 31), and as a nonspecific deviation from the normal resting state (Selye, 1955). Selye observed patients suffering from many kinds of diseases have identical symptoms that are just they "looked sick". He recognises that stress brought hormonal problems in humans' body that leading to sickness. Fear is a state of substantial mental pressure reacted from inside and outside undefined causes. Marchand, Juster, Durand, & Lupien (2016, p. 182) state that workplace stress is related to disease trajectories that include psychiatric syndromes. Furthermore, according to The American Institute of Stress (Organizational Spotlight 2013), fear has become a syndrome leading to blood pressure, rheumatoid arthritis, kidney disease, allergic reactions, heart attack, and other diseases. The higher the stress, the more suffering the patient has with such conditions.

Work stressors can undermine worker well-being and result in unwanted behaviour such as counterproductive work behaviours (Eschleman, Bowling and LaHuis 2015). The authors referenced other research that work stressors have been identified as one of the strongest predictors of counterproductive work behaviours and have been estimated cost organisations billion dollars annually. (Johnston et al. 2013, 296) supported that stress is expensive with the economic and social costs related to strain-related consequences warning an interest in the study of work stress.

The effect of the organisational change on employees depends on the perception of the adjustment process (Kohler, Munz, & Grawitch, 2006). If workers perceived the change situation as a challenge, workers would respond positively. However, if the workers saw change as a threat, they are likely to negatively respond. The stress

response leads to handling behaviours that positively or negatively influence the change, the perception, or the stress response (Kohler, Munz and Grawitch 2006).

University as a place of intellectual achievement also produces a high level of stress during the organisational change. Academics are performing teaching, governance and research face stress in managing commitments. Teachers with high stress reduce the collegiality and loyalty to work, and they consequently underperform in their positions (Kumar, 2015), even though they still have to commit to the organisation (Churchman, 2006). As self-effacing people with particular skills and university degrees, academics accept pressure from the institution to fulfil organisational objectives. The task of academics seems simple and straightforward; however, the duty is not as simple as teaching only but also including marking, supervising, and assessing students at the end of every semester. Moreover, to enhance the capability, skills, understanding and career paths, lecturers likewise need to do research their field.

This study explores the impact on stress following organisational change in HEIs. There are various organisational changes considered in this study that impact on stress, and important one being minimum teaching loads. As a result of organisational change and increased teaching loads, academics might find not having enough time for their students (Skelton, 2012) and families (personal matters), contributing to stress.

Students and their families also experience stress. The distress facing by students affects their family members especially in the last stage of the study to pass the assignments, courses, and complete degrees. The conditions of such students influence the level of stress the academics. As a result, having a sense of passion for the academic profession has resulted in a conflict among the lecturers. (Julia, Uma, & Ruth, 2017) stated that to accomplish calling and have a passion for the job could have positive and negative impacts; such as organisational culture and the conflict.

Leaders should understand how to create strategies for managing workers to improve job satisfaction in a working environment (Jernigan & Beggs, 2010). Workers who are stress-free have a higher appreciation for their jobs. They satisfied not only with their jobs but also to the atmosphere in the workplace, especially with considerate bosses and pleasant colleagues. Additionally, students may be in high spirit when

motivated and encouraged by their teachers. Creative communication between academics and students promotes healthy learning processes (Spagnoli, Caetano and Santos 2012).

Furthermore, Sabat & Ray (2011) suggest that technical institutions could provide a friendly working environment and a communicative academic environment for teaching practitioners. Dahl (2011) found that organisational change affects the emotional and psychological well-being of employees. Organisational change also could create stress at the workplace because of uncertainty and poor management of the change process (Ahmed, Eatough, & Ford, 2018). There were significant risks of stress and health; and workers received stress-related prescriptions for anxiety and depression (Dahl, 2011, p. 253). A healthy working environment would result in better quality teaching, and reduce conflict and work stress on academics. Therefore, this healthy academic atmosphere creates high productivity, job satisfaction, and well-being (Jiménez et al., 2017).

2.4.5 Job Satisfaction

Job satisfaction is a condition of contentment and fulfilment of employees. Job satisfaction is an attitude and the perception of employee that they are doing good work, appreciating the process, and deserve to be rewarded for their effort (Al Jenaibi, 2010; Cotae & Montemayor, 2012; Spagnoli, Caetano, & Santos, 2012). Al Jenaibi (2010) finds that job satisfaction is based on practical management, excellent communication, adequate facilities, better benefits, technologies and future job directions. Employees will be satisfied, motivated, and well performed when they have sufficient supervision from managers (A. I. Petrescu & Simmons, 2008). Furthermore, the active communication among workers and with managers will contribute to a worker's job satisfaction. Other considerations are facilities, and job directions in their career have also committed to employee's satisfaction.

The task which is intrinsically satisfying and provides direct feedback from management will enhance worker's satisfaction with the job (Jernigan & Beggs, 2010). Human beings are identical in the state of mind such as a feeling of being appreciated, acknowledged, and satisfied. Employees in higher education seek satisfaction in their jobs. Frey & Alois (2002); Hosie & Sevastos (2009); Peter et al.

(2012); Sabat & Ray (2011) argue that people who enjoy and are happy with what they are doing will sustain their performance.

Organisational change creates employee dissatisfaction, work stress, employee turnover, and depression (Dahl, 2011). The adjustment itself might signal of low job satisfaction and productivity; hence the institution needs to imply new systems. The objectives of change, of course, expect to increase job satisfaction and productivity. However, the consequences of change may create employee's resistance, stress, and conflict.

To create an effective environment in tertiary institutions, need the cooperation of all actors at the university such as management, heads of schools, academics, and non-academic staffs. Management may guide and control the implementation of the change. Enhancing job satisfaction could influence academic well-being.

Job satisfaction is also measured by management practice, rewards, work climate, and the work itself (Spagnoli et al., 2012). Management practices that support workers can raise overall job satisfaction (A. I. Petrescu & Simmons, 2008; Spagnoli et al., 2012). Income and reward as a crucial part of pay satisfaction and as an antecedent of overall job satisfaction for workers and the organisation itself (Sloane & Williams, 2000; Spagnoli et al., 2012). Work climate or atmosphere contributes to job satisfaction (Schulte, Ostroff, & Kinicki, 2006; Spagnoli et al., 2012). Additionally, the organisation of work is the best predictor for overall job satisfaction and supported the previous research by Sloane & Williams (2000).

2.4.6 Perception of Organisational Virtuosity

Bright, Cameron, and Caza (2006, p. 249) suggest that the perception of organisational virtuosity (OV) is "*the highest aspiration*" of persons, societies and principles in definite organisations. The perception of OV is characterised by the human condition, moral impacts and goodness (Bright, Cameron, & Caza, 2006, p. 249). The authors suggest that a demonstration of virtuosity should be spreading within an organisation; therefore, leaders need to support virtuous action in practical issues. Virtue behaviours and attitudes expect to create a healthy and happy working environment. Rego et al. (2011), Rego, Ribeiro, and Cunha (2010) discovered that employees with a positive perception of OV are more likely to do better in their job change; it is coming with greater work satisfaction and psychological well-being.

Additionally, the perception of organisational virtuousness has a positive impact on work performance (Malik & Naeem, 2016).

Moreover, workers who have a positive attitude in their workplace are expected to be happier. As a result, they perform better than employees who have a negative perception. Human aspirations and objectives are required in all organisations, especially in educational and health institutions where many people contribute more time, effort and skills for humanity. Hence, recently researchers include the perception of OV in the study of social science, business and management (Armenio Rego et al., 2011). Considering that the value of positive organisational behaviour at the workplace is starting from the authentic leader behaviours and their employees (Shahid & Muchiri, 2017); the perception of organisational virtuousness is related to the accumulation of individuals in organisation awareness, even though the measurement of their intentions is hard to quantify. The positivity in the workplace is a condition related to organisational virtuousness and turn to enhance employee well-being (Shahid & Muchiri, 2017).

The reason for this is that organisations may find it difficult to achieve its objectives if it does not consider people's aspirations and motivation. Hence, employees need to work voluntarily and flexible following the change. Worker's behaviour is intentional, willingness, and proactive; it is called organisational citizenship behaviour or OCB (Malik & Naeem, 2016; Mo & Shi, 2017). As a result, employees' actions and attitudes would enhance and contribute to organisational productivity.

The arrangement of individual's value with organisational's one must meet the agreement among themselves since humans are sometimes wrong about what is valuable (Peterson, 2019, p. 20). Moral judgement is needed in considering the value alignment process. Academics have to adjust their beliefs and culture with organisational change in their universities. Proactive value alignment approach recognise the importance of strategic alignment between institution's overall business strategy and its departments' strategy (Zhiling Tu et al., 2017). Therefore, the alignment of individual's values with the process of change will be success.

Vallett (2010) stated that an institution which adapts positive perception of OV will enhance organisational performance and effectiveness. The author suggests that OV is a useful construct for continuing higher education regulatory analysis and related

to organisational culture (Vallett, 2010, p. 130). Organisational effectiveness is based on the central assumptions and values of the corporate culture. The organisation may focus on a significant concern of production and competition (Vallett, 2010, p. 136); while individual workers concern with growth results in a long-term orientation and thinking about self and the organisation (Huffman, Irving, & Wayment, 2015, p. 664).

Organisational concern is the accumulation of individuals' concerns. In the workplace, the perception or organisatioanl concern is related to the adoption of comprehensive performance measures, employee job satisfaction, and employee performance (Lau & Martin-Sardesai, 2012). The concerns of the academic about the vested interests in the organisations during the organisational change have created the demand of trustworthy and fair leaders. Trust has become a significant element in organisation because trust is important to build relationship and mitigate the concerns and doubts (Ozmen, 2017). Honesty is needed in HEIs during the process of change, particularly for the leaders' behaviour.

Organisational leaders' character and behaviours influence employees and organisational outcomes (Tepper, 2000; Thun & Kelloway, 2011). Virtuous leaders may inspire the employees' perception and behaviour (Thun & Kelloway, 2011); while the abusive supervisors may generate unfavourable outcomes (Tepper, 2000). Virtue leaders lead to worker's trust and favourable behaviour. Additionally, leadership style has been linked to employee motivation and well-being (Kara et al., 2013). Thus, such circumstances would create employee well-being.

2.4.7 Socioeconomics Conditions

There are studies about happiness in economics, psychology, health, sociology, management and business research. However, there are no many previous study that used social and economic variables altogether. Prior research connects income to well-being (Jorgensen, Jamieson, & Martin, 2010; Selezneva, 2011), performance and SWB (Blanchflower & Oswald, 2011), social factors and happiness (Binder & Coad, 2011), happiness in the workplace (Hosie & Sevastos, 2009), and relation between economic and social varibales in well-being & progress index/WIP (D'Acci, 2010). Also, there are many kinds of well-being including psychological well-being,

affective well-being, to subjective well-being. Psychological well-being (PWB) and affective well-being (AWB) capture mental health, emotions or mood, and are related to the psychological activity (PA) and lifestyle (Biddle, Fox, & Boutcher, 2000; Hosie & Sevastos, 2010; Warr, 1990). However, this study focuses on psychological well-being and subjective well-being (sometimes referred to happiness) in Indonesian private higher education institutions.

In the economics literature, one view of happiness is eudaimonism. According to (Bruni, 2007) eudaimonism is similar to hedonism. However, (Chen, Jing, Hayes, & Lee, 2013) states that subjective well-being (SWB) focuses on the hedonic aspect of well-being, and psychological well-being (PWB) focuses on eudaimonic well-being. Furthermore, (Chen et al., 2013) clarify that hedonic aspect of well-being is the pursuit of happiness and a pleasant life while a eudaimonic character is the contentment of human potential and meaningful life (recognition and appreciation). Moreover, in the sense of economics (Vivenza, 2007) claims that, regarding the concept of welfare, there is a relationship between economics and happiness. However, happiness in economics is more often associated with prosperity rather than with spiritual accomplishment.

Additionally, from the Indonesian language, the meaning of well-being is 'welfare', 'prosperity' and 'comfort'. In educational management, academic's happiness is mostly related to the feeling of work satisfaction, dedication, and commitment. Leaders must consider how to influence academics to follow the change in institutions. During the adjustment, academics may resist the change and disobey the commands from the heads of schools. Hence, the employee's organisational citizenship behaviour is needed; managers must influence the proactive and voluntary behaviours within the organisations.

Van Praag & Ferrer-i-Carbonell (2010) described two levels of analysis for studying the economics of happiness: primary and secondary. Primary analysis seeks to identify what elements of the population are happy or unhappy, especially with socio-economic factors such as age, income, and education. The secondary study attempts to find out why individuals feel happy or less happy and what factors influence happiness. Thorpe, Jayashree, & Hosie (2010) indicate that individual subjective well-being (SWB) is controlled by socio-economic factors such as

income, life expectancy, literacy levels and education level. They find a correlation between life satisfaction and household financial condition and education level. (Jorgensen, Jamieson, & Martin, 2010b, p. 622) stated that household income has a significant positive effect on well-being in high and low-income groups.

This study combines the social and economic indicators relating to employee well-being. Previous study by D'Acci (2010) included several aspects of well-being and progress index (WIP) in relations to economic and social variables. The variables are human rights, economic, well-being, equality, education, research, quality of urban environment, ecological behaviours, subjective well-being, longevity, and violent crime (D'Acci, 2010, p. 47). From the previous studies, there are generally the indexes of income and education is used in socioeconomic indicators.

2.5 Well-being in Organisational Settings

Well-being is an important issue across the population. There is research on subjective well-being, affective well-being, and psychological well-being. Research on subjective well-being (SWB) is linked welfare to health, life satisfaction, and quality of life has been done by (Sirgy, 2012). Psychological well-being (PWB) in a study by Ryff consists of six indicators: self-acceptance; positive relations; personal growth; life purpose, environmental mastery, and autonomy. Research into AWB/Affective Well-being (Rego et al., 2010) and (Powers, Cramer, & Grubka, 2007) found that AWB, as an employee happiness indicator, is a mediating variable in predicting organisational citizenship behaviour through organisational virtuousness (Rego et al., 2010). The study adapts SWB and PWB in the conceptual framework, as the employee well-being (EWB) or academic well-being.

The difference between SWB and PWB is that PWB is a part of SWB. PWB is positive functioning and has dimensions of psychological well-being (Ryff 1989; Keyes 2007; Ryff and Keyes 1995). PWB is a centre of "*eudaimonic aspect*" in well-being concept, while SWB focuses on a "*hedonic aspect*" of well-being (Chen et al. 2013). According to (Keyes 2007) SWB encompasses emotional well-being and positive functioning (PWB). The author stated that emotional well-being, called *hedonic*, the balance of positive and negative feelings experienced in life. People use the words 'happiness', 'well-being', SWB and PWB are interchangeable. Therefore,

the researchers call job satisfaction and life satisfaction as part of SWB (OECD 2013; CDC 2016).

Happiness is a common word that humans mentioned in daily life. Asking for others' happiness means that people concern about human's feelings of pleasure and contentment or satisfaction of particular circumstances. In other opinions, people judge that happiness is the highest objective of human beings. People see happiness as part of eudaimonia. Scientists found that affective well-being is an indicator of happiness (Powers, Cramer, & Grubka, 2007). Also, happiness could be the moments, not the sense of well-being, or could be the time of true happiness (Capuccino, 2013). Therefore, the current study is more focusing on employee well-being than happiness; considering happiness is a much-debated and deep topic.

Like previous studies find that happy people tend to smile and perform better in their life (Frey & Alois, 202; Edgar et al., 2015; Diener & Y, 2011); satisfaction and well-being are also related to the positive feelings and outcomes. Raising positive feelings may help an organisation to escape from stagnation and involve better states of well-being. Positive feelings emerge from "aspects of leisure such as satisfaction from leisure activities and the meaning of leisure time and happiness" play an essential impact on individual happiness (M. Wang & Wong, 2011). Moreover, there is a finding that intrinsic job satisfaction is related to affective well-being (Sevastos, 1996).

According to (Harter, Schmidt, & Keyes, 2003) the concept of well-being is readily adaptable to business and management. To create success in an organisation requires an understanding of what factors influence well-being. Well-being is affected by the effects of shift work (Demerouti, Geurts, Bakker, & Euwema, 2004), recalled life events (Garcia & Siddiqui, 2009) and job satisfaction (Rathi & Rastogi, 2008).

Rathi & Rastogi (2008) divide psychological well-being (PWB) into three terms; (i) subjective experience as a happy feeling, (ii) a mixture of good and bad emotions, and (iii) global judgment. Judge and Kammeyer-Mueller (2011) state that Subjective Well-being (SWB) is happiness. Furthermore, (Keyes, 2006; Sirgy, 2012) argue that quality of life can be evaluated objectively and subjectively. (Sirgy, 2012) makes the term of subjective aspects of quality of life (QOL) as the reference of subjective well-being (SWB).

2.5.1 Subjective Well-being (SWB)

Happiness is the crucial condition of life that human beings are looking for (Capuccino, 2013; Roche & Rolley, 2011). People observe and search for a happy situation in the organisation where they are working. The nature of subjective well-being is that a person feels and determined by the quality of life regardless of how other people look at it (Diener 2009). This fact that the person subjectively has confidence in his or her experience is pleasant, enjoyable and desirable (Diener 2009). Subjective well-being (SWB) measurement is broader than just happiness (OECD, 2013). According to (OECD, 2013) SWB contains three elements; life evaluation, affective, and eudaimonia. The measures of life evaluation refer to "life as a whole" and provide evaluations of life satisfaction as a function of satisfaction (OECD, 2013). Affect is used as to describe a feeling or state of mind at a particular time how people experience it while eudaimonia is referred to as "flourishing" or as having complete mental health (CDC, 2016; OECD, 2013).

Many HEIs are attempting to improve worker well-being to generate successful organisational performance. To enhance worker well-being, leaders should build the communicative working environment in HEI, with the condition of worker satisfaction, effective communication, and proper support from management. Moreover, there is a need to understand how to enhance job satisfaction, workforce communication, and management support in the workplace, because a good working environment will influence worker happiness (Mahadea, 2013). As a result, happy workers will support the increasing of organisation performance. Also, the educational workplace needs to adopt real education; thus the students and academics might form wealth and well-being environment (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009).

Institutions tend to change in order to improve organisational performance. Organisational change can happen across the organisation or within sections of the organisation. Regulatory reform is often driven by changes in external factors such as customer demand, the labour market, and government policies. Changes will affect the institutions by internal and external circumstances of the organisation. Even though some studies about organisational change found that there were many alterations have not been succeeding in implementation (Ashkenas, Kaiser,

Simmons, & Caropreso, 2013; Jacobs et al., 2013); the organisations tends to insist on adopting changes to compete in globalisation. Thus, the labour force tends to change the behaviour in facing the pressure of change in the industry.

2.5.2. Psychological Well-being (PWB)

Psychological well-being (PWB) focuses on eudaimonic well-being, which is the fulfilment of the potential of humans and meaningful life (Chen et al., 2013). PWB involves the concept of self-actualisation and the establishing of quality connections of human beings (Cameron, Bright, & Caza, 2004; Chen et al., 2013; Sarotar Izek, Treven, & Cancer, 2015). There are six dimensions of psychological well-being of Ryff: self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery and autonomy (C. Keyes, 2007; Ryff & Keyes, 1995; Sarotar Izek et al., 2015).

The first dimension is self-acceptance. Self-acceptance is the maintenance of esteem while facing the complicated and unpleasant personal aspects in the past and perceiving themselves through time (C. Keyes, 2007; Sarotar Izek et al., 2015). Self-acceptance of healthy people may accept and forgive others to maintain their well-being. They feel better when they overlook the managers or other colleagues. They more understand why people have done mistakenly with their jobs and regulations. The second dimension is positive relations with others. It is the ability to have warm relationships and communication with others (C. Keyes, 2007). There are satisfaction connection and cooperation with other individuals and co-workers. Then, (C. Keyes, 2007) states that autonomy is the degree which people seek for self-determination and personal authority. It is obedience. Next is 'environmental mastery'; it is PWB's dimension of active engagement of the environment to fulfil the needs and wants and could control overall life situation (C. Keyes, 2007; Ryff & Keyes, 1995). The dimension of purpose in life is people having directions and guides for their objectives, such as good personal health and personal well-being. The aspect of personal growth is the ability to increase the capability and individual skills to support own developments (C. Keyes, 2007; Sarotar Izek et al., 2015).

PWB in this study involves the examination of the psychological feelings of academics in tertiary institutions; especially the existence and recognition. Organisational change enhances stress and emotional feelings; further, it reduces

worker's PWB (Dahl, 2011). Academics have a sense of passion and calling to their responsibility. Furthermore, PWB is also related to motivation, especially for the first dimension of self-acceptance. PWB is positive well-being as part of subjective well-being (C. Keyes, 2007).

2.6 The Summary of the Literature Review

There is prior research in organisational psychology, applied psychology, and corporate behaviour that are related to well-being and happiness from an HRM perspective. However, the majority of studies are focused on variables related to job satisfaction and well-being. This study sequences qualitative and quantitative approaches between the causes and effects of organisational change in HEIs. There are several studies about the relationship between regulatory reform and communication (Thomas, Leisa and Cynthia 2011; Goodman and Loh 2011); conflict to job satisfaction (Ashkenas et al., 2013; Churchman, 2006; Dijkstra, Dierendonck, & Evers, 2005; Oreg & Sverdlik, 2011); stress to job satisfaction (Kumar, 2015); working environment, communication, leadership and job satisfaction (Jernigan and Beggs 2010); perception of OV and organisational citizenship behaviour (Malik & Naeem, 2016; Mo & Shi, 2017); and the theory of organisational change 'Hawthorne effect' by Elton Mayo.

This study proposes the conceptual framework of well-being in a higher education environment by connecting more variables involved in organisational change. The impacts of shifting atmosphere are not only stress and conflict, but also other terms such as leadership (Barbinta, Dan, & Muresan, 2017), organisational virtuousness (Bright, Cameron, & Caza, 2006; Cameron, Bright, & Caza, 2004), socioeconomic factors (Thorpe, Jayashree, & Hosie, 2010), job satisfaction (Spagnoli et al., 2012), and well-being (OECD, 2013). The concept of academic well-being is introduced in the next chapter.

Education management studies in the HEIs are scarce; however, (Bush, 2008) studied the different of terms 'management' and 'leadership' in the educational environment. He differentiated that leadership is more linking with change, while management is seen as a maintenance activity. In this study, the term 'leadership' is to draw the managerial supports (Agarwala, Arizkuren-Eleta, Del Castillo, Muñiz-

Ferrer, & Gartzia, 2014; Travaglione et al., 2017) and leadership styles (Abdul Rashid et al., 2004) which have affected HRM practices in tertiary institutions.

Generally, leader role is pivotal to support good workplace. However, the changing circumstance brings pressure to leaders. The conflict caused by the change decreases job satisfaction and become the stressor. Distress during the adjustment reduces socioeconomic condition and organisational virtuousness. The culture values control the aspirations and behaviours, even though changing working environment reduces job satisfaction and well-being.

The previous studies of well-being are generally derived from psychology such as the science of subjective well-being (Diener 2009), Ryff Psychological Well-being (Ryff and Keyes 1995), and life satisfaction (Diener, Emmons, Larsen, & Griffin, 1985). The other psychology study is the perception of organisational virtuousness by (Cameron, Bright and Caza 2004; Bright, Cameron and Caza 2006); it is the highest aspiration of humans and their community in organisations. The studies of economics related to happiness are mostly derived from the economics of happiness such as (Van Praag and Ferrer-i-Carbonell 2010; Thorpe, Jayashree & Hosie 2010).

There is growing multidisciplinary research in HRM and psychology, conducted by (Blanchflower & Oswald, 2011; Dijkstra, Dierendonck, & Evers, 2005; Judge & Kammeyer-Mueller, 2011). The current study is trying to fill any gaps between the economics of happiness, HRM perspectives on employee well-being, and organisational psychology in the higher education institutions (HEIs).

2.7 The Association between the Literature and the Research

Organisational change effectiveness in HEIs depends on features of the workplace such as leadership (Demir & Ozkan, 2015), conflict (Ashkenas, Kaiser, Simmons, & Caropreso, 2013; Churchman, 2006; Dijkstra et al., 2005), and organisational virtuousness (Shahid & Muchiri, 2018). Employees need support from leaders and leaders need to facilitate and support the change process to encourage academic support for change. Organisational virtuousness is the highest aspiration of humans in an organisation (Bright et al., 2006) and through supporting organisational

virtuousness, leaders can develop a foundation through which employees and organisations grow (Shahid & Muchiri, 2018).

The changing workplace impacts on academic job satisfaction, and stress. Recent HEI changes in Indonesian private universities require all lecturers to acquire minimum education Master degree. Generally, the university will fund the lecturers to study further or support them to earn government scholarship, however, for those affected there will be stress and anxiety over the changes that will impact on employee well-being.

Socio-economic factors determining well-being include education level, employment, income, age, and gender. There are studies that link socio-economic factors to SWB (Thorpe et al., 2010) and to individual happiness (Azizi, Mohamadian, Ghajarieah, & Direkvand-Moghadam, 2017).

Job satisfaction as one of the other determinants of academic well-being and it incorporates reward, work itself, management practices, and work climate (A. I. Petrescu & Simmons, 2008; Schulte, Ostroff, & Kinicki, 2006; Sloane & Williams, 2000; Spagnoli et al., 2012). Stress is also a determinant of academic well-being identified in the literature previous studies of stress are related to job satisfaction (Kumar, 2015); to contested tasks and negative emotions (Ahmed et al., 2018). Contested tasks include unclear and unspecified job tasks arising from changes (Ahmed et al., 2018, p. 14).

The previous studies of subjective well-being (SWB) are mainly from the field of psychology. Diener (2009) stated that the nature of SWB is that a person impressed and determined by the quality of life regardless of how other people look at it. The person subjectively has confidence in his or her experience is pleasant, enjoyable and desirable (Diener 2009). SWB contains three elements; life evaluation, affective, and eudaimonia (OECD, 2013). The measures of life evaluation refer to provide an assessment of life satisfaction as a function of achievement (OECD, 2013). Affect is used as to describe a feeling or state of mind at a particular time how people experience it while eudaimonia is referred to as "flourishing" or as having complete mental health (CDC, 2016; OECD, 2013).

Psychological well-being (PWB) in the current research is based on Ryff's PWB that contained six domains (Ryff & Keyes, 1995). PWB focuses on the fulfilment of the

potential of humans and meaningful life (Chen et al., 2013). PWB involves the concept of self-actualisation and the establishing of quality connections of human beings (Cameron, Bright, & Caza, 2004; Chen et al., 2013; Sarotar Izek, Treven, & Cancer, 2015). Different factors that contribute to organisational well-being can be influenced by individual's well-being, either SWB or PWB. However, the environmental factors may influence the organisation and individuals.

There is a different perception of eudaimonia, whether it is SWB or PWB among previous studies. The study aims to identify those factors of academic well-being that are impacted through organisational change and consider the implications for academic well-being.

2.8 Contribution of this Research

There are three potential contributions. First, there is the study of the relationship between the work environment and communication and leadership. In this study, the working environment construct is combined with communication construct, because in the working environment, the role of communication is essential for influencing the workplace. Previous studies of the leadership and working environment relationship suggest that leadership is vital to supporting the working environment (Gregersen, Vincent-Höper, & Nienhaus, 2014; Jiménez, Winkler, & Dunkl, 2017; Nielsen & Daniels, 2012; Winchester, 2013). There is indicated that little research has systematically investigated the reverse proposition that the working environment has an impact on the leadership. This study presents the relationships of the working environment and communication (communicative working environment) in the changing tertiary institutions which influence the leadership role and behaviours (leadership support).

Second, changes in the university sector are influencing academic well-being. Characteristics of the workplace in the study are "communicative working environment", leadership support, conflict and organisational virtuousness. The determinants of educational well-being are socioeconomic factors, job satisfaction, and stress. These determinants construct subjective well-being (SWB) and psychological well-being (PWB) as academic well-being. Furthermore, the findings of preliminary study and theoretical review create the conceptual model for

examining well-being. The current study offers an operational and conceptual model of academic well-being in the next chapter.

Third, HEIs need to provide a conducive working environment to support staff and student achievements. To create employee well-being, tertiary institutions and educational leaders need to deliver a good working environment. The importance of communicative workplace during the change will encourage faculty members and students in the highest aspirations and appreciation. Academics behaviour and attitudes follow the leaders' actions. As a result, the change will not disrupt the transferring and sharing knowledge to the students. The good condition at the university will improve better teaching and learning process, academic commitment, student engagement and performance. Organisational productivity will increase with the appropriate academic attitude and behaviours as resulted from the highest well-being. Hence, the next organisational change may not affect the educational process in the HEI and reduce the employee resistance.

2.9 Summary

This chapter reviewed literature of organisational psychology and behaviour of academic staff in tertiary institutions; which are related to impacts of the working environment as a result of change in the institution. Well-being as a psychology perspective has been developed and underpinned the study of organisational change and its influences. Human resources management practices and strategies in HEI provide better remuneration, effective performance evaluation, development opportunity, clear career specification, and elimination of discrimination.

The impacts of organisational change consist of working environment and communication; leadership and managerial support; conflict and stress; socioeconomics factors; job satisfaction; organisational virtuousness; subjective and psychological well-being. One effect of change might be enhancing stress and conflict among scholars. The role of management in supporting the process of change in an organisation will have an influence on job satisfaction and employee well-being. Changes to the working environment decrease academics well-being; both subjective well-being (SWB) and psychological well-being (PWB). Assessing the impact of organisational change on academic well-being, and the determining

variables that affect well-being in the context of organisational change is the purpose of this research.

CHAPTER 3

A CONCEPTUAL FRAMEWORK FOR EXAMINING ACADEMIC WELL-BEING

3.1 Introduction

The previous chapter analysed the literature on human resource practices with respect to determinants of happiness in the context of organisational change including research on the communicative work environment, leadership support, conflict, stress, job satisfaction, organisational virtuousness, socio-economic factors, psychological well-being (PWB), and subjective well-being (SWB). Chapter 2 also discussed the research on well-being and the impact of the working environment in institutions experiencing organisational change.

This chapter examines changes in Higher Education Institutions (HEIs) in Indonesia and the way in which HRM strategies are used to support these changes and observe how HRM practices impact the well-being of employees. This chapter also presents the conceptual framework for analysing academic well-being and develops a model for investigating academic well-being in HEIs through examining the link between the characteristics of a workplace, well-being, and determinants of well-being.

The conceptual framework for examining academic well-being is based on the literature review which informs the subsequent qualitative study (focus group discussions and interviews). The hypotheses developed from the literature review and the framework development is presented in section 3.4. Section 3.7 also gives a summary of the conceptual framework.

There are several findings of the relationship between organisational change and communication; working environment and communication; conflict and job satisfaction; stress and job satisfaction; leadership and job satisfaction. This study offers the conceptual model of well-being in a higher education environment by connecting nine variables and three control variables. The connection between the working environment and communication is a variable of communicative working environment; while the combination of a leadership role and managerial support is leadership support. There are other well-being determinant variables such as conflict, stress, socio-economic factors, organisational virtuousness, subjective well-being

(SWB), and psychological well-being (PWB). SWB in Indonesian HEIs is controlled by family, religion, and life satisfaction; while organisational virtuousness is controlled by organisational concern.

Change brings pressure to academics and leaders; it also creates conflict and stress. The value and culture are affected by the current working environment. The lecturers' socioeconomic condition and aspirations are adjusted with the impacts of the working environment. Psychologically, academics and managers find themselves uncomfortable; and they see that their well-being level is decreased.

Managers must create and provide a productive working environment for the academics to support them through the process of change and cope with the impacts. Therefore, the lecturers would find themselves convenience during the adjustment. Such circumstances would enhance academics' contribution and willingness to increase the organisation performance.

3.2 Conceptual Framework

If change generates a positive effect on the working environment, this may improve the quality of teaching and competency of academics, develop the image and brand of the university and increase student enrolments. However, change in higher educational institutions may also create stress and conflict among employees as well as resistance to change, and may have a negative impact on teaching quality and research output.

Managers must consider the impact of change on work satisfaction and well-being, particularly in light of the increased levels of stress and conflict which arise during transition periods (Oreg, 2003). Academics and professional staff are at the core of service delivery for HE institutions, meaning that if their well-being is adversely affected by the change, this may have an adverse impact on the quality of service delivered. The conceptual framework of the study is constructed in three stages: characteristics of the workplace, determinants of well-being, and the concept of well-being.

The theory of organisational citizenship behaviour (OCB) is also supported the conceptual model of academic well-being (Malik & Naeem, 2016). There is necessary that academics would behave voluntarily and proactive to the change.

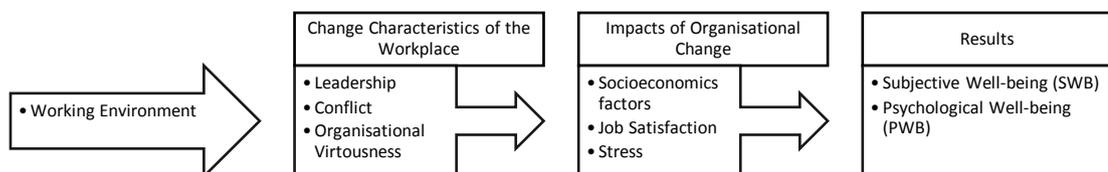
Thus the role of leadership is essential to influence academic's behaviours. The combination of theoretical findings and preliminary outcomes builds an operational model in four stages; working environment, change of the workplace, impact of change, and results (see Figure 3.2). Then, the operational model arranges the conceptual framework in the next step.

3.3 An Operational Model of Academic Well-being

Based on the literature review, the model of academic well-being developed in this study is based on management and organisational behaviour studies, combined with economics and psychology literature. Figure 3.2 demonstrates the relationship between the key variables identified in the study. The first is the changing working environment (WE) – the result of an organisational change in Indonesian HEIs. In the working environment, there is a communicative interaction among academics, heads of schools, directors, vice-rectors, and rector. This study arranges the term 'working environment' as a 'communicative working environment'. The second and third lines represent the flow on consequences for corporate HRM and leadership practices. The mediation constructs are identified in these lines as determining the impact of organisational change on academics. The last line represents the well-being of academics; incorporating both subjective well-being (SWB) and psychological well-being (PWB).

The results in the last line are the expected outcome in the study; academic well-being (SWB and PWB). The objective of the study is to analyse how HRM and leadership practices affecting lecturer's welfare in the context of change.

Figure 3. 1 Hierarchical Structural Mode



The independent variable is the working environment while the dependent variables include subjective well-being (SWB) and psychological well-being (PWB). These, in

turn, are determined by socio-economic factors, job satisfaction (JS) and stress, as mediating variables. Other constructs include leadership, conflict, and the perception of OV. These three variables are characteristics of the workplace which impact the happiness and well-being of academics. The fourth line represents SWB and PWB, which is raised to as the model of academics' well-being as the result of the organisational change in HEIs.

The term of the working environment in an operational model is the characteristics of the workplace in HEI as a primary variable in the framework. Any change, alteration, reform, or adjustment in the organisation is firstly affecting the work environment and the organisation members, its people, employees. The effect may include workload, stress, pressure, and disagreement with the adjustment.

The interaction and communication in the workplace might create conflict and misunderstanding. The aspiration, values, and culture are together with concerned of adjustment produce low satisfaction and well-being. The recognition and appreciation (through PWB variable) become the highest concern of the study considering that qualitative findings are indicated more psychological side. Even though the research focuses on HRM practices; an academic's behaviour and emotion are in charge of the creation of well-being (SWB and PWB).

3.3.1 Characteristics of the Workplace

The working environment refers to the surroundings of a workplace where people connect, interact and collaborate. Leadership support, including leadership style, skill, and care, provided to subordinates and organisational operations plays a critical role in the change in tertiary institutions; leadership must guide and instruct lecturers to implement new systems or regulations. In general, educational leaders include rectors, deans, heads of schools, and heads of functional departments.

Other characteristics of the workplace include conflict and perception of organisational virtuousness (OV). The interactions of academics (lecturers), leaders, students, and other external stakeholders in HEIs are complicated as all of these players tend to come from a range of backgrounds (Hockings, Cooke, Yamashita, McGinty, & Bowl, 2009; Skelton, 2012; Sotirofski, 2014). In addition, academic administration and academic performance evaluation are also multifaceted; there is a possibility of misconception between academic and non-academic staff. The

communication would be conflict during the process of the organisational change. The interaction between academics and students occurs during the learning process in classrooms, consultation, and through the supervisory process. The method of academic connection includes how lecturers handle and treat students (Skelton, 2012). Academic behaviour may, therefore, influence a student's academic level of employment. In the same way, academic conduct may affect leadership behaviour.

3.3.1.1 Communicative Working Environment

The concept of a working environment is commonly related to the context of employment (Raziq & Maulabakhsh, 2015), the idea of health-promoting leadership (Jiménez, Winkler & Dunkl, 2017), and supportive management in tertiary institutions. Communication processes and corporate culture have a significant influence on working environments, with the assistance and support from leaders. A good working environment must interpret behaviour based on the contribution, communication, voluntariness, values, virtues, culture, and beliefs of academic staff (Akbari, Kashani, & Hooshmand Chajjani, 2016; Rego, Ribeiro, & Cunha, 2010). A working environment refers to the atmosphere among a variety of actors (academic and non-academic staffs, leaders, and other stakeholders) in the tertiary institutions.

The literature on the antecedents for the academic working environment is mainly driven by schooling content. For example, Pyhältö, Pietarinen and Salmela-Aro (2011) examine the suitability of working environments and burnout experienced by Finnish teachers. Furthermore, Devos, Dupriez and Paquay (2012) investigate the social working environment for new teachers based on teacher's self-efficacy and feelings of depression. Besides, Kwong, Wang and Clifton (2010) compare differences in work satisfaction among Chinese and Western teachers. Other studies on the effects of the changes in educational working environments focus predominantly on teachers as the subject of examination (Devos et al., 2012; Kumar, 2015; Kwong et al., 2010; Pyhältö et al., 2011). These studies are also related to the study of organisational change and the working environment.

A study of higher education working environments conducted by Pienaar and Bester (2009) identified the obstacles that impact negatively on job satisfaction and productivity among academics. Research that examines scholars and the impact of change on the working environment is typically associated with academic

commitment, productivity, professional self-identity, academic conflict and satisfaction, and effectiveness (Akbari et al., 2016; Churchman, 2006; Churchman & King, 2009; Pienaar & Bester, 2009; Sotirofski, 2014). The objective of the current study is to determine the impact of changes in the working environment in the context of tertiary institutions, as well as to assess the role of HRM and leadership practices in supporting the well-being of staff.

3.3.1.2 Satisfaction with Leadership Support

Leadership is the process of influencing others to generate the desired outcome and to develop a vision based on personal and professional values (Ayoko & Callan, 2010; Bush, 2008; Miller & Miller, 2001). Leaders influence and motivate employees within an organisation; they often initiate change to reach existing and new objectives (Akbari et al., 2016; Burke et al., 2006; Bush, 2008; Bush & Glover, 2014).

The leadership construct in the present study includes leadership styles, managerial support, and leadership behaviour within the organisation. Leaders in universities typically are faculty members at the professor level, although not all rectors, deans, and directors are professors, particularly in Indonesian universities. The behaviour and standing of a leader is an essential tool for guiding employees (Akbari et al., 2016) and increasing the respect of subordinates to their leaders (Li, Zhao, & Begley, 2015). If employees trust their leaders, they are typically more confident in their ability to communicate and act in a fair and ethical manner (Artley, 2017; Hon, Bloom, & Crant, 2014).

Educational management develops the objectives of an institution and provides essential resources for its activities. Furthermore, the interaction between the working environment and leadership behaviour enhances the promotion of health and well-being by leadership (Jiménez et al., 2017). Managerial skills and capabilities are needed to manage and navigate academics in HEIs, particularly during times of change. Leaders must use innovative methods to lead people through the transformation of the organisations into a better future (Luzinski, 2011). Transformational leaders need to guide people to create higher productivity and be willing to achieve the vision of the organisation (Ayoko & Callan, 2010; Bass & Riggio, 2006; Burke et al., 2006; Luzinski, 2011). Managerial support of employees

is essential for achieving change and supporting involved in the execution of a given project (Liu, Wang & Chua, 2015). In turn, employees support effective leaders implementing the change.

Managerial support is defined as a manager's appreciation of the subordinates' contribution to the workplace by showing consideration of their performance and well-being (Agarwala, Arizkuren-Eleta, Del Castillo, Muñiz-Ferrer & Gartzia, 2014). Managerial support has been referred to as informal organisational support which affects an employee's perception of their work and life balance (Agarwala et al., 2014). Support from management in tertiary institutions is needed to providing sufficient remuneration and a clear path for the career of academics. This assistance from the educational leaders may reduce and even eliminate the negative impact of organisational change.

3.3.1.3 Conflict

Conflict refers to the contradictions, differences, and disagreements among people within an organisation (Erbert, 2014). This incompatibility may arise between employees and managers, an employee with another employee, or an employee and their family. Task conflict in the workplace may increase pressure and will decrease worker satisfaction and well-being (Ayoko & Callan, 2010; Ayoko & Pekerti, 2008; Naji & Tabouli, 2011).

Conflict is unavoidable in any organisation, including HEIs (Afzalur, Ismail, & Helen, 2018). In HEI, examples of change that may generate conflict include the implementation of new academic performance systems or changes in curriculum (Louvel, 2013) and teaching methods (Afzalur et al., 2018). While most changes in HEIs aim to increase performance and productivity, this must be balanced with the well-being of the academics, their job satisfaction, organisational citizenship behaviour and recognition (Afzalur et al., 2018; Bozeman & Gaughan, 2011; Mapesela & Hay, 2006).

In HEI, role conflict, workload and commitment to the university influence team productivity and job satisfaction of faculty members (Akbari et al., 2016; Bozeman & Gaughan, 2011). Moreover, conflict may intensify if there is poor leadership, as this results in increased conflict and resistance to change (Oreg & Sverdlik, 2011;

Panteli & Sockalingam, 2004, p. 600). As such, informed and effective leadership becomes important in managing change (Oreg & Sverdlik, 2011).

Conflict at work may also create personal stress and discomfort. The burden of teaching and other regular activities in the educational environment have been shown to develop stress which may lead to burnout at increased levels (Pyhältö, Pietarinen & Salmela-Aro, 2011). Furthermore, teachers and lecturers who experience high levels of stress tend to have an impact on their students and work satisfaction. The level of pressure and burnout in the educational workplace may therefore adversely influence the learning process (Pyhältö et al., 2011).

3.3.1.4 Perception of Organisational Virtuosity

The values of an organisation are built through the achievement of organisational objectives by employees. The right behaviours of corporate members generate organisational virtuosity. According to Thun & Kelloway (2011), virtuosity is an amorphous construct as it is difficult to measure and evaluate (Cameron, Bright & Caza, 2004).

Virtue is a behaviour demonstrating high moral standards and desirable personal qualities (Oxford, 2008). Virtuosity refers to the pursuit of the highest aspirations in the human condition (Bright et al., 2006, p. 524; Rego, Ribeiro, Cunha & Jesuino, 2011). Such ambitions are essential for building organisational values and image. The benefit of corporate charge can be seen in how employees trust others and are honest, helpful, and cooperative in carrying out their work. Organisational virtuosity (OV) highlights the behavioural characteristics of “do no harm”, thereby reflecting the best of the human condition and aspirations (Bright et al., 2006).

Theoretically, the study of organisational virtuosity comes from the field of positive psychology. Cameron (2003) states that the concept of virtuosity is manifested in the outcomes of hope, gratitude, wisdom, forgiveness, compassion, resilience, honesty, trust and other such values. In practice, the implementation of virtuosity within an organisation is rarely examined, although some studies on business ethics, corporate social responsibility, and citizenship behaviour to address the topic (Cameron, 2003).

Fernando and Almeida (2012) suggest that organisational virtuousness (OV) is a strategy of corporate social responsibility (CSR) whereby CSR initiatives support businesses and corporate generosity in strategic CSR is used to promote solid reputation (Fernando & Almeida, 2012). That study indicates the way in which CSR initiatives may be virtuous due to its positive contribution to society and the firm.

Organisational change affects how academics perform their responsibilities within their university. If the adjustment inhibits the teaching process and therefore threatens the well-being of academic staff members, this may produce adverse outcomes for the organisation. HEIs adopt value as an operational virtue, which includes concepts such as striving to improve teaching, research, and community engagement. An organisation with good values may be an enjoyable place to work for its employees (Vallett, 2010). Hence, academics with a positive perception of organisational virtuousness may have increased job satisfaction and performance (Cameron et al., 2004). The role of organisational virtuousness in HEIs is pivotal, particularly that which is associated with corporate culture (Vallett, 2010). The culture of higher education formed over time from the interactions among academics, heads of schools, managers, directors, and non-academic staff.

Leaders can develop good behaviours to support employees and organisational performance (Shahid & Muchiri, 2018; Thun & Kelloway, 2011). Regulatory change at a university should consider the perceptions of the virtue of leaders in managing change (Vallett, 2010). Academics are more likely to enjoy the process of alteration if the leaders of the university employ the virtues of the organisation within the operations of management which may encourage the lecturers to express virtuousness through their classroom teaching (Vallett, 2010). Thus, corporate culture and human resources management practices may be used to promote OV (Rego et al., 2010). Also, organisational virtuousness is one of the mediators of the relationship between leadership and performance (Shahid & Muchiri, 2018). Rego et al. (2011) identify that the perception of OV generates affective commitment by staff, contributing directly to, and meditating on, their happiness at work. In this study, the perception of OV mediates changes in the working environment with job and life satisfaction to academic well-being.

3.3.2 Determinants of Well-being

There are three determinants of well-being: socio-economic factors, job satisfaction, and stress. Socio-economic factors have been related to happiness, satisfaction, and well-being in many previous studies in the field of economics and psychology, while job satisfaction and stress are mostly found in HRM research.

3.3.2.1 Socio-economic Factors

Research on socioeconomic factors related to subjective well-being is an emerging field (Jorgensen, Jamieson & Martin, 2010; Thorpe et al., 2010; Van Praag & Ferrer-i-Carbonell, 2010). Authors in this field have studied socio-economic factors, such as literacy levels, number of children, income, employment, health, education, and marital status, in relationship to well-being.

Socioeconomic factors refer to the interaction of social and economic factors (Oxford, 2008). Chase (2017) defines socio-economic factors are the social and economic experiences and realities that help mould one's personality, attitudes, and lifestyle. Socio-economic factors refer to society related economic factors which are connected to and influence one another (PDHPE, 2012, p. 1). The dimensions of socio-economic factors include; income, life expectancy, literacy levels, employment, and education (McLeod, 2017; PDHPE, 2012; Thorpe, Jayashree, & Hosie, 2008). Other factors include age, the number of children, marital status, health, environment, culture/ethnicity, place of residence, and religion (Chase, 2017; McLeod, 2017).

The socio-economic factors and demographic variables included in this study include age, number of children, education, academic level of employment level, and length of time in a teaching role. Prior studies on age, income guided the choice of these conditions, and education related to happiness and well-being (Jorgensen et al., 2010; Mahadea, 2013; Thorpe et al., 2010; Van Praag & Ferrer-i-Carbonell, 2010).

Mahadea (2013) examines the factors that determine happiness in South Africa, France, Zimbabwe, and Bhutan. The findings show that income has a minimal influence on happiness while other non-income factors such as marital status, health, having children, and the nature of the working environment have a significant contribution to happiness. Thorpe et al. (2010) analyse life satisfaction and subjective

well-being determinants in the MENA (Middle East and North African) region. The factors examined included income per capita, education level, life expectancy, literacy, and health. The authors conclude that life satisfaction across those countries is positively associated with the perceived financial position of the household, whilst health and education do not have any clear correlation with life satisfaction (Thorpe et al., 2010, p. 15).

3.3.2.2 Job Satisfaction

The determinants of well-being include job satisfaction, psychological well-being (PWB), quality of life, affect and eudaimonia (CDC, 2016; OECD, 2013; Petrescu & Simmons, 2008). Prior studies on job satisfaction (Al Jenaibi, 2010; Petrescu & Simmons, 2008; Spagnoli, Caetano & Santos, 2012) examine the relationship between human resource management (HR) practices and job qualities. Job satisfaction is an attitude and a feeling of fulfilment to one's employment (Al Jenaibi, 2010; Spagnoli et al., 2012). If an employee enjoys their job, they are considered to be satisfied. Job satisfaction is a broad concept, determined by characteristics such as the type of work conducted and the working environment (Spagnoli et al., 2012, p. 609).

The type of work is the best predictor of job satisfaction for male and female employees (Sloane & Williams, 2000; Spagnoli et al., 2012, p. 610). The type of work conducted by academics includes teaching, research, and society devotion (services). The second aspect of job satisfaction is a work climate which accounts for a large percentage of variance in individual job satisfaction (Spagnoli et al., 2012, p. 610). The climate and atmosphere in educational working environments is an accumulation of the satisfaction of academics. Other aspects of job satisfaction include job security, reward structure or pay (Judge, Piccolo, Podsakoff, Shaw, & Rich, 2010; Ong & Shah, 2012), communication, and management practices for a future career path. These are used in the construct of this study.

Research indicates that conditions affecting academic job satisfaction include the type of work conducted, work context, work climate, communication, reward structure, management practices and effective management (Al Jenaibi, 2010; Bozeman & Gaughan, 2011; Ong & Shah, 2012; A. I. Petrescu & Simmons, 2008; Schulte, Ostroff & Kinicki, 2006; Spagnoli, Caetano & Santos, 2012).

3.3.2.3 Stress and Workload

According to Bali and Goel (2013, p. 3639), stress is the interaction between an individual and the demands and burdens presented by their environment. An important component of the work environment is workload which is the expectations to perform the job or tasks within a certain time frame. The workload can be intensified by increasing the number of tasks to perform, or by extending the period of work.. Moreover, stress is a source of adverse conditions experienced by people of all ages from a diversity of cultures (Goodheart, Clopton & Robert-McComb, 2012). Stress and workload may create personal anxiety and fatigue in responding to changes within the workplace, particularly in industries such as healthcare, the military and tertiary education. However, caring for and developing students education is not as simple as teaching and transferring knowledge; it also requires passion, compassion and dedication.

Research examining stress and workload in HEIs and the impact of changes in the working environment that bridge job satisfaction and psychological well-being (PWB) is scarce. Stress is also one of primary causes of workplace conflict (Singleton, Toombs, Taneja, Larkin, & Pryor, 2011). Cotae and Montemayor (2012) state that stress reduces employee commitment and job satisfaction while Fischer and Boer (2011) identify that pressure has a significant influence on the well-being of nurses. Research on the relationship between stress and job satisfaction was conducted on nurses in the health sector (Flanagan & Flanagan, 2002) which found that nurses with high-stress levels have low job satisfaction. Further, Powers, Cramer and Grubka (2007) suggest that stress is related to negative affective well-being.

3.3.3 Concepts of Well-being

The concept of well-being, in general, has the same characteristics as welfare, happiness, and satisfaction. Well-being may be macro or micro; while the dimensions of well-being are positive or negative experiences and cognitive or affective evaluation (OECD, 2013a).

The theoretical background of well-being is derived from psychology, organisational behaviours and the economics of happiness. Limited research has been conducted on the relationship between regulatory change and well-being in HEIs. This study combines the term of well-being with human resources management and leadership

practices in the background of organisational change. The impacts of changing work environments to well-being in tertiary institutions are multifaceted, particularly in Indonesian private universities. Most management studies are associated with job satisfaction, motivation, conflict, communication, commitment, job security, and perception of OV (Bozeman & Gaughan, 2011; Churchman & King, 2009; Sotirofski, 2014; Vallett, 2010).

The concepts of well-being and happiness may differ slightly between developing and developed countries. Nevertheless, the perception of well-being is natural among human beings in the world. This study establishes the conceptual application of well-being to academics in higher education institutions, specifically in the context of Indonesian private universities. Therefore, the concept of well-being in this study includes SWB and PWB. Academic happiness, or SWB, is a hedonic – pleasure and joy (Capuccino, 2013). This joy may be awakened, for example, when lecturers finish conducting a class and have lunch with other colleagues. Academics might enjoy their work and enjoy flexible working arrangements; however, academic PWB emphasises eudaimonic well-being known as ‘human flourishing’ (CDC, 2016), including recognition or acceptance, and appreciation.

3.3.3.1 Subjective Well-being

Subjective well-being (SWB) refers to a “good mental state, including all of the various evaluations, positive and negative, that people make of their lives and the effective reactions of people to their experiences” (OECD, 2013a, p. 10). According to OECD (2013a, p. 21), there are three different aspects of SWB: cognitive evaluations of one’s life, positive emotions (joy, pride), and negative emotions (pain, anger, worry). The measures of life evaluation refer to “life as a whole” and provide evaluations of life satisfaction as a function of satisfaction. Hence, subjective well-being comprises life satisfaction and positive emotional life experiences; although research on negative evaluations as part of subjective well-being is scarce. The measurement of subjective well-being is often assumed to be restricted to the measure of happiness (OECD, 2013a, p. 10). The definition of subjective well-being is broader than happiness and encompasses numerous measurements, such as people’s experiences (positive and negative) and life evaluation and satisfaction (OECD, 2013a).

According to Capuccino (2013c), the concept of happiness is complex, but all humans will experience it. The author suggests that happiness is not the same as a sense of well-being. Researchers such as Chen, Jing, Hayes and Lee (2013) propose two approaches to subjective well-being (SWB) and psychological well-being (PWB) through bi-factor analysis. The authors divide well-being into SWB, focusing on hedonic aspects, and PWB, focusing on eudaimonic aspects. Hedonic well-being is associated with the pursuit of happiness and pleasant life, while eudaimonic well-being refers to the contentment of human potential and meaningful life.

Subjective well-being (SWB) is referred to as “happiness” in studies by (Judge & Kammeyer-Mueller, 2011) and Diener (2009). The phenomenon of how a person thinks and feels about their life is subjective well-being (Diener, 2009, p. 1). SWB, or happiness, is an emotional state which is difficult to measure quantitatively. People may confess that they are happy, but this is not an assurance that they are pleased.

The theory of SWB in this study is derived from psychology (Diener, 2009; OECD, 2013a) and the World Values Surveys 2009 (United Arab Emirates Survey in 2009). Previous research associated with subjective well-being refers to a quality of life (Sirgy, 2012), happiness (Wang & Wong, 2011) and hedonic and eudaimonic happiness (Chen et al., 2013; Maltby, Day & Barber, 2005). Subjective well-being focuses on the hedonic aspect of well-being including is the pursuit of happiness and a pleasant life (Chen et al., 2013). Judge and Kammeyer-Mueller (2011) suggest that there is a need for integrative research across disciplines.

In this study, six dimensions of SWB are used to determine the level of importance of an academics’ family, work, religion, leisure, colleagues, and the amount of time outside the job. Family and religion are also included as control variables.

3.3.3.2 Psychological Well-being

Psychological well-being (PWB) can be regarded as self-actualisation and the establishment of quality connections (Keyes, 2007). Psychological well-being can be adopted in the sense of high motivation for academics, similar to Maslow’s self-actualisation theory (Maslow, 1943). PWB suggests that academics need credit and appreciation in their professional work. Furthermore, PWB is the acknowledgment of human existence and their potential (Chen, Jing, Hayes & Lee, 2013). Psychological

well-being focuses on Eudaimonia well-being, or positive psychology (Chen et al., 2013; Keyes, 2007). Epita and Utoyo (2013) identify the relationship between job satisfaction and psychological well-being (PWB) among government officials in Yogyakarta, Indonesia, while Sarotar Izek, Treven and Cancer (2015) adopt Ryff's psychological well-being in examining human resources practices in Slovenia. The latter paper identifies that Ryff's psychological well-being is multidimensional. The findings show that the dimension of 'autonomy' is stronger than the relationship between PWB and 'positive relations with others' and between PWB and 'self-acceptance'.

The construct of psychological well-being (PWB) in this study is derived from Ryff's Psychological well-being scale (Ryff, 1989). Ryff's Psychological well-being scale employs six dimensions; self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery and autonomy (Keyes, 2007; Ryff & Keyes, 1995; Sarotar Izek, Treven & Cancer, 2015). The first dimension is self-acceptance which is associated with a positive attitude toward one's self, including the good or bad qualities of a past life (Keyes, 2007; Ryff, 1989). The second dimension is positive relationships with others which include trust and intimate relationships qualities (Keyes, 2007). Personal growth relates to one's attitude to continuous development and personal growth (Ryff, 1989). The fourth domain is the purpose in life, which refers to one's direction in life (Keyes, 2007; Ryff, 1989). The fifth dimension is environmental mastery which is the ability to manage the environment and difficult external circumstances (Ryff, 1989). The last domain is autonomy, which is a self-determining and independent act of human beings; evaluating one's self by personal standards and authority (Keyes, 2007; Ryff, 1989).

The current study adopts parts of Ryff's Psychological well-being concept and the theory of motivation and self-actualisation from Maslow (Maslow, 1943; Ryff & Keyes, 1995). Recent structural and administrative revolutions in higher education have changed and influenced academic's behaviour and motivation. The concept of well-being in this study is based on prior research on happiness, organisational well-being, and findings from the preliminary analysis (focus groups and interviews).

3.3.3.3 Academic Well-being

Based on prior research on well-being, the current study requires a framework for understanding and evaluating academics' well-being in HEIs. The well-being of academics is constructed from subjective well-being and psychological well-being in educational institutions. The world of academics is concerned with teaching, research, supervision, community services, and students (Mapesela & Hay, 2006; Schulze-Cleven, Reitz, Maesse & Angermuller, 2017; Skelton, 2012). Academics must fulfil their social distribution of resources, power, and recognition using their knowledge and skills (Skelton, 2012). Academics want to be happy and appreciated by students, peers and the community.

Prior research on well-being measurements and conceptual frameworks has been conducted by, for example, the OECD, 2013a, 2013b, Thorpe, Jayashree and Hosie (2010); Van Praag and Ferrer-i-Carbonell (2010). The measurement of subjective well-being (SWB) in this study was constructed from this research; based on well-being in the workplace including the type of work conducted, work colleagues, and leisure time. SWB encompasses one's evaluation of life and their level of satisfaction, their positive and negative experiences, their feelings of happiness and their health.

Psychological well-being (PWB) is a positive function of prosperity that encompasses six dimensions of self (Keyes, 2007; Ryff, 1989). This study adapts Ryff's psychological well-being and adjusts it to Indonesian private universities. Not all indicators were included in the analysis, with amendments being made following the findings of the qualitative analysis of the preliminary study.

There is extensive research on human resources management and organisational behaviour (Akbari et al., 2016; Colquitt & Zapata-Phelan, 2007; Ferris, Hall, Royle & Martocchio, 2004; Fugate et al., 2010; Judge et al., 2010; Spagnoli, Caetano & Santos, 2012). An individual will respond to regulatory change that affects their work environment and influences leadership and HR practices in HEIs. The impact of changes in the workplace may generate conflict, stress, and miscommunication among academics, and may, therefore, affect employee happiness and well-being (Judge et al., 2010; Kumar, 2015; Weber & Camerer, 2003).

3.4 Hypotheses

There are nine variables included in the conceptual framework (see Figure 3.3) as the main factors that directly or indirectly influence academic well-being (SWB and PWB) in HEIs. The hypotheses are based on the nine variables from the hierarchical structural model of well-being, which consists of the changing workplace and the determinants of well-being. This hierarchical structural model is constructed from various theoretical perspectives of academic well-being. The control variables are discussed later in this section. There are 16 hypotheses in the conceptual framework of academic well-being.

3.4.1 Communicative Working Environment and Leadership Support

The change in the global atmosphere has influenced the HEI workplace. Academics and managers react to the change as to stabilise educational workplace. Reasons for conducting corporate reforms are poor financial performance, lack of skilled human resources, low technology, downsizing, and restructuring (Fugate et al., 2010).

The changing work environment affects the behaviour of academics in tertiary institutions, and social interactions within the organisation resulting from change (Barbour, Jacocks & Wesner, 2013; Camelia & Marius, 2013; Devos, Dupriez & Paquay, 2012). Tertiary education leaders prepare academic and non-academic staff to accommodate organisational changes. Even though the participants used in this study are academic staff, leaders and other staff are also included in the work atmosphere. While the change process flows from top to bottom (Bass & Riggio, 2006), leaders must still engage, inform and motivate their staff. They must also consider the fact that some segments of the workforce may resist organisational change (Feldman & Mulle, 2007). The problem of leadership communication during the reforms may result in the employees' resistance behaviours. Thus, the leadership role to create a better working environment is impeded.

Under certain conditions, the work environment may influence leadership, mainly in the context of change in tertiary institutions. While improving organisational performance is one of the main objectives of change, the result of regulatory reform may either enhance or erode employment conditions. The circumstance depends on the employee's trust in management (Oreg & Sverdlik, 2011), the capabilities of leadership and the attitudes of employees (Luzinski, 2011; Moyes, 2017).

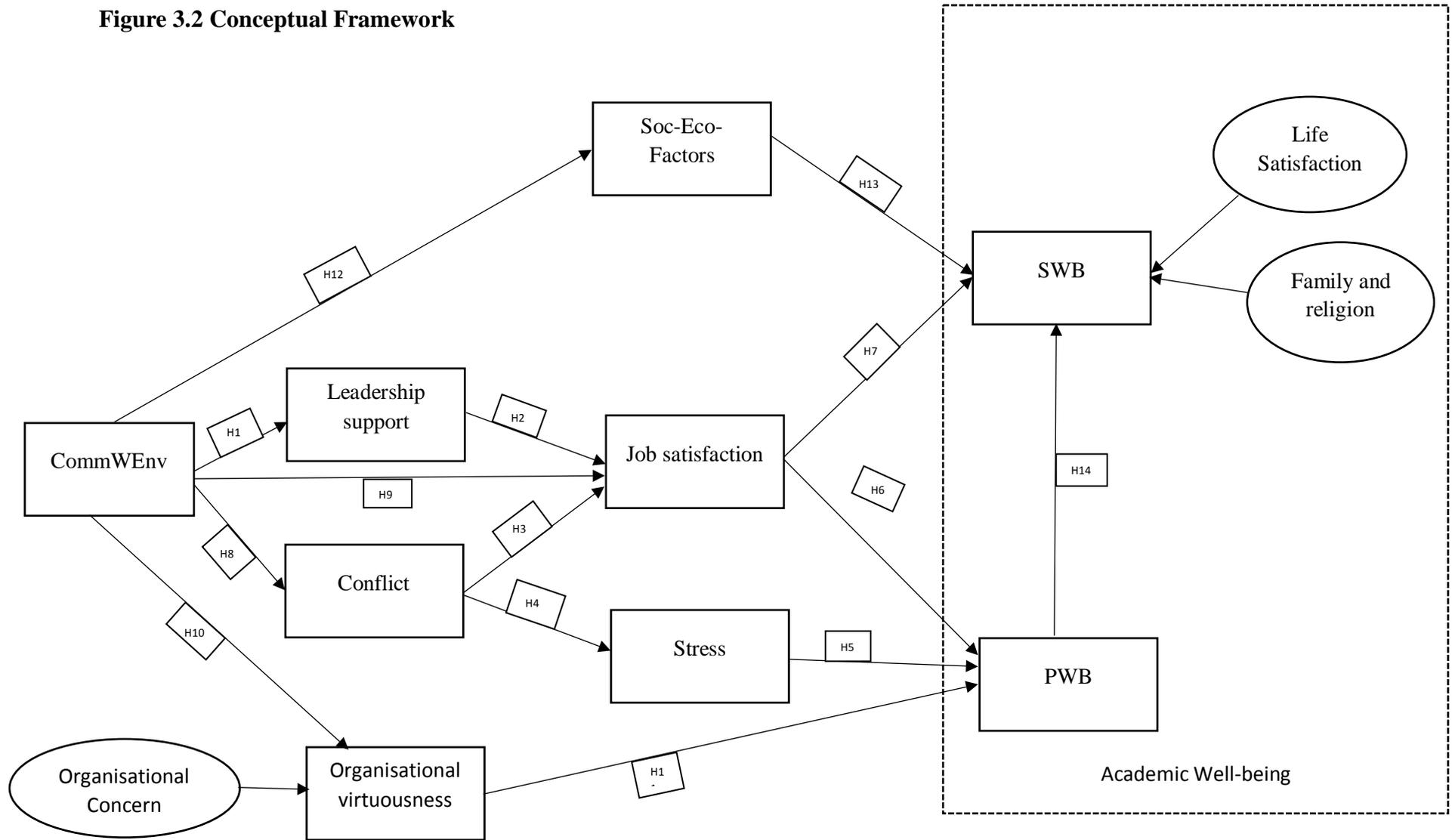
Organisational change requires active discussion and effective communication with employees.

Communication is crucial during the initial stages of implementing change. The scene is particularly so for Indonesian private universities, as they must strike a balance between responsibility and culture. The culture of 'sungkan' (power distance) between leaders and workers has given rise to difficulties in communication between managers and their subordinates. Academics look to managerial positions as positions of high quality and capability. Therefore, it is incumbent upon the leaders of these organisations to initiate and maintain effective communication in the workplace. The communication skills of the leaders are required in any circumstances; so that working environment and leaders are having impacts to each other.

Generally, leadership influences employees and the working environment. However, the background of organisational change creates a circumstance that the work environment affects leadership support. The reform in institution produces pressure on the leaders; thus they need to adjust decision and policies. Leaders communicate any new regulation to the academics to approve for the implementation. Also, they may alter how the way they communicate. The communicative working environment is a characteristic of a workplace with excellent communication between leaders and workers (academic and non-academic). The circumstance of the workplace resulted in the behaviours of leaders and faculty members; hence, there is a better interactive and communicative atmosphere. The happy workplace may influence the work ethics of the workers and increase academic performance and productivity. That is the expectation of every organisation to reach support during the change. The support could be from workers and managers; thus, workplace conflict might be avoided. The hypothesis proposed for the relationship between the communicative working environment and management or leadership support is:

Hypothesis 1: there is a positive relationship between communicative working environment and leadership support.

Figure 3.2 Conceptual Framework



3.4.2 Leadership Support and Job Satisfaction

Heads of schools in any department at the university have a direct relationship with the lecturers. Teamwork of the faculty members needs to improve productivity and academic's commitment (Akbari et al., 2016). According to Akbari et al. (2016) at the university, the team leaders and group organisational citizenship behaviour (GOCB) are essential to reach team commitment and productivity. The performance of institutions is based on the academic's productivity, loyal, and obligation. Leaders are responsible for making it happened and support the academic activity. Leadership support variable in this study is vital for increasing academic satisfaction and happiness. The supports have to efficient and effective in HRM practices; thus, the organisational change in HEI may enhance the academics' job satisfaction and create higher well-being.

This study focuses on the academic faculties who are engaging with the reform process and directly relating to the output process. The impacts of change and the support of leaders influence academic staff's job satisfaction. Their satisfaction is unintentional influencing the learning process at the university; thus, happy lecturers may affect to student's comfort and performance. As a result, students will get a working place after graduating the university degree. It seems that the outcomes of happiness and well-being are for long-term goals, but the start-up point in managerial planning is essential to include well-being and happiness as the institutional aims.

Effective change depends on the effectiveness and ability of management to support employees (Jellison, 1993; Liu, Wang & Chua, 2015). Management/managerial support is defined as the degree to which employees form general impressions that their managers appreciate their contributions, are supportive, and care about their subordinates' well-being (Agarwala, Arizkuren-Eleta, Del Castillo, Muñoz-Ferrer & Gartzia, 2014, p. 1465). The support that workers receive has an impact on employees' work and non-work life (e.g. family and self-satisfaction). An employee's quality of working life is associated with the quality of their personal life (Agarwala et al., 2014) and the relationship between work and family obligations (Peter, March & du Prel, 2016). Every lecturer has a priority such as family; however, an academic has to balance the relationship between family and office (work) — also, educational needs a leisure time as a relaxation.

Motivation from leadership will influence and enhance job satisfaction (Jernigan & Beggs, 2010). This type of leadership, in which the leader may inspire and motivate their subordinates, is known as transformational leadership (Artley, 2017; Barbinta, Dan & Muresan, 2017). Furthermore, Jernigan and Beggs (2010) indicate that there is a significant relationship between five alternative substitutes of leadership and job satisfaction. The five alternative replacements of leadership are: (i) task, which is characterized as substantially satisfying and providing direct feedback, (ii) organisational formality, (iii) intrinsic satisfaction of tasks, (iv) tasks categorised as unambiguous, routine and methodologically invariant, and (v) the presence of a close-knit and cohesive work group. Jernigan's study suggests that these substitutes for leadership have the potential to influence the useful direction and employee satisfaction.

Educational system reform at the university has a direct and indirect impact in the academic workplace. There are conflict, stress, pressure, and socioeconomic shift during the process of change. The workplace conflict triggers tension and animosity (Jehn, 1995). The managers must know how to resolve the unwelcome situations. These conditions create not only undesirable consequences but also desirable outcomes, such as innovation (Ayoko and Callan, 2010; Ayoko and Pekerti, 2008), workplace trust (Ayoko and Pekerti, 2008), and satisfaction (Ayoko and Callan, 2010). The job satisfaction might increase if lecturers received the proper treatment from the head of the school or department.

The role of managers is to support worker satisfaction, motivation, and performance (Petrescu & Simmons, 2008). Without leadership support, the academics may not find the feeling of security and convenience during their works. Leader character is a degree that employees perceived it as the role model and positive influence (Thun & Kelloway, 2011). The support from management and organisation is essential for encouraging academics' satisfaction. Also, academics require guidance from their leaders to adapt to organisational change effectively. Therefore, the second hypothesis suggested is:

Hypothesis 2: there is a positive relationship between leadership support and job satisfaction.

3.4.3 Conflict and Job Satisfaction

Conflict is a condition whereby differences, opposition, and contradictions co-exist to varying degrees (Erbert, 2014). Conflict is a process where one party perceives that another party has opposing views or actions, and in turn, these differences are acted out through various forums (Thomas, 1992). Moreover, conflict is also known as a difference of opinion or incompatibility between people (Cahn, 2012). These differences in views and ideas occur in most institutions. The differences are getting bigger, mainly as a result of organisational change and adjustment.

The resolution of conflict is essential in HEI, especially disputes between academics and management. Conflict is shared among employees within an organisation and may manifest as the disagreement over policies, programs, and procedures (Naji & Tabouli, 2011). Faculty members with their expertise contribute better programs and systems for the university development. Singleton, Toombs, Taneja, Larkin and Pryor (2011) note that conflict is inevitable in any situation involving human interaction. The authors identify that dispute is a natural consequence of communications caused by personality clashes, stress, and workload. Change in programs and systems could create work burden and overload; therefore, academics faced pressure and conflict with others. In that circumstance, the lecturers may not focus on their primary jobs because of the stress and unhappy working environment. Therefore, job satisfaction will be decreased if managers do not resolve the conflict rapidly.

Moreover, Derr (1972) states that conflict include interpersonal conflict, intrapersonal conflict, organisational conflict, inter-organisational conflict, and destructive conflict. Consequently, it is suggested that conflict resolution requires precise identification of the type of conflict that has occurred. Further, personal conflict is caused by internal issues such as one's personality and the kind of person involved (James, Chen & Goldberg, 1992; Singleton et al., 2011). For example, individuals who are primarily socially-oriented will exhibit heightened compassion for others within the community and groups, while an individual that is instrumentally-oriented will likely be more ambivalent about issues that impact a group of people (James, Chen & Goldberg, 1992; Singleton et al., 2011). Similarly, the fear of happiness is also influenced by personality dimensions (Agbo and Ngwu,

2017). Therefore, individual conflict and the fear of joy reduce the feeling of satisfaction in both one's life and work.

Organisational change generates conflict in higher education institutions with example, changes in Human Resources (HR) practices, such as the issuing of promotion, pay systems and training, have all been observed to result in conflict within an organisation (Oreg & Sverdlik, 2011; Ashkenas et al. 2013).

Academic conflict affects academic motivation, job satisfaction, commitment, compromise, and effectiveness (Churchman, 2006; Sotirofski, 2014). Further, conflict creates stress and reduces job satisfaction (Naji & Tabouli, 2011; Piko, 2006). Dijkstra, Dierendonck and Evers (2005), Piko (2006) and Pyhältö et al., (2011) state that role conflict and occupational stress had a negative influence on health and often results in emotional exhaustion (burnout) and creates distress for the individual experiencing it (Floyd & Lane, 2000). As a result, academics with health and emotional problems influence and generate an unhappy working environment and affect other colleagues. If there is an increase in conflict, there will be a decrease in job satisfaction; unless the management resolve and pacify the conflict impacts. Based on the literature that conflict could produce the desired outcomes such as creativity and joy, but it was in a minor disagreement. In the context of organisational change, the conflict is accompanied by the resistance to change, and it needs a considerable solution. The following hypothesis is suggested:

***Hypothesis 3:** there is a negative relationship between conflict and job satisfaction*

3.4.4 Conflict and Stress

Conflict and tension are connected with the working environment and worker's responses, albeit there is no change in the organisation. Conflict acts as a stressor in any given organisation and some cases can increase psychological strain (Dijkstra, Beersma, & Evers, 2011), increase depressive symptoms (Peter, March, & du Prel, 2016), decrease health (J. Li et al., 2016), and adversely affect the work environment (Friedman, Tidd, Currall, & Tsai, 2000). These conditions create further displeasure and unhappy workplace. Conflict is also the reasons for employee's turnover, absence level, and work dissatisfaction (Dijkstra et al., 2005).

Stress is complex concepts and perceived as a negative response from a negative experience called Negative Affect, NA (Watson, 1988). Stress involves interactions between people and the demands and burdens presented by the external environment (Bali & Goel, 2013), such as a change to the curriculum (Louvel, 2013) or the introduction of a new system (Knani & Fournier, 2013). Firstly, the initiation of the new system in an organisation is anticipated to have positive results, however, a short period following implementation, the new system may generate more stress and therefore decrease the well-being of employees (Knani & Fournier, 2013). According to Goodheart, Clopton and Robert-McComb (2012), a strain is a source of adverse conditions experienced by people of all ages, from a variety of cultures. That pressure manifests in emotional situations as well as physiological and behavioural reactions (Fox, 2000).

Many factors influence stress including physical and mental conditions which affect human emotions. In the working environment, tension arises when an employee recognises a situation is too difficult to handle and threatens their well-being (Bali & Goel, 2013, p. 3639). Stress is also generated in the environment of higher education institutions experiencing organisational change. Lecturers felt tiresomeness with their jobs and work adjustment. The teaching schedule is changed and unarranged. The students become the objects of resentment and distressed. Student academic performance is also decreased. In the meantime, the lecturers may discuss the reform with other colleagues, and possibly ignore the students and other responsibilities. When the discussion among lecturers enhances the rumours and gossiping, then, the condition creates more stress and conflict. Academics with high workload and anxiety tend to experience a reduction in collegiality and loyalty to their work, meaning they consequently underperform in their positions (Kumar, 2015) even though they are still committed to the organisation (Churchman, 2006).

Workplace conflict may further increase work-related stress and influence individual happiness and well-being (Dijkstra et al., 2011), although conflict may also result in the desired outcomes such as innovation and trust (Ayoko & Callan, 2010). However, a conflict occurs among academics has resulted in a negative working environment which creates pressure on employee's responsibility. When the level of conflict and stress increase, academics feel the burden which contributes to the potential for burnout. The circumstances would affect the manager's decision.

Conflict could be a stressor in the working environment, and the feeling of tension and pressure could trigger disagreement among lecturers. The connection between these two variables depends on the objectives and background of the study. Therefore, in this study the relationship between conflict and stress generates the proposed hypothesis:

Hypothesis 4: there is a positive relationship between conflict and stress.

3.4.5 Stress and Psychological Well-being

Organisational change generated conflict at work and resulted in more organisational stress, and decreased psychological well-being (PWB). Academics may feel that as a result of organisational change that their well-being has deteriorated.

Workers with low affective well-being may have increased levels of tension and anxiety, while workers with high affective well-being will perform well (Hosie & Sevastos, 2009; Kwong, Wang & Clifton, 2010; Tam & Rigsbee, 2013; Wright, Cropanzano, Denney & Moline, 2002). Kumar (2015) and Powers et al. (2007) both state that a person with a high spiritual score and high positive affective well-being tends to experience less stress and behaves positively within the workplace. Judge and Kammeyer-Mueller (2011) find that happiness improves the body's immune system, resulting in good health and the production of a variety of desirable outcomes.

Leaders may influence health-promoting working environment for institutions and their workers (Jimenez, 2017). Healthy working environment supports academics to work better and convenience. Psychologically, scholars find security during their teaching and research time when they do not stress. Nevertheless, when the HEI adopts the modification in its system and regulation, the situation is also changed. Stressful circumstances and pressure emerge at the initial process of adjustment. New system and rule enhance the tension and reduce academic well-being, especially psychological well-being.

Chadwick, Zoccola, Figueroa and Rabideau (2016), Peter et al. (2016) and Powers, Cramer and Grubka (2007) state that life stress is related to a negative affective state and tension often leads to depression. Such depression leads to diminished responsibility in performing tasks at value. Workers experiencing stress may distance

themselves from fear, and they tend to perceive their jobs as being unattractive (Kumar, 2015). Consequently, worker behaviours may affect their health (Bali & Goel, 2013; J. Li et al., 2016), well-being and functioning of other workers.

Prior research on well-being focuses on positive activation such as job satisfaction and happiness (Fischer & Boer, 2011). This study focuses on both positive and negative activations (conflict and stress). Many of the previous studies assess the relationship between stress and job satisfaction (Cotae & Montemayor, 2012), and the relationship between stress and well-being (Bliese, Edwards & Sonnentag, 2017; Cotae & Montemayor, 2012). Alternatively, job satisfaction may be used as a mediating variable between stress and well-being. However, the intervening variable or mediating variables will be discussed in the quantitative analysis in chapter 6.

Tertiary institutions require adopting the management of tension and conflict in order to create a happy working environment. The impact of stress management may have a persistent effect on work life in one institution, and then it will increase satisfaction and well-being.

Stressful circumstances reduce the harmonious work life in the organisation; hence, academic staffs at university determine that educational working environment is no longer a convenience. The academic's situation depends not only on internal condition but also on external circumstances, such as new system implementation during the adjustment. Lecturers have different backgrounds and problems, and the changing workplace also affects their satisfaction and happiness. There is an expectation that organisational change might be influencing their psychological well-being (PWB). The prediction is that pressure has a harmful effect on PWB, while job satisfaction has a positive impact on PWB. In the meantime, stress or pressure affecting the feeling of workload burden; then lecturers felt their self-acceptance and self-actualisation are decreased. Therefore, the proposed hypothesis of the association of stress and psychological well-being is:

***Hypothesis 5:** there is a negative relationship between stress and PWB*

3.4.6 Job Satisfaction and Psychological Well-being

Variables stress and conflict influence job satisfaction, happiness, and well-being (Bliese, Edwards, & Sonnentag, 2017; Cotae & Montemayor, 2012). Al Jenaibi

(2010) found that job satisfaction is linked to effective management, clear communication, adequate facilities, better benefits, and up to date technologies. The author suggests that a lack of job satisfaction may lead to increased absenteeism and turnover of employees, whereas sufficient job satisfaction increases the degree of happiness in the workplace. Furthermore, employees will be satisfied, motivated, and will perform well when they have adequate supervision from managers (A. I. Petrescu & Simmons, 2008).

In the context of organisational change, Knani & Fournier (2013, p. 403) discuss that employees have a high expectation that the new system in the institution will be a success; but then after a few weeks of adjustment, system implementation reducing job satisfaction and worker's well-being. The authors stated that the reasons behind these circumstances that the changed working environment may decrease the employee's performance and self-efficacy. Workers perceive and face a challenging new job system in the organisation, and then, they experience the difficulties of the application. The distress has created low self-confident in implementing the jobs in the new adjustment; then it reduced work satisfaction and PWB.

Lecturers will stay motivated and contribute their skills and performance in HEI if organisational change impacts are not large, especially to their happiness and well-being. As the faculty members, lecturers have professional expertise and self-esteem in doing their teaching and research. They find job satisfaction and PWB from what they contribute to the institutions. If the satisfaction is increased, then PWB is increased. Hence, the relationship between job satisfaction and PWB is positive. Academics or employees who are experiencing a stable level of PWB have a motivation to stay and work longer.

Epita & Utoyo (2013) and Tanujaya (2014) have identified a positive relationship between job satisfaction and PWB. Those studies of PWB were conducted in two different working environments: cleaning services in Jakarta and government officials in Yogyakarta. The outcomes in both studies generated the same conclusion: that, psychologically, workers need recognition in their job. The studies outline how job satisfaction influences workers' well-being, especially PWB. Another type of employees such as lecturers, they also need the appreciation and acknowledgment as their hard work mainly with the background of the current organisational change.

Academics need similar gratitude for what they are doing onto their jobs, albeit other scholars perceived their jobs as a calling or passion for education.

Job satisfaction as a part of overall life satisfaction is associated with well-being (OECD, 2013). Life satisfaction is a comprehensive assessment of life including finance, job, personal growth, leisure, health, environment, and family (OECD, 2013). OECD (2013, p. 106) discusses that wages are an essential determinant of job satisfaction for both men and women. Recently, the waves of study are more focused on the measures of mood and aspects of psychological well-being (OECD, 2013, p. 23). In this study, PWB is connected to the academics' mood and recognition and replicated part of Ryff's PWB. The appreciation of the contribution of scholars may lead to the feeling of acknowledgment of their performance; thus PWB is important for an individual's existence (Chen, Jing, Hayes, & Lee, 2013) and satisfaction. The proposed hypothesis for this section is:

***Hypothesis 6:** there is a positive relationship between job satisfaction and PWB*

3.4.7 Job Satisfaction and Subjective Well-being

Job satisfaction is related to the capability that workers have. The ability to adjust with new things at the workplace is also the indicators of personal work adaptation, such as career adaptability and job attitudes (Fiori, Bollmann, and Rossier, 2015). Thus, job satisfaction depends on the individual ability to adapt to change. The more workers adjusting with the modification is the greater job satisfaction. Satisfied academics may increase the feeling of subjective well-being (SWB).

At work, the measurement of SWB is associated with the type of work itself, work colleagues, and the extent of free time away from work. SWB, or happiness at work, has been the focus of research across a variety of disciplines (Baek-Kyoo & Insuk, 2017; Blanchflower & Oswald, 2011; Judge and Kammeyer-Mueller, 2011; Pereira & Coelho, 2013). SWB determinants include not only life satisfaction (Erdogan, Bauer, Truxillo, & Mansfield, 2012), but also job satisfaction, life evaluation, and fulfilment of needs (Chen et al., 2013; OECD, 2013; Tay & Diener, 2011). Fisher (2010) suggests that happiness at work is more than job satisfaction. Happiness or SWB may include job satisfaction, life satisfaction, work engagement, and corporate commitment. The previous studies show that SWB as happiness, however, both terms are slightly different. The measurement of SWB focuses on what object of the

study, while the measure of happiness is more general and broader than SWB (as described in the preliminary investigation).

The mood of employees is also associated with job satisfaction (Ilies & Judge, 2002). Job satisfaction is a dynamic process that is developed over time, which is related to substantive changes in feelings related to the job (Ilies & Judge, 2002, p. 1119). Job satisfaction is connected with the worker's expectation and experiences. Markowitz (2001) and Watson, Clark and Tellegen (1988), state that the positive affect (PA) and negative affect (NA) are significantly correlated to the mood of workers in their social activities and interactions. Positive feelings may increase social communication, social action, interpersonal satisfaction, and job satisfaction (Ilies & Judge, 2002; David & Anna, 1992; Watson, Clark & Tellegen, 1988). However, stress is significantly related to negative affect (NA) measures although increasing pressure does not reduce an employee's energy and enthusiasm in positive affect (PA) measures (Watson, Clark & Tellegen, 1988).

For academics, satisfaction at work may increase the creativity of lecturers, as their job satisfaction is related to SWB (Diener, 2009) as the measure of well-being (Wood et al., 2012). Academic SWB is influenced by family and religion, since in Indonesia the majority of population are Muslim which has a strong relationship between faith and family. Additionally, the measurement of SWB is controlled by life satisfaction variables, such as family income, house, and food consumption. The standards of SWB are relevant to monitor and create the policy (OECD, 2013), especially policy in tertiary institutions. The policymakers at the university are rectors, vice-deans, directors, deans, human resources managers, and heads of schools; they decide how to build a better system for creating a decent working environment, particularly in human resources department.

The value of SWB (for the reliability) is generally small in the previous studies; while life satisfaction reliability value is more significant (OECD, 2013). In prior research, job satisfaction is identified as happiness or SWB, and it depends on the objectives of the study. Previous studies of SWB were connected with stress and conflict only, while other researchers are the examination of SWB with employee performance and productivity. In the current investigation, the proposition for the relationship between academics' job satisfaction and SWB is:

Hypothesis 7: there is a positive relationship between job satisfaction and SWB

3.4.8 Communicative Working Environment and Conflict

The work environment involves the physical geographical location as well as the immediate surroundings of the workplace, such as a construction site or office building (Business dictionary, 2016). Holmes (2003) defines that “a determining characteristic of the nature of the working environment (workplace) change is the balance of forces between management and employees at the level of the firm, industry, region or nation” (p. 351). Holmes (2003) discussed that a positive working environment permits individuals and groups to explore interests and conflict differences. Pyhältö, Pietarinen and Salmela-Aro (2011) suggest that the working environment for schools or educational institutions is a place that is dynamic, complex and nested.

Reinsch (1991) defines communication as a deliberate and voluntary verbal exchange between human beings using held symbols, such as written or oral words, in a natural way that is agreed upon by the participants. Within higher education institutions, this involves communication between employees and management (representing employers), lecturers and other scholars, and between managers and other leaders. The symbols used in conversation can be a mixture of words and body language and can incorporate strategic signals such as regulations, vision and mission statements of the company. Communication requires a mutual appreciation and understanding of these symbols for effective communication to occur. Interaction and connection happened in the daily activities among leaders, academic and non-academic staffs.

In higher education institutions, academics engage with and comprehend active communication processes with managers (heads of schools or faculty) and students. The messages among faculty members might connect smoothly without any disruptions if all members understand how to engage in proper communication. Implementing change in an organisation can be complicated if leaders do not comprehend how to communicate well and persuade employees to achieve the objectives of the proposed changes. In some cases, organisational change may lead to fear, uncertainty, and instability for some workers (Goodman & Loh, 2011; Petrescu,

2011), and even the resistance to change (Harvey and Broyles, 2010). These issues may lead and influence other faculty members resisting the change.

Uncertainty and instability may give rise to increased stress and the overlap of jobs among employees. In this situation, poor communication about organisational change triggers conflict and tension (Chadwick, Zoccola, Figueroa & Rabideau, 2016). Conflict and stress are inevitable due to the complexity and adjustment of organisation life. The interaction among the employees at the workplace may create conflict, especially if there are incompatible argument and misunderstanding (Dijkstra, Beersma, & Evers, 2011). The following hypothesis is suggested:

Hypothesis 8: there is a negative relationship between communicative working environment and conflict.

3.4.9 Communicative Working Environment and Job Satisfaction

Communicative working environment (CWE) is a workplace surrounding by effective interactions between management and employees. CWE provides a positive atmosphere for academics doing their activities. However, the change of workplace might cause organisational issues, such as conflict, stress, worker's distrust, and work dissatisfaction. Causes to contradictions are from different choice and values during the process of change, especially if academics are not being involved the planning of adjustment.

Leaders and managers must ensure effective communication strategy in the workplace during periods of change (Barbour, Jacocks, & Wesner, 2013). The interpersonal skills of managers are critical at this time. The first step is to provide that there is a sufficient number of people who show an interest in opportunities and problems during the change process (Petrescu, 2011). The expertise and experienced people will guide how to plan and process the change. They may be managers, academics, and change agent who are driving and navigating all the change projects. The duty of rectors, deans, and heads of schools is to communicate and make a personal approach to academics, to exercise the change. The moral behaviour of the leaders and managers may impress the academics to follow the instructions and enhance job satisfaction.

Moreover, the role of HR managers and change agents depends on managerial interaction with all employees within the organisation (Kim and Ryu, 2011). The planned change that develops the system and is a decision to acquire any assistance from outside agent (Ottaway, 1983) or inside agent, such as HR department managers (Kim and Ryu, 2011). The role of change agent is to link managerial decision of change and employee's inspiration and new system implementation. Academics as the frontline workers and heads of school as the line managers often dishonour the role of HR managers in the process of change (Kim and Ryu, 2011). If the change agent assumes a dominant position in the transformation process, resistance to the difference will increase, as employees may feel that the adjustment interrupt their job and their activities. As a result, change may introduce individual conflict and stress.

Miscommunication can lead to disagreement and misunderstanding among workers. Conflict at work will increase work pressure and strain, and in the long run will reduce well-being (Dijkstra et al., 2005). Furthermore, conflict is a persuasive stressor and reducing job satisfaction and well-being (Dijkstra et al., 2011). Such condition affects the high employee's turnover, disputes, and unhealthy working environment.

A good working environment has been identified to be associated with effective leadership, precision of communication regarding new systems and policy, the procedure of communication (Putten, McLendon & Peterson, 1997), and support within the organisation. An effective communicative working environment (CWE) supports academics doing their teaching, research, and other related tasks in HEI. As a result, the faculty members will find their satisfaction, even though the university conducts the adjustment. Such workplace may produce favourable circumstances, performance, and happiness. Thus, the communicative working environment will increase job satisfaction (Jernigan & Beggs, 2010) at the university. The ninth hypothesis of this study proposes for the relationship of communicative working environment and job satisfaction is positive.

Hypothesis 9: there is a positive relationship between communicative working environment and job satisfaction.

3.4.10 Communicative Working Environment and Organisational Virtuousness

Educational leaders support academics and other employees to achieve the goals of the university. There is a need to build a positive atmosphere and the perception of OV among academics and managers. Perception of OV has a significant association with organisational citizenship behaviour (Malik & Naeem, 2016, p.113).

Managers need to empower employees and improve the working environment (Bozeman & Gaughan, 2011; Jernigan & Beggs, 2010). If management is not able to manage and communicate effectively with employees, dissatisfied workers are more likely to leave the organisation (Iqbal, 2010). Ideally, the tertiary working environment implements interactive communication among academics, non-academics, students, and managers. However, the personal preferences of managers also influence contact with academics, due to differences in culture and race, particularly in Indonesia.

The interactions and support of management are based on corporate culture and values. Communication is based on the trust of managers and commitment to the organisation. Academics with high engagement and an appreciation of the benefits and corporate culture are more likely to support any change adopted by the organisation. They are also able to effectively communicate any issues regarding the proposed amendment with their leaders. Moreover, managerial and organisational support for employees in a changing context affects employee perception of organisational virtuousness and improves their support for the change process and their commitment to the organisation (Agarwala et al., 2014; Churchman, 2006).

The interactive working environment increases the perception of OV and encourages academics aspirations and attitudes. Based on this, the following hypothesis is proposed:

***Hypothesis 10:** there is a positive relationship between communicative working environments to perception of organisational virtuousness.*

3.4.11 Organisational Virtuousness and Psychological Well-being

The perception of virtue by academics in tertiary institutions influences their psychological well-being (PWB). Leaders can create happiness in the workplace by creating positive support systems, systematic careers path (Meyer, 2015), encouraging personal learning (Remy et al., 2017), providing socio-emotional needs

and tangible benefits (Ishfaq et al., 2018), and fostering continuous innovation (Remy et al., 2017). The leadership and organisational support are observed to increase academic's self-confidence and efforts to participate and accomplish corporate goals. Additionally, management offers further study for academics and encourages them to develop higher skills in education.

The environment plays a vital role in employee perception of their care and well-being (Ishfaq et al., 2018). Rego et al. (2011) state that encouraging OV through honesty, interpersonal respect, compassion, forgiveness and learning from mistakes, increases employees' affective well-being and commitment. The research suggests there is a positive relationship between the perception of OV with employees' affective well-being and performance. The highest aspirations of employees increase their mental energy to be more focused on creative achievement and efforts (Remy et al., 2017). Moral attitudes and behaviours that encourage corporate success are an invaluable contribution to the organisation.

Academics with a keen perception of OV tend to appreciate their co-workers and leaders more. They readily forgive mistakes made by others within the organisation and are more understanding of other's circumstances. They also tend to avoid conflict or contradictions with colleagues. The manifestation of OV, such as gratitude, wisdom, forgiveness, compassion, resilience, and other similar virtues, is gaining interest in the scientific literature (Cameron, 2003). The outcomes of high OV enables an organisation to create definite meaning at work and cultivate psychological and physical well-being (Rego, Ribeiro & Cunha 2010, p. 226). Hence, the values of an organisation and the aspirations of leaders will result in positive feelings of PWB. The virtues and corporate culture in HEI enhance the benefits of organisation and general psychological well-being of academics. The following hypothesis is proposed on this basis; the more workers perceive leaders' aspiration, the more high level of PWB:

***Hypothesis 11:** there is a positive relationship between perception of organisational virtuousness and psychological well-being.*

3.4.12 Communicative Working Environment and Socioeconomic Factors

Achievement creates happiness, which is reduced over time. Robert Frank as cited in Horowitz, List and McConnell (2004 p. 2) states that “the more one consumes of

something, the less one is willing to pay to obtain more of it". The concept is known as the diminishing marginal value theory (Horowitz et al., 2004). This theory is supported by the Affective Events Theory (AET), which was introduced by Weiss and Cropanzano in 1996 as an alteration of the Adaptation Theory established by Harry Helson in 1947.

Change implemented within a working environment is temporary. Workers' conflict and stress may increase at a certain point. However, this will reduce with time and employee will eventually accept the change.

Prior research connected income to well-being (Jorgensen et al., 2010; Selezneva, 2011), SWB and socioeconomic factors (Thorpe et al., 2010), performance to SWB (Blanchflower & Oswald, 2011), and social factors and happiness (Binder & Coad, 2011). Moreover, there are many types of well-being including subjective well-being, affective well-being, to psychological well-being. However, none of the studies includes all socioeconomic factors related to the working environment. This sub-section is the relationship between communicative working environment (CWE) and socioeconomic factors.

The working environment is a social environment in which values, authority, gender and class are both shaped and altered (Holmes, 2003, p. 370). In higher education institutions, the socio-economic factors of academics, including age, income, and education, number of children, academic level of employment, years of service, and hours of work, will all impact on their perception of well-being and their reactions to change. A working environment with good communication will generate an increase in motivation and satisfaction (Petrescu & Simmons, 2008). CWE influenced the motive of academics to increase their socioeconomic levels for a better life. The proposed relationship between CWE and socioeconomic factors is:

***Hypothesis 12:** there is a positive relationship between working environment and socioeconomic factors.*

3.4.13 Socioeconomic Factors and Subjective Well-being

Dockery (2010) states that it is not uncommon to find that people with higher educational degrees have lower levels of happiness and life satisfaction. On the other hand, Blanchflower and Oswald (2011) state that, in the United States, higher

educated people tend to have a higher level of happiness. It appears that the feeling of subjective well-being is variable across different countries and cultures. Australia and the United States are both English speaking countries and are well developed when compared to Indonesia. This study examines the relationship between socioeconomic factors and the level of happiness in Indonesia.

Socioeconomic factors determine health, employment, education, and income (PDHPE, 2012). The author states that these factors relate to and influence one another. Employment and education influence income level, which in turn affects health. Indonesia, as a developing country, encourages people to improve their socioeconomic circumstances through education and available natural resources. The current government continues to expand its educational allocation to develop human resources with rising social and economic levels.

Academic SWB in the study consists of five dimensions: work, work colleagues, leisure time, family, and religion. However, in the further examination and literature review related to Indonesian culture and education, the indicators of family and religion are introduced as control variables. SWB is controlled by life satisfaction as prior research presented that life evaluation and life satisfaction are included in SWB measurement (OECD, 2013). Therefore, SWB is controlled by family, religion, and life satisfaction.

Additionally, it seems that positive relationships with family, relatives, and friends are the leading causes and factors of life satisfaction and happiness (Azizi, Mohamadian, Ghajarieah & Direkvand-Moghadam, 2017). People of a higher socioeconomic level (especially income and educational level) will increase their academic happiness or subjective well-being (SWB). The socioeconomic status arises the feeling of pride and satisfaction among Indonesian academics. Prior studies found that socioeconomic factors such as income, life expectancy, literacy levels, and education level are related to life satisfaction and SWB (Jorgensen et al., 2010; Thorpe et al., 2010). It is believed that increased socioeconomic factors may increase academic SWB.

***Hypothesis 13:** there is a positive relationship between socio-economic factors and subjective well-being.*

3.4.14 Subjective Well-being and Psychological Well-being

Psychological well-being (PWB) focuses on eudaimonic well-being, which refers to the fulfilment of one's potential and having a meaningful life (Chen et al., 2013). PWB involves the concept of self-actualisation and the quality of connections between human beings (Chen et al., 2013; Cameron, Bright & Caza, 2004; Sarotar Izek, Treven & Cancer, 2015). Also, PWB is the recognition and appreciation feelings of academics. There are six dimensions of psychological well-being: self-acceptance, positive relationships with others, personal growth, purpose in life, environmental mastery and autonomy (Sarotar Izek, Treven & Cancer, 2015; Keyes, 2007; Ryff & Keyes, 1995).

Psychological well-being is also self-confidence with the positions as academics in private Indonesian universities. Academics find that they have a good relationship with managers, work colleagues, and students. They are confident that they understand the environment as their place to express their interest in research. Academics have self-sufficiency and freedom to precise their objectives in life. Additionally, the position as academics encourages them to maintain personal growth.

PWB in this study involves the examination of the psychological feelings of academics in tertiary institutions, in particular, the existence and recognition. They felt that to acquire the job as an academic need a long passage and sacrifice. Furthermore, PWB is also related to motivation, particularly for the first dimension of self-acceptance. Academics have a strong motivation to help students reaching the future. PWB is positive well-being as part of subjective well-being (Keyes, 2007), while SWB is positive and negative well-being resulted from the experience (OECD, 2013, p. 10).

SWB is how humans think and experience their lives (OECD, 2013). OECD (2013, p.10) defined SWB encompasses three elements; live evaluation, affect, and eudaimonia. The paper explains that eudaimonia is an excellent psychological functioning or PWB. Thus, PWB is a part of SWB, because SWB is broader than happiness. In PWB domains must include consideration of needs; therefore, fulfilling these needs should be leading to higher SWB (Tay & Diener, 2011). The need to receive appreciation and acknowledgment is also necessary for every human. If the fulfilment of obligation achieved, thus academics will be satisfied and happy.

Perhaps, many SWB studies are linked to good mental states or positive effects. This study is also focusing on the positive aspects of SWB; thus, PWB is related to SWB. Therefore, the proposed hypothesis for this relationship is:

***Hypothesis 14:** there is a positive relationship between psychological well-being and subjective well-being*

3.4.15 Organisational Virtuousness and Stress

The perception of organisational virtuousness (OV) creates the virtues in regulatory systems and behaviour. The relationship between managers and employees is based on their aspiration and belief, as long as they perceive that their attitudes are merits. In a changing workplace, leaders and subordinates provide their willingness to accept all new circumstances which are somehow creating conflict and stress. The adjustment process sometimes put academics under pressure with added workloads; while heads of schools and administrative staffs face a similar situation. The intention to behave appropriately may produce the reverse behaviours of the leaders. There are previous studies about the association between OV and stress, even though the reviews are not a direct relationship (Tepper, 2000; Thun & Kelloway, 2011).

Leader character is a measure of virtuous behaviour (Thun & Kelloway, 2011) may provide a positive moral impact on academics. Educational leaders in changing HEI must demonstrate behaviour and attitude as a role model. Hence, academics may follow the instructions from managers how to implement the new regulation in teaching and research methods. However, the pressure during the alteration at the university may guide the leaders to adopt the wrong ways and execute abusive supervision (Tepper, 2000). Abusive supervisory is counterproductive work behaviour (Tepper, 2000; Thun & Kelloway, 2011, p. 274). The causes of such behaviour are the supervisors feel powerless to do corrective action, and they often fail to diagnose their abusive behaviour (Tepper, 2000, pp. 178-179).

The perception of organisational virtuousness (OV) is based on managers and employees' insights. Adverse behaviour may create pressure and stress, while the virtue behaviours will reduce the stress level during the adjustment process at the university. Therefore, this study proposes the relationship between the perception of OV and stress as:

Hypothesis 15: there is a negative relationship between the perception of organisational virtuousness and stress.

3.4.16 Job satisfaction and Socioeconomic Factors

Based on previous research, income is associated with SWB, and salary is one of the socioeconomic factor dimensions. This study includes five socioeconomic factors (not only income). In this study, socioeconomic factors indicators consist of age, the number of children, academic level of employment, years of service, and real monthly income; while job satisfaction dimensions are teaching income, reward structure, and ability to take annual leave. In HEI, academics' satisfaction will influence the feeling of comfort to stay longer and loyal to the institution. Thus, this situation may increase the years of service.

Job satisfaction of academic relates to the emotional and personal condition of the jobs. There are four aspects of job satisfaction: "reward structure, work atmosphere, management practices, and the work itself" (Spagnoli et al., 2012). Spagnoli et al. (2012) examined that job satisfaction is a comprehensive variable, and work satisfaction was related to the working environment and rewarding systems. The incentives and rewards that they received are often not appropriate with their efforts and energies. Moreover, the relationship between academics and heads of schools is not as positive as the organisational change triggers conflicts and pressure. Management and HR practices conducting the difference is possibly not accepted by the academics. The aspect of work climate creates an adverse impact on academic satisfaction. However, if management maintains the level of job satisfaction, it increases socioeconomic factors of academics.

Furthermore, satisfied academics tend to increase their accomplishment and teach more classes. As a result, their job satisfaction will increase their socioeconomic levels, such as academic level of employment, years of service, and income. The proposed relationship between job satisfaction and socioeconomic factors is:

Hypothesis 16: there is a positive relationship between job satisfaction and socioeconomic factors.

3.5 Control Variables

This conceptual for SWB in the model, family religion and life satisfaction are control variables; while organisational concern is a control variable for organisational virtuousness (OV).

3.5.1 Family Religion

Prior studies of SWB, family and religion were generally in the SWB dimensions. In this study, these two indicators are expected to influence SWB, but they are more likely to lead the variable SWB. The decision to choose family and religion as control variables is based on the Indonesian context that the values of the religious family usually associated with a high level of happiness (preliminary findings).

3.5.2 Life Satisfaction (LS)

Life satisfaction is defined as a life quality in some specific life domains (Chaves, Hervas, Garcia, & Vazquez, 2015; Sirgy, 2012; Vassar, 2012). The term of life satisfaction has been researched as antecedent, intervening, and outcome variables (Vassar, 2012). This study is going to refer to life satisfaction as the control variable influencing subjective well-being (SWB), especially on academics' life. Bajaj and Pande (2015) found that the impact of mindfulness on life satisfaction and affect are indices of SWB; while Jian Xiao (2010) stated life satisfaction is a common measure of subjective well-being.

Life satisfaction is a satisfied condition of human life as a whole, including family life and leisure time. According to German Socio-Economic Panel, there are six specific life domains to estimate life satisfaction; job satisfaction, financial satisfaction, house satisfaction, health satisfaction, leisure satisfaction, and environmental satisfaction (OECD, 2013). Furthermore, life satisfaction is more related to the availability of basic needs such as food consumptions, family income, and home (CDC, 2016). Additionally, life satisfaction measurement is generally well above the required threshold for acceptable reliability among countries (OECD 2013, 13).

3.5.3 Organisational Concerns

The organisation as the place of people interactions consists of systems, objectives, and actors. The rules inside the organisation or institution are clear and structured. Workers as actors in the organisation have essential roles to achieve the organisation's goals. Occasionally, some individuals are creating a community inside the organisation. These individuals reflect their desire and concern for the welfare of the organisation (Halbesleben et al., 2010; Mo & Shi, 2017). They believe that their care will affect their well-being as the individual (Halbesleben et al., 2010; Mo & Shi, 2017). The organisational concern concept as the social-exchange to their behaviour because individuals feel that the organisation has treated them fairly (Halbesleben et al., 2010). The study of organisational concern has been undertaken in the psychology field related to organisational citizenship behaviours (OCB) to increase the employee performance (Halbesleben et al., 2010; Mo & Shi, 2017) and the managerial behaviours (Laczniak & Inderrieden, 1987).

The organisational concern is correspondingly in corporate behaviour which is mostly affecting the managerial level of the organisation. The actions have affected other employees with the belief that the desire might change their welfare if they do jobs well (Mo & Shi, 2017). These concerns could be the forms of trust each other among few workers, honesty, and care to close colleagues in a group called organisational concerns. The behaviours under the name of a sense of belonging to the organisation have affected other individuals in the organisation, especially if they are not included in a group.

3.6 Indicators of the Key Variables

Table 3.1 sets out the construction of the key variables and their sources within the literature.

Variable “communicative working environment” in the current study consists of eight indicators:

- (1) The managerial structure;
- (2) Working environment;
- (3) Academic freedom or professional autonomy;
- (4) Clarity and timeliness of announcements regarding policies and expectations;

- (5) Communication within your university;
- (6) The connection from managers to the lecturers in this university;
- (7) The cooperation among colleagues in your university; and
- (8) It is difficult for managers to communicate effectively with employees.

Variable “satisfaction with leadership support” in this model includes:

- (1) Management support for your future career path in this university;
- (2) The level of support you are received from management;
- (3) The level of leadership shown by management;

Variable “conflict” consists of two indicators:

- (1) The number of conflict; and
- (2) New Rules applied during the process of change.

Variable “perception of organisational virtuousness” consists of five indicators:

- (1) An employee should adjust their own beliefs and culture in line with changes in the organisation;
- (2) The forgiveness of leaders for making mistakes during organisational changes;
- (3) Changes in the organisation will affect employee well-being;
- (4) Employers should consider employee well-being before implementing new systems or regulations;
- (5) All changes in an organisation must be to achieve improved results in the future.

An organisational concern is a control variable of perception of OV. Organisational concern consists of four indicators. The first is that there are some individual groups of people with vested interests who do not have the welfare of the university as their primary focus. The second is that it is difficult for employees to submit to a manager within an organisation. The third is that employees must be concerned about the quantity and quality of students in this university. The fourth is that honesty and trustworthiness are essential elements of a university.

Variable “socio-economic factors” consist of six indicators:

- (1) Age;
- (2) Number of children;
- (3) Education;
- (4) Academic level of employment
- (5) Years of service
- (6) Income

The dependent variables are SWB and PWB. The variables of PWB are referred to in Ryff's model of PWB (Keyes, 2007; Ryff & Keyes, 1995; Sarotar Izek et al., 2015). The six dimensions of Ryff's PWB are self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life and personal growth.

The second set of dependent variables is SWB. There are five indicators of SWB which are: asking academics to indicate the importance of the following aspects: family, work, leisure time, work colleagues in their life, and health. In the process of factor analysis, the indicators of family and religion are removed as the control variables. Indonesia, as a majority Muslim country, is known for placing considerable importance on religion and family as the most critical factors of life.

There are two control variables of SWB: life satisfaction and family religion (most typical Indonesian family). There is one control variable of perception of OV which is the organisational concern.

The construct of life satisfaction (LS) consists of questions on happiness in the participant's life. Life satisfaction (LS) has four indicators which are: asking the academics about their level of satisfaction with their household income, their housing, their family's current food consumption, and their overall life. In the set of questions provided to the academics, the respondents were asked about their satisfaction with the adequacy of their children's education. However, these indicators are not reliable and were therefore not included in the model. A religious family is the control variable affecting SWB.

There are three mediating variables; conflict, stress, and perception of OV. The variable of conflict consists of two items: number of conflict and number of rules. The variable “stress” incorporates five indicators: workload, current working

environment, teaching credits load, number of subjects (area of study) taught, and the number of classes per week. The variable “job satisfaction” comprises of six indicators: job satisfaction, taking annual leave, income generated by the respondent, the reward structure of the university, teaching income, the respondent’s ability to take annual leave.

Table 3.1 sets out the measures applied in the study and link these measures to prior research and analysis. All measures have been applied previously, in different contexts and to address different research questions, but they all have been subject to prior testing.

Table 3. 1 Operational Variables

Variable	Measure	References
Communicative Working Environment	<ul style="list-style-type: none"> - working environment and managerial structure, - academic freedom or professional autonomy; - clarity of policies and expectation, - communication between academics and managers, - connection from managers; - cooperation among academics, - effective communication 	(Holmes, Hughes, & Julian, 2003) (Devos, Dupriez, & Paquay, 2012) (Sale, 2016) (Hoecht, 2006) (Pyhältö, Pietarinen, & Salmela-Aro, 2011) (Reinsch, 1991) (Cahn, 2012)
Satisfaction with Leadership Support	<ul style="list-style-type: none"> - level of managerial support, - managerial structure and support for future career path, - the leadership is shown by management 	(Taylor, Miller, & Gray, 2012) (Agarwala, Arizkuren-Eleta, Del Castillo, Muñiz-Ferrer, & Gartzia, 2014) (Luzinski, 2011) (Nash, Davies, & Moore, 2017) (Nielsen & Daniels, 2012)
Conflict	<ul style="list-style-type: none"> - the number of conflict, - new rules during the process of change 	(Erbert, 2014) (Cahn, 2012) (Johnson & Keddy, 2010)
Socioeconomics factors	<ul style="list-style-type: none"> - age, - number of children, - education, - academic level of employment, - years of service, - income 	(Chase, 2017); (Oxford, 2008); (PDHPE, 2012); Research, Technology, and Higher Education Minister Decree (2019); ITB Senate Decree (2002); ANU MSAL;

		ECU Academic Position Classification Standards.
Job Satisfaction	<ul style="list-style-type: none"> - job satisfaction, - taking annual leave, - your income, - reward structure, - teaching income - ability to take annual leave, 	(Spagnoli, Caetano, & Santos, 2012) (Petrescu & Simmons, 2008)
Stress and workload	<ul style="list-style-type: none"> - working load, - current working environment, - teaching loads (credits), - subjects of teaching (area of study), - classes per week (classroom of teaching) 	(Bali & Goel, 2013) (Goodheart, Clopton, & Robert-McComb, 2012) (Skelton, 2012)
Organisational Virtuousness	<ul style="list-style-type: none"> - employees should adjust their beliefs and culture, - employees have forgiven leaders for making mistakes, - changes will affect employee's well-being, - employers consider employees' well-being before they adopt changes, all changes in organisations are purpose for the best result in the future 	(Cameron, Bright, & Caza, 2004). (Bright, Cameron, & Caza, 2006).
Organisational concern	<ul style="list-style-type: none"> - vested interests and welfare - difficult to trust - concern quantity and quality - honesty and trustworthiness 	(Halbesleben, Bowler, Bolino, & Turnley, 2010) (Mo & Shi, 2017)
Subjective Well-being	<ul style="list-style-type: none"> - work aspect, - work colleagues in their life, - leisure time aspect, 	(OECD, 2013) (CDC, 2016) (Diener, 2009)
Life Satisfaction	<ul style="list-style-type: none"> - family's total income satisfaction, - family's housing satisfaction; - family's current food consumption satisfaction, - overall life satisfaction 	(CDC, 2016) (Vassar, 2012)
Family and Religion	<ul style="list-style-type: none"> - family, - religion 	(Peter, March, & du Prel, 2016) (OECD, 2013) (CDC, 2016)
Psychological Well-being	<ul style="list-style-type: none"> - health, - performance, - outside work for leisure, - control over personal well-being, - control overall situation 	(Ryff & Keyes, 1995) (Keyes, 2007) (Cameron et al., 2004) (Chen, Jing, Hayes, & Lee, 2013) (Sarotar Izek, Treven, & Cancer, 2015)

3.7 Summary

The chapter set out the conceptual model, derived from the literature that sets up the model to be tested. There are nine latent variables in the operational model of academic well-being: communicative working environment, satisfaction with leadership support, conflict, the perception of organisational virtuousness, socioeconomic factors, job satisfaction, stress, subjective well-being and psychological well-being. The construct of the communicative working environment is the impact of regulatory change using four characteristics of the workplace, using the determinants of well-being as the second-order in the structural equation model (SEM). The creation of academic well-being in higher education institutions in Indonesia through the subjective well-being (SWB) and psychological well-being (PWB) is included at the end of the framework.

There are 16 hypotheses, derived from the literature, in the current study which describes the relationship among the nine latent variables. (See table 3.2).

Table 3. 2 Hypotheses to be tested

Hypothesis	Relationship
Hypothesis 1	there is a positive relationship between communicative working environment and satisfaction with leadership support
Hypothesis 2	there is a positive relationship between satisfaction with leadership support and job satisfaction
Hypothesis 3	there is a negative relationship between conflict and job satisfaction
Hypothesis 4	there is a positive relationship between conflict and stress
Hypothesis 5	there is a negative relationship between stress and psychological well-being
Hypothesis 6	there is a positive relationship between job satisfaction and psychological well-being
Hypothesis 7	there is a positive relationship between job satisfaction and subjective well-being
Hypothesis 8	there is a negative relationship between communicative working environment and conflict
Hypothesis 9	there is a positive relationship between communicative working environment and job satisfaction
Hypothesis 10	there is a positive relationship between communicative working environment and perception of organisational virtuousness
Hypothesis 11	there is a positive relationship between perception of organisational virtuousness and psychological well-being

Hypothesis 12	there is a positive relationship between communicative working environment and socioeconomic factors
Hypothesis 13	there is a positive relationship between socioeconomic factors and subjective well-being
Hypothesis 14	there is a positive relationship between psychological well-being and subjective well-being
Hypothesis 15	there is a negative relationship between perception of OV and stress
Hypothesis 16	there is a positive relationship between job satisfaction and socioeconomic factors

The proposed model addresses the impact of organisational change on the well-being of academics in the context of Indonesia. It is essential to identify a suitable instrument to measure the level of happiness and well-being of academics at work. Even though the working environment of higher education institutions is not the same as the workplace environment in other organisations, prior studies related to the working environment may be similar to this study. This study offers a conceptual model of academic well-being as a result of the organisational change.

CHAPTER 4

RESEARCH METHODS

4.1 Introduction

The previous chapters have provided an overview of the background to this research and provided a discussion on the development of the Indonesian higher education system in the context of the relevant economic policy framework. This chapter builds on this background and explains the methodological process and approach adopted in the thesis. The research onion encapsulates the different elements involved in any research undertaken using this framework. This chapter outlines and discusses the paradigm (philosophy and approach), strategies, choices (research methods), time horizon, data collection and analysis undertaken in this thesis. This chapter also presents the research process and justifies the use of exploratory sequential mixed methods in addressing the research questions. It also provides a detailed explanation of the way in which the research was conducted, in both the preliminary study and the advanced study, and describes the terminology used in studies on well-being. The data collection methodology is also explained here. The chapter concludes by examining the ethical issues arising out of this research.

The first part of this chapter discusses the research paradigms or approaches as Saunders, Lewis and Thornhill (2009, p. 693) delineates them into ‘the research onion’ (Figure 4.1).

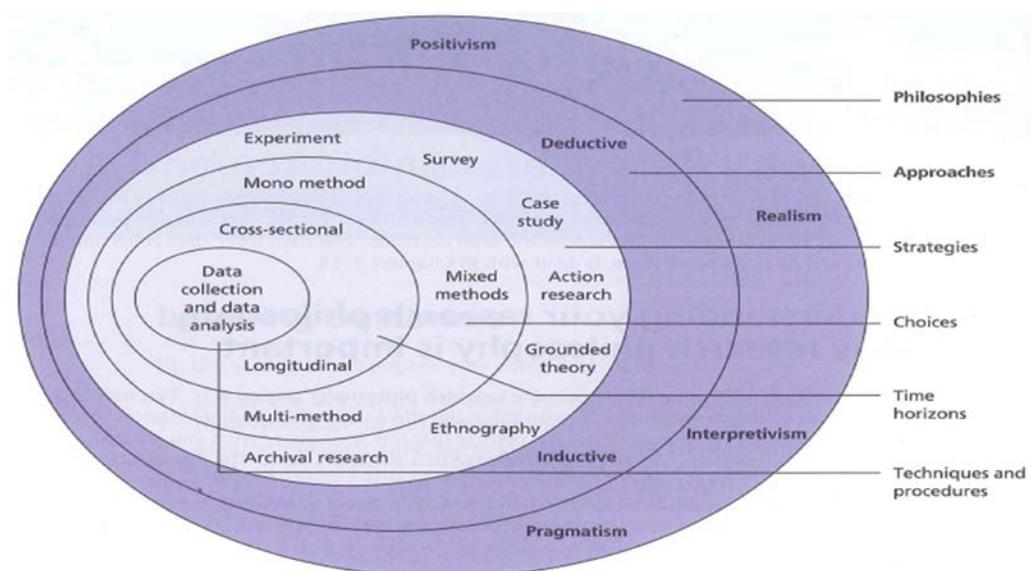


Figure 4. 1 Research Onion (Adopted from: Saunders et.al. 2009: p. 108)

4.2 Research Paradigm or Approach

The different research stages and paradigms are set out in the research onion displayed in Figure 4.1. This section relates to the outer two rings of the research onion: research philosophy and approaches.

In the 1960s, Thomas Kuhn introduced the term ‘paradigm’, whilst advocating that science is positioned under many larger cultural frameworks (O’Leary, 2007). According to Guba in 1990, a ‘paradigm’ or ‘worldview’ is an essential set of philosophies that guide action (Creswell, 2014). A research paradigm is defined as a thinking pattern, or a cluster of philosophies, based on collective conventions or common awareness predominantly in the public that affects the way people observe and respond to the world (O’Leary, 2007, p. 1; Barron, 2006). This phenomenon encourages the scientific study of all areas of life. People typically accept the world without contemplation until they are able to experience and see it from a different perspective (O’Leary, 2007).

There are four broad philosophies or approaches to research captured within the research onion. First, positivism, which refers to the tradition of the natural scientist, uses existing theories to develop and test hypotheses (Saunders, Lewis & Thornhill, 2009). The positivist philosophy believes that social observations should be treated in the same way as the study of physical phenomena (Johnson & Onwuegbuzie, 2004). Furthermore, researchers in positive studies should be separated from, and independent of, the objects that they observe (Johnson & Onwuegbuzie, 2004). Quantitative study underlines the measurement and analysis of causative or correlated interactions between variables (Denzin & Lincoln, 2000). Further, positivism relies on the hypothetico-deductive method, which involves the conversion of hypotheses into mathematical formulas expressing functional relationships (Ponterotto, 2005). Moreover, (Ponterotto, 2005) explains how positivism has emerged as a function of the modernist era, drawn the Enlightenment period of the 17th and 18th centuries, during which the centrality of individual knowledge became the primary rationale of systematic scientific research (Ponterotto, 2005; Opdenakker, 2006; Gergen, 2001).

Second, realism, which is similar to positivism, relates to scientific inquiry aimed at the development of knowledge (Saunders et al., 2009; Payne & Payne, 2004).

Realism and positivism both distinguish between observers and the world they observe (Payne & Payne, 2004). However, the purpose of positivism is to describe a phenomenon while scientific realism aims to represent the underlying real order that the researcher only observes the events (Payne & Payne, 2004, p. 3). Further, the sense of realism has presented the reality as the fact of current substances in the human thoughts (Payne & Payne, 2004).

There are two categories of logic: direct realism and critical realism. Direct realism perceives the world accurately in the way that we see it, while critical realism argues that we can classify what we do not recognise in the practical and theoretical procedure of the social disciplines (Saunders et al., 2009). Additionally, critical realism philosophers suggest that a person's sense has been deceived - it is not real - it is only an illusion (Saunders, Lewis & Thornhill, 2009). On the other hand, direct realists argue that what this view of critical realists derives from a lack of information (Saunders et al., 2009).

Realism consists of three domains of reality; mechanisms, events and experiences (Perry, Riege & Brown, 1999). These three areas are the real domains that produce events in generative mechanisms (Perry, Riege & Brown, 1999). These mechanisms generate arrangements of observable events under uncertain circumstances where the actual domain in which forms of procedures occur (Perry, Riege & Brown, 1999).

Gerrits and Verweij (2013) argue that Bhaskar's critical realism complicates social research. According to Bhaskar, the world is not merely a truism, but is a complicated and systemic reality (Gerrits & Verweij, 2013). Critical realists claim that the knowledge of truth is an outcome of social conditioning (Saunders, Lewis & Thornhill, 2009). Further, critical realism is a relatively new position that is growing in popularity in many disciplines, including economics and even management (Easton, 2010; Saunders, Lewis & Thornhill, 2009).

The third paradigm is interpretivism. Interpretivism is related to the complexity of human activities and behaviours within organisations (Saunders et al., 2009). Each individual has different feelings and needs to be able to demonstrate their capability. Therefore, the interpretation of human action in organisations is frequently conducted in qualitative research and case studies.

Interpretivism, or constructivism, emphasises the study of people rather than objects (Saunders, Lewis & Thornhill, 2009; Mackenzie & Knipe, 2006). The interpretive researcher tends to rely on participants' opinions and experiences (Mackenzie & Knipe, 2006). The interpretive or qualitative purists reject these positivist views in respect of independence, objectivity and scientific absolutes.

The interpretivist approach is suitable for business and management research, in light of the complexity and uniqueness of many business structures (Saunders et al., 2009). An interpretivist perspective is appropriate for business, management and organisational study, mostly in the fields of corporate behaviour, human resource management, and marketing (Saunders et al., 2009).

The fourth paradigm is pragmatism. This fourth paradigm is used to bridge the gap between quantitative and qualitative research (Johnson & Onwuegbuzie, 2004). The pragmatist researcher advocates philosophy as a continuum rather than the study of opposing positions (Saunders et al., 2009, p. 109). This paradigm emphasises the benefits of both quantitative and qualitative research. The adoption of this philosophy is intolerant by practical concerns and a specific interpretation of the connection between information and the procedure by which it is established (Saunders et al., 2009). The paradigm of pragmatism is used in this study as it is suitable for the topic of happiness (subjective well-being). Recent research on well-being uses a mixture of interviews, focus groups and surveys to access data (Oswald & Wu, 2010; Malkina-Pykh & Pykh, 2012; Diener, 2001).

4.3 Research Strategy

The select of research approach will be concentrating by the research questions and objectives (Farquhar,2012); the degree of predominant information; the total of time accessible; and other capitals accessible (Saunders et al., 2009). Effective research is accomplished by adopting a consistent study design where methods and overall directions are presented rationally and coherently (Farquhar, 2012, p. 1). According to Vogt (2005g), research strategy refers to the general plan for conducting research. A research plan is more detailed than a research design. According to Saunders et al., (2009), the research onion indicates that the research strategy can be one of the

following types: experimental, survey, case study, action research, grounded theory or ethnography.

Experimental analysis is undertaken whereby the researcher has control over some of the independent variables with a view to examining the causal links between them; whether a modification in one independent variable generates a variation in another dependent variable (Vogt, 2005a, p. 2; Saunders et al., 2009).

The survey strategy is generally connected with the deductive method and is defined as a research design in which a sample of subjects is examined, in order for the researcher to create interpretations about the population (Saunders et al., 2009, p. 144; Vogt, 2005b). A survey is usually adopted in exploratory and descriptive research (Saunders, Lewis & Thornhill, 2009). According to Vogt (2005b, p. 2), a census is a survey of the entire population, while an investigation is conducted on a sample of the population only.

A case study involves researching with the construction of the case or cases that are related to problem being examined (Eriksson & Kovalainen, 2008). According to Saunders et al. (2009, p. 146), *“a case study is an empirical investigation of the existing phenomenon within its real-life context, using multiple sources of evidence”*. The primary purpose of a case study is to investigate the chronological, economic, technical, social and educational context of the subject (Eriksson & Kovalainen, 2008, p. 2). A case study is commonly adopted in exploratory and explanatory research (Saunders, Lewis & Thornhill, 2009).

Explanatory research seeks to understand variables by determining and measuring the causal relationship between the variances (Saunders et al., 2009). Exploratory analysis is a methodological approach that refers to broad-ranging, purposeful, and systematic data collection, primarily concerned with the discovery, formation and development of a theory (Davies, 2006, p. 2; Stebbins, 2008).

Action research is an applied research process that is used to identify the most effective solution to social change and practical problems in collaboration with the subjects of the study (Vogt, 2005c). According to Sekaran (2003, p. 36), action research is a continually evolving project that involves interaction between the research problem, solutions, effects/consequences, and the development of a new solution. Researchers work with participants in the research process, known as a

‘participant-centred methodology’ (Cunningham, 2014). Action researchers must communicate with other scholars and gain credibility for their research (Cunningham, 2014, p. 5).

Grounded theory is a method for constructing an argument through a combination of inductive and deductive approaches (Vogt, 2005e; Saunders, Lewis & Thornhill, 2009; Locke, 2011). Barney Glaser and Anselm Straus first introduced this theory in 1967 with the publication of *The Discovery of Grounded Theory* (Langdrige, 2004). This theory refers to the systematic collection and examination of qualitative data in generating a method (Langdrige, 2004). In general, participants are typically experienced and understand the process of the research, so the development of the theory may explain the practice and offer a basis for further research (Creswell, 2013). In recent times, the grounded theory of qualitative research has shifted from sociology to psychology, information systems, education, healthcare, management, and organisational studies (Langdrige, 2004; Locke, 2003).

Ethnography is rooted determinedly in the inductive methodology and has its origins in the field of social anthropology, with specific reference to the research of the values and social groups and communities (McAuley, 2008, p. 2; Saunders, Lewis & Thornhill, 2009). Furthermore, ethnography is often described as interpretive, or at least as anti-positivist (O’Reilly, 2009). Ethnography is a research methodology involving the study of people in their cultural atmosphere through in-depth investigation and thorough fieldwork (Singer, 2009). Ethnographers adopt multiple techniques such as observations and interviews, visual recordings, document analysis, diaries, and others (Singer, 2009). This type of research can be time-consuming (Saunders, Lewis & Thornhill, 2009).

Archival research practices administrative histories and official papers as the primary source of data (Saunders et al., 2009). It also can be defined as the location, assessment and organized interpretation and investigation of sources found in documentations (Corti, 2004, p. 2). Archival research is suitable for addressing particular research questions and establishing methods of data collection (Corti, 2004).

There are other research strategies available. Guillemin (2014) indicates that sensory awareness is also a type of research method, which is particularly suited to the

interviews process. Sensory perception enriches interviews by potentially offering insights into experiences which are often tough to describe (Guillemin, 2014, p. 3). Guillemin (2014) uses the five key senses: sight, sound, smell, taste, and touch. These feelings may give the researchers insight into the cultural life of communities and their cultural values (Guillemin, 2014). This strategy may create a deeper understanding of the participants.

The research strategy in this study involves surveying nine private universities in Jakarta-Indonesia and conducting interviews and focus groups in three private universities. In the process of analysing the data, the survey instrument was designed from the literature analysis and initially tested from in-depth interviews and focus group discussions in the three private universities. The study uses a survey approach, which is supported by the qualitative analysis in the preliminary research. Therefore, this is a mixed method study. The combination of qualitative and quantitative data aims to fill the gap in the theory of well-being for organisations experiencing change. The analysis of the mixed data is used to test the hypothesis of well-being in higher education institutions.

4.4 Research Method Selection

According to Saunders et al. (2009), to answer the research questions, the researcher can choose between a mono-method and multiple methods data selection. The authors explained that mono method is a single data collection procedure and consistent analysis processes; while multiple methods is more than one data collection system and corresponding analysis procedures. This book explained that in choosing mono-method, the researcher will combine a single data collection technique, such as an interview or focus groups discussion, with a qualitative data analysis procedure, or a questionnaire with quantitative data analysis. In contrast, multi-method refers to the arrangement of more than one data collection practice within the same research paradigm (Saunders et al., 2009).

Mixed methods research consists of a combination of quantitative and qualitative approaches. It can also be seen as a mix of different types of data, data sources, and analysis (Bazeley, 2015; Saunders, Lewis & Thornhill, 2009). The research issues in this study seek to answer qualitative questions concerning how human resource management and leadership practices associated with the identified changes in higher

education institutions impact academic staff. Further, the quantitative approach seeks to identify and analyse the implications of organisational change on the happiness and well-being of academics.

The general strategy of this investigation is to use a sequential process whereby the researcher looks for to intricate the results of one method with information gained from another approach (Creswell, 2003; Chow, Quine & Li, 2010). This process is an exploratory design in which qualitative data offers a foundation for the collection of quantitative data (Cameron, 2009). Previous research on subjective well-being or happiness among Indonesian academics is scarce, particularly in human resources practices; this is the reason why in-depth interviews and focus group discussions were chosen to obtain the quantitative data.

There is a trend in adopting a sequential mixed method in organisational research, including in disciplines such as human resources management, economics, psychology, public policy, finance, and marketing (Cameron, 2009). Mixed method research is widely accepted in the areas of business and management studies (Cameron & Molina-Azorin, 2011; Hopkin, 1992; Niglas, 2009). However, some debate remains among researchers on the acceptance of mixed method research (Cameron, 2009).

There are several requirements that underpin a mixed method approach (Creswell & Plano, 2011). The researcher must justify the technique and the approaches selected (Creswell & Plano, 2011). The central question of this study is: What impacts does working environment have on academic well-being in organisations undergoing changing? The research problem is related to the effect of changes in working environment in higher education institutions. A mixed method approach is suitable to this research problem because it can provide empirical support for the qualitative and quantitative analysis.

Mixed method research is suitable for research in which there is more than one data source that requires multiple approaches to support the explanation, generalisation, and theoretical development (Creswell & Plano, 2011). One data source for qualitative analysis is not sufficient because each university is unique and different from one another. The researcher should consider the interaction between different data sources. The view of the triangulation of research methods endorses the results

and the interpretations completed for accepting social phenomena are more in-depth, than associated to adopt a single method (Jogulu & Pansiri, 2011). Bazeley (2008) suggests that mixed methods are designed to strength the results and reduce weaknesses in overlapping research. Furthermore, Jogulu and Pansiri (2011) advised that students beginning doctorate studies have to use mixed method analysis, as it improves skills and ability in the two most central data collection approaches used in management and business research.

4.5 Time Horizon

Time horizons is the time structure within which the research project is planned for completion (UK Essays, 2017). Time horizons in research design depends on the choice of strategy and choice of method used in the data collection (Saunders et al., 2009). There are two categories of time horizon of the study; they are cross-sectional and longitudinal studies (Saunders et al., 2009; UK Essays, 2017).

A cross-sectional study involves collecting data on more than two categories or variables at a certain point in time by taking a “cross-section” of a population at a precise time (Vogt, 2005d; Tucker, 2005; Liu, 2011). The researcher should carefully consider the use of cross-sectional data only, as it delivers indirect evidence about the effect of time (Vogt, 2005d). Cross-sectional design is also a cost-effective method of study, but it does not infer any changes or the causal nature of any relationship between the variables (Tucker, 2005, p. 45; Howitt, 2004). This design is often suited to survey strategies and case studies based on discussions and interviews engaged in a short time or certain period (Saunders et al., 2009; Spector, 2004).

On the other hand, longitudinal research follows an individual or group over an extended period of time or during a series of time points (Mathison, 2005; Taris, 2000). The main benefit of this design is the ability to change and develop the study (Saunders, Lewis & Thornhill, 2009). Longitudinal research observes the behaviour of participants during several waves (usually two or three) (Taris, 2000). Further, the number of participants in the longitudinal study is typically large (Taris, 2000).

A longitudinal study consists of a panel study and a cohort study. A panel study is a longitudinal study of the same group of subjects (Vogt, 2005f). The difference between a panel study and a cohort study is that in a panel study, the participants are

the same individuals examined at different times, while in a cohort study, the samples are selected from the same group at different times (Vogt, 2005f).

This study is a cross-sectional study as it examines a particular period, known as a “snapshot” time horizon (Saunders, Lewis & Thornhill, 2009). According to Liu (2011) and Lavrakas (2008), a cross-sectional design or cross-sectional survey collects data that is self-reported. However, support for the survey is provided through the interviews. That is, there is another source of evidence to support the survey results and the potential for common method bias is reduced.

Generally, data in a cross-sectional study is collected using self-administered questionnaires (Lavrakas, 2008). This study uses a self-administered questionnaire as the survey instrument. The questionnaires were distributed to sampled respondents (academics), the Dean, head of schools, directors, and the rector. Some considerations when conducting cross-sectional studies are time constraints and cost limitations, particularly for academic courses (Saunders, Lewis & Thornhill, 2009).

The structure of the survey used in this study consists of three parts: part A (characteristic respondents), part B (impacts of organisational change), and part C (where no organisational change took place). This study presents part A and B findings as the research topic is to find the impacts of changes in higher education institutions. Therefore, the participants in this survey were all experiencing the organisational change.

4.6 Research Strategy

The research onion is explained in section 4.1 and is used to describe the types of philosophy, research approaches, research strategies, research choices, time horizons, and techniques and procedures for conducting research. This section presents the research process of this thesis.

A research methodology should fit the researcher’s ideas and contexts, therefore, the researcher may undoubtedly focus on what to discover and what to influence in the next stage of research (Walker, 2014). Without doing so, the research design will be ineffective, and the findings will be less robust (Walker, 2014).

This research combines multiple methods and strategies. The various techniques and procedures adopted include data collection methods and sampling strategies. The

data collection methods used in this research include: focus group discussions (FGD), one-on-one interviews, and a general survey. The approach in population sampling employed is convenience, snowball and purposive sampling. The explanations about sampling will be discussed in the next section.

The sequencing of this study is from qualitative to quantitative data collections. A qualitative approach was initially undertaken for the preliminary exploration. Interviews were conducted in the first phase which were used to develop and enhance the instrument design and to conduct the follow-up field research with a significant sample. Furthermore, this exploratory study was conducted to identify the essential issues linked to the topic and to inform the subsequent survey (Saunders, Lewis & Thornhill, 2009). The interviews and focus groups were used to explore the relationships between organisational change and academic well-being, and whether the variables identified in the conceptual model (chapter 2) had resonance with the participants. From this stage the research moved on to the survey with an understanding of the linkages and relationships between organisational change and well-being.

A set of interviews and focus groups were conducted in three private universities in Jakarta: Mercu Buana University, Gunadarma University, and Bina Nusantara University. This preliminary study involved interviews and focus group discussions among academics at these three universities. The results were analysed to inform the subsequent quantitative analysis component of the research. Subsequently, the survey was developed and then piloted at Mercu Buana University. Feedback from the respondents to improve and further develop the questionnaires was used to improve the response rate and to better align the instruments to the research questions.

The focus group discussions (FGD) and in-depth interviews were conducted by targeting full-time academics and heads of schools at three private universities. However, administrative staff, directors, the Dean and one rector as key informed participants took part in the interviews. The aim of the study is to examine the questions of 'why' and 'how' educational institutions create happiness and well-being in the workplace, for example, how the implementation of new HRM practices influences the work environment. Accordingly, the research seeks to explain how organisational change affects the working environment and subsequently, the

happiness of academics. The study adopts an inductive approach as it intended to develop a theory from the collected information and facts (Saunders et al., 2009).

The survey data was collected in the phase following the pilot study. The survey covered nine private universities. The investigation phase aims to support the preliminary findings. The data for the qualitative and quantitative data was collected between April 2013 and January 2015 (20 weeks). Table 4.1 shows the research process schedule.

Table 4. 1 Timeline of Research Process

Date	Activity	Results
24/04/2013-16/05/2013	FGD & Interviews at Mercu Buana University	2 FGDs and 9 interviews
	Scoping the Research – background to the survey	
14/07/2013-21/07/2013	FGD & Interviews at Gunadarma University	1 FGD and 1 Interview
06/01/2014-30/01/2014	FGD & Interviews at Bina Nusantara University	1 FGD and 2 interviews
05/04/2014-26/04/2014	Pilot study of the survey (in Mercu Buana University)	30 questionnaires distributed
08/11/2014-20/01/2015	Survey distributed to 14 private universities	259 questionnaires from 9 private universities distributed

Source: Outcome of Data Collection

4.7 Data Collection and Sampling

This study adopts multiple methods of data collection, including focus group discussions, interviews and surveys. Focus group discussions and in-depth interviews were piloted in three private universities in Indonesia, while the study was conducted

in nine private higher education institutions. The details of the data collection is presented below.

4.7.1 Gathering Preliminary Evidence: Scoping the Study

There are 370 public and 4,043 private higher education institutions in Indonesia that serve a population of around 260 million (Dosen, 2016). Currently, DIKTI states that there are 378 public higher education institutions and 4,107 private higher education institutions in Indonesia (Forlap-Dikti, 2017). This population size is not accurate because some higher education institutions are not registered in DIKTI. Educational institutions in Indonesia are classified in DIKTI into three types of statutes for higher education; “terdaftar” or ‘registered’, “diakui” or ‘accepted’, and “disamakan” or ‘equal’ based on Department of Education regulations (Sormin, 2012).

According to Sormin (2012), the statutes of ‘registered’ institutions are the examiners of national assessment (Ujian Negara or UN) which are 50% government institutions (Kopertis staff) and 50% private universities. Furthermore, the statutes of ‘accepted’ institutions are the examiners of national assessment which are 25% government institutions (Kopertis staff) and 75% private universities. Moreover, the statutes of ‘equal’ are the examiners of national assessment which are 100% private universities.

Of the 4,107 private higher education institutions, there are 483 universities, 2,356 high schools, 1,016 academies, 144 polytechnic schools and 108 institutes (Forlap-Dikti, 2017). Of the 378 public higher education institutions, there are 87 academies, 106 polytechnic schools, 75 high schools, 35 institutes and 75 public universities (Forlap-Dikti, 2017). The respondents of this study are from the Kopertis III Region. Kopertis is “Koordinator Perguruan Tinggi Swasta” (private higher education coordinator). One Kopertis coordinates hundreds of private higher education institutions in one region. For example, Kopertis Region I is located in North Sumatran. There are 12 Kopertis Regions in Indonesia. There are 54 private universities in Kopertis Region III. Currently, the government has extended more Regions of Kopertis to address educational problems in private higher education institutions (Mutiara, 2016).

Kopertis III Region is located in Jakarta, the capital city of Indonesia, and is the centre for tertiary education. The questionnaires were distributed in 14 private universities. These 14 universities were selected as they are among the highest ranked of the 54 universities in this region. Nine universities were selected in the survey for their top positions in Webometrics, as at June 2012, and are included in Region of Kopertis III. The selection process depends on the condition that the respondents were willing to participate in the research. Some factors, such as traffic in Jakarta, affected the data collection process, particularly during the rainy season. Further, the conditions of the academics' life influenced the process of data collection, such as the ease of access to conduct an interview. Furthermore, teaching time and regular meetings of academics was another limitation in conducting the study.

There are nine private universities included in this study. They are: Gunadarma, Bina Nusantara, Mercu Buana, Esa Unggul, Trisakti, Tarumanagara, Satya Negara Indonesia, and Moestopo University and the Institute of Business, Indonesia. These nine private universities are located in Kopertis III of Indonesian General Directorate of Higher Education (DIKTI). Kopertis III is situated in the areas of Jakarta, Bogor, Tangerang, Bekasi, and Depok. Kopertis III Region consists of 54 private universities (universitas), 13 institutes (institut), 132 high schools (sekolah tinggi), 132 academies (akademi), and seven polytechnics (politeknik). This study examines private universities and institutes only, due to the complexity and requirements of higher education. The private universities are taken from a population of 54 universities and 13 institutes in the region as at January 2012, which are all ranked from 1 - 27 on the Webometrics world ranking (Jaole, 2012).

The highest ranked of the Indonesian private university is Gunadarma University. The Gunadarma Educational Foundation was established in 1981 and was created as a university by decree from DIKTI No. 92/DIKTI/Kep/1996 on 3 April 1996 (Gunadarma, 2015). This institution was the result of a merger of Gunadarma Computer and Informatics Management High School and Gunadarma Economic High School. With professional study, undergraduate, and postgraduate programs, Gunadarma University has emerged as the leading private university in Indonesia. This university was selected as one of the respondents in both the qualitative and

quantitative data analysis, as it was the first launch of the Webometrics Rank in 2004, and it has consistently held the first position.

Bina Nusantara University is known as 'Binus', an abbreviation of 'Bina' and 'Nusantara', and was established on 21 October 1974 as a Modern Computer Course. It evolved as an academy and high school, however, on 8 August 1996; it was transformed into a university. Bina Nusantara University has five faculties, seven schools, and 59 study programs, with more than 28,000 students across five campuses in the western part of Jakarta and Tangerang City. Bina Nusantara University offers dual degree programs with some foreign universities including China, Australia, Malaysia, South Korea, Japan, Vietnam and Thailand (Binus, 2015). In January 2012, Binus was ranked number 7 on the Webometrics list, rising to the second position behind Gunadarma in January 2014. This university is used as a respondent in the qualitative and quantitative study. The university is very prestigious, with expensive tuition fees.

As the second-ranked Webometrics Indonesian private university in Kopertis III (January 2012), Mercu Buana University is a fast-growing institution with six faculties and 24 study programs. The founder and owner of Mercu Buana University, Probosutedjo, serve as the chief of the Menara Bhakti Foundation. On 22 October 1985, this university was established in West Jakarta with one campus. Today, Mercu Buana University has grown into four campuses: Campus A (West Jakarta); Campus B (Central Jakarta); Campus C (Depok – West Java); and Campus D (Bekasi – West Java). With the same founder and owner, Mercu Buana University II is located in Yogyakarta. This university is not included in this study because it does not fall within the Kopertis III Region. The Mercu Buana University of Jakarta was selected in this study, as a result of its recent growth in student enrolments, and is a respondent in qualitative and quantitative data analysis.

The fourth university is Esa Unggul University, with 10 faculties and 21 study programs, postgraduate and international programs. In January 2012, this university was ranked 8 in Jakarta. Esa Unggul University was established in 1986 as Indonusa Esa Unggul University and is located in West Jakarta. Like other private universities, Esa Unggul University collaborates with foreign universities around the world. This university was chosen due to its high rank among private universities in Jakarta.

The fifth university in this study is Trisakti University, which is well-known as a reformation campus in Soeharto-era (former President of Indonesia). This university was founded on 29 November 1965. In 2014, it had more than 30,000 students. With its nine faculties and 52 study programs, Trisakti University is expanding rapidly. It was ranked number 5 among Indonesian private universities in 2012.

Tarumanagara University (Untar) is a neighbour of Trisakti University, and is one of the oldest private universities in the Kopertis III Region. The Tarumanagara Foundation was established on 18 June 1959 with a Department of Economics only (Tarumanagara 2015). Today, Untar has eight faculties and 17 undergraduate study programs, nine graduate study programs, and three professional educations (Tarumanagara 2015). In January 2012, this university was ranked third on the Webometrics world ranking.

The seventh university in this study is Satya Negara Indonesia University (USNI). Currently, USNI has five faculties with 11 study programs and a postgraduate program. Even though this university has excellent facilities and a strategic location, it has around 2,400 students less than other universities. According to one contact person in this university, a potential problem for this university is a lack of adequate marketing. In January 2012, Satya Negara Indonesia University held 18th position on the Kopertis III Region rankings. USNI is chosen to participate in this study because it has a high Webometrics rank among private universities in Jakarta.

The eighth respondent in this study is the Institute of Business Indonesia (IBII) or the Kwik Kian Gie School of Business. This institute was ranked 20th in January 2012 in the Kopertis III Region. IBII is an educational institution focusing on business (Gie, 2015). The Kwik Kian Gie School of Business was founded in 1987. In 2005, it became the Institute of Business and Information Technology (IBII). In October 2012, IBII became the Kwik Kian Gie Institute of Business and Information Technology or the Kwik Kian Gie School of Business (Gie, 2015). The Kwik Kian Gie IBII now has six study programs and two masters programs. IBII is chosen to participate in the study due to its high ranking among the 54 private universities and 13 institutes in Jakarta.

The last respondent university is Prof Dr Moestopo University (UPDM). This university was ranked number 26 on the Webometrics world rankings in January

2012. The university was established in 1952 with a dental course founded by Mr Moestopo. The dental course became a faculty and then an academy, and on 15 February 1961, UPDM was established. It now has four faculties with 10 study programs and three postgraduate programs. UPDM is used in this study due to its relatively high Webometrics rank among private universities in Jakarta. Even though its position on that ranking has fluctuated over time, this university is strategically located in Jakarta.

Table 4. 2 Participating Universities

University Name	Established	Academic Staffs	Student	Webo 2012	Main Program
Binus	1981	1,199	33,716	7 th	Information Technology
Esa Unggul	1986	403	10,848	8 th	Entrepreneurship
Gunadarma	1981	1,273	32,667	1 st	Information Technology
IBII	1987	97	2,669	19 th	Business Human Capital
Mercu Buana	1985	865	28,608	2 nd	Entrepreneurship
Moestopo	1952	174	7,018	26 th	Dental and Business
Satya Negara Indonesia	1989	93	4,354	17 th	Fishery and Maritime
Tarumanegara	1959	454	11,673	3 rd	Entrepreneurship and Professionalism
Trisakti	1965	807	15,676	5 th	Law, Dental, Business

Sources: websites and forlap-DIKTI

4.7.2 Focus Groups

This study consists of four focus groups at three private higher education institutions; Mercu Buana University, Binus University, and Gunadarma University. The Focus Group Discussions (FGD) was conducted at the same time of the data collection through in-depth interviews with academics.

Table 4. 3 Composition Focus Group Discussion

University	FGD	No. of Respondents	Respondents
Mercu Buana	2 FGD	17 respondents	4 heads of schools, 13 academics
Gunadarma	1 FGD	6 respondents	5 academics and 1 administrative academic.
Bina Nusantara	1 FGD	3 respondents	3 academics.

Source: FGD and Interviews at 3 private universities (2013-2014)

According to Harding (2015, p. 2), a focus group discussion (FGD) consists of engaging a group of people in an informal debate (or argument) which is focused around a particular topic or set of issues. FGD encourages participants to state what they knew about a subject (Otoide, 2001). In this study, the participants explored the difference between well-being and happiness. During the FGD process, the group dynamic influences individual group member's responses, while in an interview process, the researcher could obtain information from each person individually (Fern, 2001). The survey method employed in this study aims to elicit more comprehensive information, to allow for more robust data analysis.

Focus groups are designed to understand a phenomenon through discussions and interactions among participants to identify multiple perspectives (Morgan, 1997). This method is an opportunity for peer interactions and depth of information (Fifer, Bean & Gould, 2008). Further, focus group discussions provide the researcher with a set of observations that cannot be obtained in other methods (Morgan, 1997). Manoranjitham and Jacob (2007, p. 1) state that there are some other advantages of focus group discussion. First, many participants can be interviewed simultaneously within a short time. Second, the participants can encourage other people who may feel they have nothing to say in the discussion to speak. Third, FGD allows the researcher to interact directly with respondents. Fourth, focus groups provide real-life data and are very flexible meaning they can be used for a wide range of topics.

The results of these discussions were used to support the analytical framework and inform the survey. However, in conducting the fieldwork, the investigator was not always able to find ideal subjects as one of the limitations of focus group discussions is ability to organise the time and place for discussions (Fifer, Bean & Gould, 2008).

Moreover, a further limitation of focus group discussions is the difficulty with encouraging all participants to engage in the discussion (Harding, 2015).

For the FGD, the investigator used semi-structured questions with the same issues across the groups. The group discussions ran for between 47 minutes to 2 hours, depending on the size and enthusiasm of the participants. The focus groups ranged from 3 to 11 respondents. The investigator planned each group to be 6 to 12 persons; however, attrition occurred due to teaching and other meetings.

The purpose of the focus groups is to check the suitability of the framework and inform the survey. In the focus group discussions, participants were asked to comment on certain issues. The discussions were recorded, noted, and then transcribed for analysis. The results of the investigation were used to design the survey instruments.

There were two sessions of focus group discussions. Session one was the explanation about the rules of focus groups and interviews. In this session, the investigator asked the participants to complete consent forms and their socio-demographic information. The participants were allowed to refuse participation if they did not feel comfortable. In the second meeting, the participants discussed the issues of happiness and well-being associated with organisational change. They were asked to explain their perception of happiness and well-being, their feelings of likes and dislikes with the new systems adopted at the university. In these discussions, the investigator provided questions to the participants about their relationships with the heads of schools, individual conflict and stress, managerial support during the change process and their satisfaction with working at the university.

The process of the focus group discussion is similar to an in-depth interview, however, during the focus group discussions, the investigator was required to moderate the process of debate, monitor group composition and tasks, and examines how these aspects influence the discussion (Fern, 2001). Therefore, no one participant in a group dominates and unduly influences the data. The analysis started with general discussion.

The focus groups ranged from 3 to 11 participants, and the discussion usually ran for between 1 to 2 hours. The focus groups involved a preliminary de-briefing and an explanation of the research and the focus group process. Through the pre-focus group

briefing the project and method could be clearly explained, and many of the potential limitations of focus groups (Fern, 2001) could be minimised.

To organise the focus groups, the investigator contacted the respondents using the snowball sampling methods. Take one participant and chose this participant as a person in charge to reach his/her friends to be respondents. Friend by friend gatherings and using social media, the investigator organised the participants. Another method is approaching with Directors, Deans, Heads of Schools, and Heads of Academic Administrative, asking for the current organisational situation and which academics are suitable to participate in the discussions. Before the meetings, the investigator telephoned the participants to come and adjusted with other participants time. One FGD was attended by only three lecturers because of raining; while another FGD had 11 participants because of right timing. This time was a day when the lecturers were not teaching and attending other meetings.

The topic of focus groups discussion is related to the organisational change impacts to the tertiary working environment. The investigator discovered the opinions, perception, and aspiration of the academics about the current change in their universities. The topic and the questions are the same as the interviews; however, the investigator did not ask all the items in the discussions considering the respondent's time limitation.

4.7.3 Interviews

Interviews attempt to understand the world from the participants' point of view to provide a scientific explanation of a phenomenon or issue (Kvale, 2007b, p. 1). The process of interviews develops a conversation in which information and knowledge is shared and solutions to a problem are identified.

According to Kvale (2007a), the interview process is crucial for the exploration of participants' experience and to gain an understanding of their world. Opdenakker (2006) adds that face-to-face communication fosters spontaneity. Furthermore, this method is a robust method of producing knowledge of the human situation and in managing human behaviour (Kvale, 2007a, p. 13).

The interviewees included key participants from the universities. The interview processes is semi-structured, meaning the interviewer is able to direct the discussion

(Leonard & Brannen, 2008) to obtain more essential data. The questions for the in-depth interviews are the same as the questions used in the focus groups discussions, taking into consideration the time limitations and flexibility of academics as the participants. Each interview took between 30 to 50 minutes to complete, however, the time may increase where questions are repeated and more information is obtained (Alvesson, 2011). The in-depth interviews adopted a situational approach, considering the schedule of classes and meetings of the academics. The interviews were conducted separately from the focus group discussions.

The preparation of questions in the interviews was guided by the initial research framework (in the proposal) and the literature review. The key issues addressed were as follows:

1. The impact of adopting new HR practices (particularly performance evaluation and compensation systems) on the working environment within private universities in Indonesia;
2. The impact of the changing working environment on employee well-being within private universities in Indonesia; and
3. How leadership practices in managing the changes in private universities provide support for the creation of employee well-being and satisfaction, or create conflict among employees.

There were two sessions of each interview that matched the structure of the focus groups. Session one was the explanation about the rules of in-depth interviews and the completion of the consent forms and socio-demographic information. In session two, the participants discussed the issues of happiness and well-being associated with organisational change. The investigator was required to adjust the interview according to the interviewee, to account for things such as praying time, lunchtime, and teaching time. In anticipation of these time difficulties, the interviewee was allowed to leave for meetings or other commitments and return to continue the interview at a later time. However, the set of questions was the same to those used in the focus groups. Hence, the investigator must identify repeated answers. From the data obtained in the focus groups and interviews, the issues were considered in relation to the literature and the framework that outlines the link between organisational change and well-being.

All recorded interviews, focus group discussions and meetings were transcribed and translated from Indonesian to English by the investigator and a professional translator. The software used for identifying the themes in the reproduced data is NVivo 11. According to Houghton et al. (2016), NVivo assists researchers to improve the rigorous processes in a study. The themes identified in this process are discussed in the next chapter. The questions developed for the the focus group discussions and interviews were based on the issues identified from the literature review that identified key terms and issues that were related to the impact of organisational change on well-being. These issues included academic workload, stress, anxiety, pressure, job satisfaction, well being and conflict (Bali & Goel, 2013; Johnson & Keddy, 2010; Diener, 2009; Ryff & Keyes, 1995). The responses from the participants in this preliminary study are used to construct the dimensions of the latent variables for the survey.

4.7.4 Survey

Sampling is a technique of choosing the sample of the study population (Abramson, 1999). The methods for doing so vary and depend on the type of data needed. This research uses in-depth interviews, focus groups and surveys. Purposive sampling was used to identify organisations in private higher educations in Jakarta, Indonesia that experienced change in their organisation. The participants are expected to distinguish between their views and their experiences about the topic (Emmel, 2013). The sample is purposively selected from private universities experiencing change.

The target sample of least 250 participants from nine universities was accomplished. The discussion with the supervisors decided the target and predicted the possibility with limited time. Multiple numbers of data collection methods were employed to maximise responses, and these included emails, post, hand-delivery and collection, and recruiting the assistance of a person in a position of authority such as the Dean or Head of Department.

Within the 9 universities, convenience and snowball sampling were adopted to distribute the survey. Convenience sampling is a method of sampling which involve selecting a sample that is accessible to the researcher (Phua, 2004). Snowball sampling involves selecting participants that are connected with other participants. Snowball sampling supports purposive sampling in many situations (Morgan, 2008).

The process of snowball sampling in this study was conducted through informal discussion with academics at the 9 universities to pass on the survey to (Morgan, 2008). Following this, the potential new participants also serve as informants to identify further respondents for the study.

Snowball sampling is a form of ‘chain referral’ which permits data to be collected through existing social structures (Roberts, 2014; Faugier & Sargeant, 1997). Furthermore, Roberts (2014) states that this form of sampling is also advantageous in providing access to hidden and difficult populations. This form of sampling offers clear and practical advantages in gaining difficult-to-observe phenomena, particularly in sensitive issues (Faugier & Sargeant, 1997). On the other hand, the application of snowball sampling could include sample bias in which some participants may protect other respondents’ opinions (Roberts, 2014). Thus, some dominant participants may be over-represented or over-sampled, causing potential bias in the survey results (Roberts, 2014). However, the investigator re-checks sample obtained from snowball method to clear the potential bias such as over-represented. The details and distribution of the survey respondents are set out in the following table.

The total respondents were 395 from nine private universities in Kopertis III. The respondent list is displayed in Table 4.4.

Table 4. 4 Distribution of Questionnaires

No	University's name	Response Quest	Quest A-B	Quest A-C	deleted	Webo 2012	Quest Distribution
1	Mercu Buana	87	63	22	2	2	90
2	Binus	17				7	30
3	Esa Unggul	9				8	30
4	Trisakti	86				5	90
5	Tarumanagara	29				3	40
6	Gunadarma	19				1	30
7	Moestopo	22				26	30
8	USNI	29				17	30
9	IBII	20				19	25

Source: Survey on November 2014 to January 2015

The survey was constructed based on the themes identified from the previous focus groups and in-depth interviews, as well as from the literature review and the

analytical framework. A pilot of the survey was used to validate the questionnaires, and pre-test the investigation before the surveys were distributed.

There were key variables and key relationships identified in the literature and in the analytical framework that were supported by the focus groups and interviews. These key variables items included job satisfaction, conflict, stress, working environment, communication, organisational virtuousness, leadership, socio-economic factors, psychological well-being, and subjective well-being. The themes of well-being are related to psychology and corporate behaviour, while other items are associated with HR practices and managerial support. The words repeated in the focus groups and interviews has synthesised the opinions and perceptions of participants. This synthesis enhances the researcher's ability to construct and design the questions in the pilot test and survey.

The data was put through Microsoft Excel and SPSS version 20 for the raw data before conducting further analysis. Moreover, the information was prepared by PLS (Partial Least Square) using smart PLS 3 to form the concept of academic well-being. PLS is a modelling approach to SEM (Structural Equation Model) that is a good alternative for a small sample size where there is minimal prior research (Wong, 2013; Hair et al., 2017). Furthermore, based on the results of the preliminary study and the literature review on happiness and well-being, the research framework (model) was adjusted, and some hypotheses were developed for testing. A structured questionnaire was used to gather the data to test these hypotheses.

4.7.4.1 The Survey Instruments

To increase the response rate and motivate the respondents, the investigator assigned and provided Australian souvenirs for the respondents. The questions set were established in two stages. It took four to six months of development, by consultations with three supervisors (two supervisors from School of Economics and Finance and one from School of Management).

The first stage was pilot testing, 60 questionnaires distributed in one private university. The second stage was questionnaires distribution in 14 private higher education institutions in Jakarta (Kopertis III Region).

4.7.4.2 The Pilot Testing

The pilot survey was only to test the response rate and revise questionnaires and received feedback from the participants. There were 30 return questionnaires from 60 exemplars (50% response rate). The investigator did not analyse the data because most of the data were not filled correctly. Some of the questions were blank and incomplete.

The academic feedbacks were the most vital in the survey instrument revision. They suggested changing the layout of the questionnaires from the long into the short form. The lecturers found that faculty members do not have enough time to fill the list of questions. Hence, the researcher adopted the suggestion and shortened the pages of questions into tables. The response rate increased from 50% to 80.51%. Examples of the questionnaires are attached in the appendices. Other ideas were to provide more time for the participants filling the forms, revised the questions, and translated into Indonesian language (Bahasa Indonesia).

4.8 Quantitative Data Analysis

The Statistical Package for Social Science (SPSS) was used during the first stage of analysis to test the normality of the data. PLS was used to conduct all quantitative data analyses, as well as the hypotheses testing. The statistical techniques involved in this study include descriptive analysis, exploratory factor analysis and reliability testing (Hoyle & Duvall, 2004). Exploratory factor analysis is a method of testing how to explore the data which provides the researcher with information about how many factors are needed to represent the best data (Hair et. al., 2006). These elements are derived from the statistical results not from the existing theory. Hence, exploratory factor analysis helps the researcher establish guidelines to determine which variables load on a particular indicator, and how many factors are appropriate (Hair et. al., 2006).

Partial least square (PLS) path modelling is used in this study to achieve a variance-based Structural Equation Model (VB-SEM). SEM techniques have been applied quite liberally since the 1980s (Hair, Ringle & Sarstedt, 2011). Partial Least Square Structural Equation Modelling (PLS-SEM) is used in the present study to analyse the quantitative data with SmartPLS software. SmartPLS is one of the software applications used in PLS-SEM for estimating causal models in many theoretical

models (Hair, Ringle & Sarstedt, 2011; Wong, 2013). The framework in the previous chapter explained that the model requires a multivariate analysis that is variance-based (VB-SEM) rather than covariance-based SEM (CB-SEM). Even though some researcher believe this technique is less rigorous for estimating the relationship among latent variables, it is likely they are more familiar with CB-SEM software than PLS-SEM (Hair, Ringle & Sarstedt, 2011). PLS-SEM has been used to analyse small data limitations and normality data requirements since its launch in 2005 (Wong, 2013). The CB-SEM technique focuses on estimating a set of model parameters with a set of assumptions, such as minimum sample size and normality of data (Hair, Ringle & Sarstedt, 2011; Hair et al., 2017).

The essential analysis using PLS-SEM is required for a complex conceptual model with fewer data and a minimum sample size of 100 participants. PLS-SEM could also apply the repeated indicator approach in estimating the parameters in hierarchical latent variable models (Becker, Klein, & Wetzels, 2012; Ringle, Sarstedt, & Straub, 2012). It is used for data analysis in the current study to explore the impacts of organisational change in HEIs' working environment. Based on the qualitative findings, literature, and a framework model, the survey instruments of the study are suitable for adopting PLS-SEM analysis. Complexity in the university's workplace and the impacts of organisational change could be identified from the factors included in the conceptual model.

4.9 Reliability and Validity of the Research

Reliability testing has the primary purpose of measuring each variable in the questionnaire. The construct can be reliable if the answer of the respondent is stable and consistent (Ghozali, 2005, p. 41). There are two ways of conducting reliability testing (Ghozali, 2005):

1. A repeated measure in which the same respondent has been offered the same questions at a different time. If the answer remains the same, it is reliable.
2. One shot measurement by statistical methods of Cronbach Alpha (α). If the Cronbach Alpha value is greater than 0.60, the variable or construct is reliable.

For parametric data, the reliability of Cronbach Alpha (α) value of greater than 0.60 or even 0.70 is applied in this study (Ghozali, 2005). Whereas non-parametric data, particularly for Likert scales, is mainly non-normal data (Field, 2009) which may use outer loadings and composite reliability in particular instruments such as partial least squares structural equation modelling or PLS-SEM (Wong, 2013; Hair, Ringle & Sarstedt, 2011; Hair et al., 2017).

The rule of thumb of PLS-SEM is employed in the PLS algorithm to produce a number of loading factors for the structural model with a value of more than 0.60 or 0.70 (Gaskin, 2017; Rachbini, 2014). However, the loading factors could be accepted if the value is greater than 0.40 in exploratory research if the researcher provides a caution to readers (Wong, 2013; Hulland, 1999). The reason for this is because loading factors below 0.70 may produce poor construct validity (Hulland, 1999).

Another measurement to be applied is the validity of the datasets and the research. Validation of the study is used to measure an un-observed variable (latent variable) in the questionnaire (Ghozali, 2005). The latent variable cannot be measured directly and correctly but must be approximately estimated using certain indicators (Hair, 1998, p. 579). These indicators are observed in the questionnaire, by indicating the respondents' opinions about conceptual terms such as autonomy, routine, intelligence, emotions, and other construct variables (Hair, 1998; Ghozali, 2005).

This study measures the following construct variables: subjective well-being (SWB) or happiness, psychological well-being, job satisfaction, conflict, stress, communication and virtuousness. Mixed method research is applied in this study through the process of conducting interviews, focus group discussions and surveys. The validity and reliability of the data is commonly used in quantitative data analysis. On the other hand, the validity in qualitative research uses triangulation which is central to the conception of embedded case studies (Scholz & Tietje, 2011).

Validity measurement can be conducted in three ways (Ghozali, 2005):

1. Calculating the correlation between the question unit score and construct total score. This can be achieved by assuming the following two hypotheses:

Ho: Question unit score correlates positively to the development of the overall rating.

Ha: Question unit score does not correlate positively to construct total score.

2. Calculating the correlation bivariate between the indicator scores to construct the total score. If the correlations between the indicators scores to develop the total scores are significant, this means that each question indicator is valid.
3. Confirmatory Factor Analysis (CFA) Test. This test is a class of multivariate statistical methods used to measure and to confirm the constructs (Ghozali, 2005). Confirmatory factor analysis describes the problem of analysing of the structure of correlations among the underlying dimensions of variables, known as factors (Hair, 1998, p. 90). The assumptions of the CFA test use Bartlett of Sphericity and Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) to identify the correlation among variables (Ghozali, 2005).

4.10 Ethical Issues

During the data collection process, the investigator respected the participants and the sites of the research (Creswell, 2003). In conducting both the survey and the focus group discussions, the researcher was required to complete a low-risk application from the relevant Ethics Committee at Curtin Human Resources Department under the approval of the supervisor. The research did not name the respondents without their consent. The data was required to be stored in a secure location for five years on file, to be accessed only by the researcher and supervisors.

Ethical standards and guidelines required by Curtin University for the conduct of research involving humans have been followed in this study. All respondents have been informed of the objectives of the investigation, have completed a consent form, have been made aware of the importance of their participation and the fact that they may withdraw at any time. The ethics clearance certificate for conducting this research is included in the appendix.

4.11 Summary

This chapter has discussed the methodology of this study. It examines the paradigms used in this research, the research strategy, the research choice, the research time horizon, the research process, data analysis, validation and limitations of the study.

Philosophical worldviews, or paradigm, refers to a set of ideas and theories that have been shaped by a research design that fits the context of the study (Walker, 2014). The paradigm of this study is a combination of interpretivism and pragmatism. The general approach for this study uses mixed methods (the third research paradigm) (Jogulu & Pansiri, 2011). The strategy used in this study is focus groups, interviews and surveys, using cross-sectional data to determine the frequency and distribution of particular behaviours (Lavrakas, 2008).

The research process and strategy used in the study is sequential mixed methods. This subsequent form is an exploratory design for qualitative data (focus groups and interviews) which delivers a basis for the collection of quantitative (survey) data.

The data analysis in this study was conducted in two stages; qualitative data collection followed by survey data collection. The basis of the data collected was the prior literature review and the developed analytical framework for the qualitative data collection. The survey was pilot tested and was based on the literature, the analytical framework and informed by the qualitative data. Pre-tested instruments were used in the data collection.

CHAPTER 5

QUALITATIVE DATA ANALYSIS

5.1 Introduction

This chapter provides an overview of the research setting and the qualitative exploration. The study of the data was guided by the following research questions: (1) what are the factors that impact on academic well-being in Indonesian higher education institutions undergoing organisational change? (2) What programs or policies that impact on academic well-being can Indonesian higher education institutions implement to support workplace well-being during organisational change? The primary purpose of this chapter is to present findings on the impacts of organisational change on the working environment and academic's well-being.

The next section outlines the process of coding and themes; then, thematic analysis discusses the findings for focus groups and interviews in sub-chapter 5.3 and 5.4. Then, next section follows the quotes to identify the impacts of change in the institutions. The analysis of interviews was after the focus groups and adding the new themes emerged. In the end, the summary of the focus groups and interviews will be provided.

5.2 Coding and Themes

Data was collected from the focus groups, and interviews were transcribed, coded and themed by the NVivo 11 software to assist searching for meaning through the emergent themes. The first process in data analysis was transcribing verbatim focus groups and interviews from the recordings. The next process was the coding the themes for the recorded discussions and interviews. All output data for focus groups and interviews was sorted via the software into themes and sub-themes. The interviews and focus group discussions were transcribed and translated from Indonesian into English by the investigator and translator.

The focus groups outcomes informed the next stage in the interviews session. There were 28 respondents in 4 focus groups discussions. The interviews were in-depth interviews with 11 key respondents. They were one rector, one head of school, one dean, and one head of administration, two directors, and 5 senior academics. In-depth interview is a method of data collection from one respondent at a time (Curtis &

Curtis, 2011), and it is called as one-on-one interviews (J. D. Powers, Edwards, Blackman, & Wegmann, 2013) in terms of structured, semi-structured, and unstructured interviews (Curtis & Curtis, 2011; Lewis-Beck, 2004). The issues addressed in the focus groups and interviews were similar and guided by the research questions.

The prior literature determined the theme of qualitative analysis, and conceptual framework as set out in chapter 3. The items are related to organisational change and its impact on academics. This qualitative data analysis was used to inform the subsequent survey and build the conceptual model. The presentation and interpretation of data are linked to the existing theories of organisational behavioural, especially in regulatory change.

In the organisational behaviour literature, researchers have popularised the Affective Events Theory (AET) since 1996 (Luo and Chea 2018; Weiss and Cropanzano 1996). Affective events theory describes the relationships between workforces and their emotional reaction to events that occur at work (Luo and Chea 2018). The authors explain that the events that occurred as momentary work events that cause concurrent positive and negative affective states. The background of the study is the organisational change in higher education institutions (HEIs). There are three reasons for conducting the survey following the qualitative phase of the research. The reasons are: (1) results from the first stage of study are not sufficient to answer the research objectives; (2) a survey can reach a larger number of relevant participants (3) the combined qualitative and survey data provides both breadth and depth to an understanding of the research questions. The themes emerged from the data are presented in two themes. The themes are:

I. Type of change

II. Individual Effect of the change

Type of change is related to new systems in the organisation. This preliminary study investigates two new systems; performance evaluation and compensation systems. However, the changes are also related to changes in leadership transformation, new technology adoption, and government regulation of education. Reshaping in the organisational structure affects the academics' positions and career, and new leaders bring the new insights to the working environments. The new technology

implementation such as using internet connections into the classroom and putting the student attendance into the new system impacts the senior lecturers' confusion. As a result, the performance of senior academics is reduced because the system's error during the inputs.

Additionally, these three private universities introduced new systems in response to the attempt to improve world rankings and to meet the requirements of government regulation (Hidayat 2012; DIKTI 2012). The effect of the change on employees included stress, conflict, support, communication, concern, resistance, and academic freedom. The Effects of change on the working environment is associated with the themes of changed working environment, life and job satisfaction, and academics' well-being whether psychological well-being or subjective well-being. The themes group of altered effects on the working environment were also related to beneficial job satisfaction to personal well-being and relationships to the head of schools and leaders in higher educational institutions.

5.3 Thematic Analysis

Thematic analysis is a technique in qualitative research which involves the identification, analysis, and reporting of frequent themes or patterns in data (Braun & Clarke, 2006; Sodhi & Tang, 2018). Thematic analysis is a revealing and flexible technique for qualitative research in psychology (Braun and Clarke, 2006), especially for organisational psychology. Qualitative data analysis also needs iteration as a reflexive process to cultivate the meaning of the data (Srivastava and Hopwood, 2009). The current study started with the preliminary investigation to explore the impacts of the working environment undergoing an organisational change in HEIs.

Definite changes in the universities included reshaping the organisational structure and management, changing performance evaluation systems, introducing new compensation systems and refinement of goal settings and building better image or prestige. All these changes potentially influence the behaviour of individuals in the organisations studied. Accepting the shift to new systems created tensions, resistance and anxiety regarding the effect of the changes on jobs, workplaces and career development (Harvey & Broyles, 2010).

Specific themes identified from the focus groups and interviews associated with the working environment were: personal conflicts and stress; job satisfaction; resistance

to change; leadership transformation and support, and subjective well-being (SWB) and psychological well-being (PWB). Other items are related to the working environment before and after the modifications and academic freedom issue after the organisational change. Next chapter will present only the impacts of changing working environment based on the conceptual framework.

5.4 Focus Groups Analysis

Work is central side to life and identity, and is essential to fulfil a variety of human needs (Holmes et al., 2003). Work is often routinised and performed without conscious effort (Holmes et al., 2003). The work or labour process describes how work is performed and organised (Holmes et al., 2003, p. 347). The role of work is significant to maintain social order and production system in society (Holmes et al., 2003).

The work environment is a location where a task completed and involves the physical geographical location as well as the immediate surroundings of the workplace, such as construction site or office building (BusinessDictionary, 2016, p. 1). The term work environment is used to describe the surrounding conditions in which an employee operates and interact socially with peers, subordinates, and managers (Money-zine, 2016), in dynamic interaction and complex circumstances (Devos, Dupriez, & Paquay, 2012; Holmes et al., 2003). In addition, the working environment is a social environment in which culture, power, gender and class are both formed and refracted (Holmes et al., 2003, p. 370).

Before the changes, academics were satisfied with the conditions of the university. Theme of 'unchanged working environment' is the work environment condition and situation that existed before the implementation of organisational change in the study. The working atmosphere is a place where employees organise and exercise their effort and energy to produce goods and services in a normal and regular condition. Well-being and happiness of academics are good relatively before the change in the working environment of private universities in Indonesia. In the focus groups, the academics commented about their well-being as follows:

“I think in the past togetherness culture was stronger than now. Togetherness relationship was strong, and personal relationship was closer than now between Mr A with us, for example.” FGD II/5.

Academics felt that organisational change had created 'distance' with other colleagues and managers. The possibility of taking distance among academics is because of too many paperwork or new technology systems they need to learn.

Other quotes supporting this suggest that:

“The evidence is that in the past, we were more motivated for working in decentralised, but now in the centralized condition we were more demotivated. That is my opinion.” FGD II/6.

“I agree with you. It is about working hour issue. Last time I worked sometimes I went home until 10 pm and coming into the office in the morning, I did not think that it was my working hour.” FGD II/7.

“In the past time, we had a job from university to go to a remote area, and we did not receive lump sum money, but we felt it was not a problem. The most important was our cash for meals and petrol could be reimbursed. However, right now, if we use the university's car for duty, the university will deduct the money for 50%. So, we do not have any more sense of belonging to this university” FGD I/6.

Individuals are often reluctant to change their behaviour, and academics felt that the relationships with managers in the pre-change environment were closer and more co-operative. Academics in these institutions were comfortable with their jobs and in their workplaces before the process of change. They viewed the implemented changes as not being justified (Harvey and Broyles, 2010). Motivation among employees was regarded as being higher before the reforms were undertaken. The impact of the change altered many conditions that contributed to undermining well-being and happiness.

5.4.1 Conflict and Stress

The general changes implemented across the universities led to changes in work processes and conditions, and for many staff an intensification of work. In turn the pressure of adjusting to changes generated conflict and stress.

“Yes, conflict. Mr Y has been faced conflict; he has been asked why he did not teach properly. At that time he did teaching less than 10 minutes, then Mr Y

relaxed answering that question; usually, I did not do less than 10 minutes but one hour". FGD II/8

There is an excuse that lecturer' regular activities, including teaching process, have been delayed and distracted by the changes:

'But, I think it is not always in a good relationship, it must be a conflict with other individuals. I had an experienced before, there were still some difficulties, and do you have any battle in your faculty, guys?'" FGD I/5

"It is not the same opinion between decision-makers and a supporting unit, so we want to deliver it, but it seems that we were wrong. We have tried anything. The fact is we are in front, as bumpers. Some policies are not the same as one leader's side with us. Sometimes information from top management meeting was not delivered to us; suddenly, we were blamed for that. That's our problems." FGD II/21.

Conflict is generated through stress, and this spreads across the workforce. Conflict among faculties and departments created tension across divisions. For example, one academic from the School of Management asked another from School of Engineering about what experienced changes. Comparing a heads of schools and the consequences of change become the hot topics in lunchtime in the canteen.

"I felt stress because of many deadlines." FGD II/23

"Oh, I do have stress. I am often facing stress". FGD III/2

"As a lecturer, I am not stressed, but as a head of school, I am stress. There are lots of targets should be done. There are many things should be assessed, but sometimes it is not related to us but lecturers and others. We do not stress doing these things, but stress run after lecturers doing these things". FGD II/3

Poor communications at the workplace not only creates stress for academics, but also for heads of schools. Furthermore, job pressures from the changes were influencing the personal circumstances of academics such as family, individual health, and career path. The following three quotes indicate how they felt about their jobs.

"In the faculty of Economic may be I do not know how is the feeling, but in our faculty, we need a big loyal of lecturer such as we use our cars to do

outside activities. It is normal. Then, at the certain busy time of building the faculty, this lecturer does not have time to think about himself, does not have time to arrange his academic level of employment and further study. It is no time to do these until he will be grounded if he cannot reach this target". FGD II/4

"Head of school (HOS) is still much overloaded with his working; why is that overload? It is coming from the big demand of university, as an example of the position as a HOS, secretary of HOS, dean, administration staff. It is only a position, but they do administration jobs, not as a leader in their departments. The principal activity is may be only a few percentages; so the administration becomes a burden of HOS. HOS should think for his/her further study, but he/she does not have time for that. This university needs more academics as human resources". FGD I/7

"Working load has not been measured properly, so our Heads of School are very busy. People do not believe it, but then the management said maybe it is only time management matter. However, it is not a matter of time management. It means even Heads of School are working from morning up tonight, and the jobs are still not finished." FGD II/1.

However, the information on the reasons for, processes and consequences of change needs to be communicated to all stakeholders in the university. Moreover, leaders who initiated the organisational change forced heads of schools and academics to contribute more through teaching, administration and research. Staff were under pressure from managers to achieve the required performance outcomes. Two quotes indicate the pressure:

"Well, we don't feel secure because of words such as 'oh this is a rule'; if you don't like it, walk out! That's the words out. Then, we decided to follow what he wants, but of course, not in our heart" FGD II/10.

"Yes, that is a lot that I experienced" FGD I/21.

Conflict was generated among academics, between academics, and between academics and their heads of school that were responsible for implementing the changes. Academics regarded conflict and stress as a routine after the changes. "Sungkan"

culture or “power distance” of Indonesian culture is strong in private universities. The culture demonstrates that the employees show strong respect to the leaders in an organisation (Loi, Lam, & Chan, 2012). They place respect to their leaders; so that the issues are not reported to senior management until the problems become extreme. Academics felt “sungkan” when they have to talk to their leaders. According to (Loi, Lam and Chan, 2012) and (Jiing-Lih, Hackett, & Jian, 2007) in such condition employees prefer to have less communication and take distance from the leaders. Middle managers and low-level manager such as heads of schools could contact senior managers to report workplace conflict and stress. Still, within Indonesian culture, there is a reluctance to report “bad” news to senior managers. According to (Gelfand, Aycan, Erez, & Leung, 2017) problem-focused solving is more effective, particularly in high power distance contexts.

5.4.2 Job Satisfaction and Family Life

The changed working environment also affected academic’s job satisfaction. Academics felt that there was the inequitable treatment of staff across the organisation following change.

"Yes, I want to add information that there are some issues in other organisation such as The Company X is a big company but it has no directorate for human resources and IT. However, for this university, it has HR Directorate and IT Directorate." FGD I/3

"The project is A central or B central. If we have a problem, we come to these two persons even with complete data, it still stuck." FGD I/4

"It was related to Mr H's opinion; I felt surprised. I used to think that if I received Rector's recommendation, I would be secured. I have permission to study a PhD at Open University. Then, I did not obtain any approval from the middle manager." FGD I/1.

"Everybody is grateful for the current condition in this university, but be careful with a timing bomb. Now, we have new staffs because we are keeping expansion. We also create some marketing events to increase the image of our university. But do we fulfil our job satisfaction?" FGD II/3.

Academics were not satisfied with the attitude of university management during the change process. There was some questioning of the competence of managers and of their reluctance to discuss and engage with staff.

"We should brave, professional, and write to the leader if we are under pressure. However, the condition here is not always become policy or regulation, but it can be punishment such as a fine." FGD II/9

To compensate for internal pressures associated from change, academics continued to derive personal satisfaction from teaching, despite the poor working environment and the absence of managerial support.

"I feel satisfied because teaching is the soul of my heart, especially when I was there; I feel satisfied when I am in the class to transfer knowledge. I feel satisfied; personally, it is the benefit. That is clear for me that my benefits are my satisfaction of teaching" FGD I/22.

The changed working environment might decrease academic's satisfaction because of unclear regulations and policy for the new systems.

"That is not reasons. The policy was made because there are regulations, for example, today, if not rank as a Lektor Kepala. Then it should stop being a lecturer, so become a staff in faculty, because in the accreditation if the lecturer is not Lektor Kepala was not calculated. For example, I have 1000 accounting students; Lektor Kepala just 20, 1000 divided by 20 means the number 50. One lecturer accommodates 50 students, now for accreditation A is the 1-to-30". FGD II/27.

The implementation of the change occasionally would create stress and inconvenience. Communication is needed in policy implementation.

"Because of my work as a lecturer, so I try to make my thoughts and feelings as convenient as possible when I am teaching, for example, I do not want to be stress or depressed. Also, I try to implement the policy of the faculty. I mean, I try to address any of our policies in this regard Dean in our faculty. If the feeling is not right, I say it directly to the leader, so there is a communication with the leader.

5.4.3 Resistance to Change

Some people resist change because they believe that “change is not rational” (Harvey and Broyles 2010, 3). Changes may be opposed for many reasons – they are poorly explained; lack logic; there is no consideration of the consequences; and there is an absence of consultation.

"Stress facing activity is not important, but the important thing is that activity has already created stress. There are some unimportant activities such as ceremonial events, jogging at 5 am, all by forcing us. The meetings are forced to come; recreation is also forced. I want all of these activities are reduced, so I am not stress". FGD I/2.

Resistance to the announced changes was widespread and varied for personal reasons (increased workload) to organisational reasons (such as difficulties with implementation). There were supporters of change who dismissed criticisms of the changes.

"At the time of new rules implementation, everybody tends to resist changing because they are reluctant to exit from their comfort zone." FGD I/8.

"Yes, I faced it. If I think about it, I will be more stress. We did it, and we have to responsible for that." FGD I/10.

There were many who opposed the changes – the process, the consequences and their effectiveness. The actual objective of organisational change is for improving the performance of the university without considering the long term consequences for the academics as the employees.

"For me, it depends on who created the stress. Past time, Mrs A, HOS of the particular school every Saturday we met as she always often pushed me to submit exam paper and the result. Because she asked me frequently, so I decided not to send it. I did it because I want her stress too" FGD I/9.

“It needs a long and intensive process to force the academics out from their comfort zone. This process is enforced by sanction. We won’t be succeeding if we suggest them without any sanction.” FGD II/11.

5.4.4 Leadership Transformation and Managerial Support

Leadership is important in articulating and implementing change. The leadership role and style influenced academics to understand the change. It took time to understand the reasons for change and appreciate the change process. Initial opposition gave way to resigned acceptance.

“At the time, the negative consequences is the beginning of ISO adoption. The cause of ISO direction was not clear firstly, so we did not know what to do and how to do. There was no clear job description, but after few meetings in another campus with Mr. S and Mr. K and lots of next meetings, so it started to be quite clear.” FGD I/12.

The absence of managerial support reduces staff commitment and leads to disengagement.

“If centralised we feel something we do not know what to do. It is because we think not involved; we believe the job is not belonging to us. In the faculty, we used to help such as if there was one exam class was empty nobody supervised it, we willing to monitor it. Today, we ignore it” FGD I/18.

“Then, from the current leadership of mind, if the employee obeys the command, he/she will be included in the assessment. If it is not, sorry you are not involved. That is the beginning” FGD I/19.

“Conflict, I want if I use the facility in this university, please don't make it complicated, as long as for university matter, such as a vehicle for transportation” FGD II/22.

Leaders (rectors, directors, and heads of schools) need to guide the followers (academics) to achieve organisational objectives. There are methods for encouraging academics to follow the change; communicate with academics persuasively (Jellison, 1993) and supportive the employees/academics effectively and creatively (Hon et al.,

2014). Additionally, the type of leadership and the personality of leaders also influenced the impact and acceptance of the change.

“I think this problem is coming from the type of leadership” FGD I/23.

“The power of these two persons is extra ordinary, if one of them has gone, we do not know how” FGD I/24.

Leaders, as middle managers or top managers, have a responsibility in HEIs to a range of stakeholders. The managerial leaders at university are vice-chancellors or rectors, vice rectors, deans, directors, and heads of schools. They are important in supporting change and staff, a junior academic indicated the process of top down authority and an absence of engagement:

“Then, from the current leadership of mind if the employee obeys the command he/she will be included in the assessment. If it is not, sorry you are not included. That is the beginning.” FGD I/25.

5.4.5. Academic Freedom

The issue of academic freedom is at the centre of a world-class university (Altbach, 2004). Academic freedom is not only the freedom to teach and conduct research in a university environment but also about being independent of constraints and influence (Sale, 2016, p. 27). Academic freedom is of central importance to higher education, and it affects all aspects of work at the university (Abdel Latif, 2014, p. 399). Academic freedom is an atmosphere which is academics and students working freely without fear of sanction by lecturers or external authorities (Abdel Latif, 2014; Altbach, 2004; Sale, 2016). Additionally, (Gottfredson, 2010, p. 272) defined academic freedom is like free speech with six criteria: has maintenance cost, not self-enforcing, raised today to stifle unwelcome speech, often violated by educational institutions, not often defended by academics, and requires no heroic efforts for collective enjoyment if scholar consistently contribute small acts of support to prevent incursions.

Lecturers expected independence in the teaching and research process. However, the instituted changes were seen by some participants as eroding their academic freedom and at odds with developing a world class university teaching and research culture.

“Yes, I did ask question implicitly about that. I feel that lecturers are similar to artists what they are hard to manage. They are free spirits because they can decide their own life”. FGD II/5.

Academics felt that their independence and their ability to engage in independent teaching and research was compromised. A code of professional ethics for lecturers to assess the students in a particular marking has already decreased their autonomy. Schwimmer & Maxwell (2017, p. 141) find that codes of ethics are unfavourable to conduct autonomous judgement with three arguments: they encourage a minimalist conception of ethics; they force a tyranny; they represent a sense of distrust. They do not only lost the freedom, but also they lost professional autonomy for marking their students.

“Teaching freely? For me it is extreme. I do not want to give a low mark to students”. FGD II/6.

“...we cannot give mark D for a student. That means we lost our freedom”. FGD II/7.

Organisational leaders such as heads of school, deans, and directors need to understand these issues as they impact on staff morale, performance and ultimately the standing of the university.

“I do not think so. There is no limitation; I think it is a challenge that you must face it. Only one thing that we need to consider is we ready or not to meet the changes”. FGD I/26.

5.4.6. Communication

An effective communication strategy is essential in the process of organisational change, especially between managers and those subject to change (Barbour, Jacocks and Wesner, 2013). If the communication is active between these two stakeholders; then the change process is likely to be understood. Effective communication is a message sent equals message received (Adubato, 2005, p. 9). Change makers in the organisation should make more efforts to reorient attention to dialogue among stakeholders in pursuing the goals of change (Barbour, Jacocks and Wesner, 2013; Jellison, 1993).

Internal communication to support change management is needed within organisations subject to change (Lies, 2012). All departments in organisations have a role in communicating among units to implement the system change or other change. The findings of communication systems in this study suggest effective communications; except for the clarity and timeliness of announcements regarding new policies and expectations. In the focus groups, the participants focused on conflicts and stress than on communication issues.

“It is a communication matter. I think he has no good communication; some people reject him”. FGD I/20.

“Secondly, it is communication. It is easy if it's only talking, but talking systematically, measurable, and directional is not everybody can do it. You can see people used to speak and not used to talk differently”. FGD IV/2.

There was also evidence of a communications break down between academics and head schools, and across departments.

“Yes, sometimes there is a person who is sitting in the position of not being able to communicate well to all people. Maybe it is because of the characters. The leaders should understand about this because there are many complaints about this person. The leaders should consider carefully; I think it should be feedbacks for leaders. It should be a notice of this kind of person from a leader to improve his communication”. FGD I/28.

The communication could be better in terms of “*Sungkan*” culture; for example if the academics are older or used to be the leader before. In this case, the academics will put the values up to the positions.

“Well, it is good, because she (current head of school) used to be the deputy of the head of school (I was a former head of school). That is coincident. She is good; she is kind. She can keep it running smoothly in communication with me”. FGD I/27.

5.4.7 Happiness and Well-being

Academics perceived happiness as being associated with well-being.

"I guess regarding happiness and prosperity, related to our current work we compare with others such as alumni and neighbours, well...yes, I think that I am happy and in a prosperous condition. Although for some circumstances, are not fulfilled, I still felt happy and prosperous. However, if you asked me about my current jobs, I do not obey or follow all the changes, but I adjust it". FGD I/13.

Academics in Indonesia receive respect from society because they must share their knowledge and expertise to the community. The government regulation necessitates academics to conduct Higher Education Tridharma based on government decree from the year of 1961. That Tridharma has been changed, but the fundamental is the same. "Tri" means "three" and "dharma" means "obligation": teaching, research, and society devotion. Dedication to the community is one of the moral obligations as an academic. Indonesian academics found satisfaction when they engaged with local communities.

"I think the important one is if I can get what I want. That's well-being" FGD III/6.

"I try to answer from my perception from Economics, so I differ happy to spiritual, but well-being to economics sides. One of them is compensation, even though it is not only compensation but also other factors" FGD IV/5.

"Yes if you say happy or not, it's relative, but at least there is one perception that I worked here since the year of 1991. Yes 1991 to 2015, I was still happy, delighted, because my job was appreciated. I had something that was appreciated. We have seniority appreciated, but the next here the appreciation is reduced. Furthermore, after ISO, I feel that employees who are old would retire. That is very hurtful, yes our happiness would be decreased." FGD II/26.

Subjective well-being in this study is referred to happiness, organisational and economics behaviours (Binder & Coad, 2011; CDC, 2016; OECD, 2013). Subjective well-being (SWB) is referred to as happiness.

5.4.8 Subjective Well-being

Subjective well-being (SWB) refers to the participant's perception of the change – it may not materially affect them, but it may influence how they feel. Happy people tend

to smile and be content with their working life (Frey & Alois, 2002, p. 5); even there is a change in their organisations. Hence, the employees' perception of well-being is important, not the actual physical or material changes in conditions that affect well being.

Well-being is frequently related to individuals' perception of work (Ravenswood, Harris, & Wrapson, 2017). Employees would be happy when the work is enjoyable and meaningful. Well-being has a focus on life meaning, pleasant and desirable experience (Diener, 2009).

"I think the meaning of well-being has two dimensions; people achieved physical and aware dimensions. It means if we are well-being so both aspects should be fulfilled. Yes, physical needs should be performed such as clothes, meals, and homes. Then, for the other requirements of humans from inside has fulfilled too such as a sense of security, a sense of calm, and a sense of peace; everything was fulfilled then we say it well-being or prosperous. If it was only physically, but we have not been calm and peace, I think it has not been yet well-being" FGD III/8.

"I don't think so. It's not linear, because the material does not measure happiness. Sometimes a person with limited condition physically but he is happy because he has a clear goal in his life. He is underway with a clear target, and he is on the track of happiness" FGD III/9.

"Oh, no I felt not happy and not comfort." FGD I/14.

"Honestly, I am not happy especially as a lecturer the happiness is lack. However, because we want to be happy, yeah I find happiness from another way, right? For example going around, karaoke; then, what I dislike is in recreation at the office. No happy, I feel compelled, I was forced. (Why?). I feel under pressure because next I must do this and to do that. Anyway, if there are words 'must' and participation in the picnic just be required. If we can't go, have any problem, we must obtain permission from Rector. That's pressure. At first, we wanted to be happy; then we came to the picnic with the feeling of..." FGD II/24.

Academics accommodating change appear adjust the change without any change of happiness and well-being:

"Happiness depends on the system. If the system is decentralised, we are happier. It is my opinion. If today we are not happy, it is because of the centralised system." FGD I/15.

Some academics suggested that happiness arises from an inner feeling as a "calling". This "calling" is a sensitive matter; nobody understands that unless particular academics who enjoy the sense of "calling" and "passion". However, passion can lead to conflict among employees (Julia, Uma, & Ruth, 2017). One quote is presented below; whereas other quotes in interviews analysis in the next section.

"Maybe, so it is happy with the work. I am happy Alhamdulillah yes ma'am. Why am I happy, because I have a hobby in teaching; not forced, because frankly I came here and took off my old job. So I do not know why I like teaching as teaching I felt there is nothing apart from me, something has gone." FGD II/15.

These discussions were constructed to examine how SWB impacted on academics' personal lives. The dimension of family and religion are particularly designed for subjective well-being (SWB) indicators. Therefore, the university that was based on 'family' values usually is associated with a high level of happiness, as suggested by a senior administrator at one university:

"In the past, when Mrs. W was the leader, she observed each lecturer. Now, at least the campus is bigger, but when she was a Rector she was also the owner of this university. As owner and Rector her attention was full to lecturers' well-being, academics and employees. Then, when she passed away, academics well-being decreased gradually." FGD III/5.

5.4.9 Psychological Well-being (PWB)

Psychological Well-being (PWB) is called positive functioning and encompassed six dimensions: self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery, and autonomy (C. Keyes, 2007; Ryff & Keyes, 1995). PWB is part of SWB (C. Keyes, 2007).

The second domain of PWB is environmental mastery; it is how humans do active engagement with the environment to meet their needs and want (C. Keyes, 2007).

"It's still a matter of positions; I think there is a tendency that employees and lecturers are lately demotivation because this is basically of the principle demands from the university. It has been created the condition inconveniently. They said that salary would go up so-so, but then it's only a rumour. The fact it is not going up. The evidence is not real; it seems there is data manipulation or something, so it is more uncomfortable situation." FGD II/16.

"In my school, I don't have a problem. I and my HOS have no problem, quite harmonious in my opinion. First, as HOS he perceived me as a senior. I was his lecturer in the past. So I can say there is no problem, as I am a lecturer or as I am a Head of Laboratory. No problem with me, but in academic matters, I saw HOS and other lecturers have a problem because a lot of work required to be on time so that he displacing downward. It ever a time of conflict, he would not understand what is happening here and he is also frustrated too, right? So one day he did not realise there was a conflict, the conflict was sparked, eventually to the point that rises to the top." FGD II/17.

"Ok thanks. Well-being and happiness I think it is same. It can be relating to thoughts and feelings. It can be measured and implemented by analysing human behaviours. I think it is same because of its cognitive and affective contents. In the psychological term, it is relating to our thoughts and feelings which affecting our behaviours." FGD I/16.

The purpose in life is having direction and goals in life; therefore having meaningful experiences impacts positively on well-being (C. Keyes, 2007; Ryff & Keyes, 1995):

"Thank you. Maybe we can see from the prosperous aspect. I think that well-being is heterogeneous. It depends on how much we earn income. The higher income, the higher well-being, it is not sure. Well-being is convenient or comfortable. We have a certain salary but we have great convenient feeling in our workplace. That is well-being. In other words, a high salary is not

always feeling convenient. That is a clear connection. Happiness is the main of well-being. I mean happiness is macro." FGD I/17.

Also important is the potential for further personal development; and the ability to improve upon skills (Keyes, 2007; Ryff & Keyes, 1995). Psychologically, academics felt happy and satisfied for their capability in individual improvement.

"So the way people look at how he accomplished his needs. So maybe then there is something to do with happiness. A person with unprosperous is looking, but he felt prosperous because he had enough and then felt happy because he is so grateful that he always wanted to reveal it. He is so grateful that he had to get the fortune of God whatever it is that he will be easy to feel prosperous and he would easy to be happy." FGD II/18.

Self-acceptance is the acknowledgment of one's self within complex and challenging situations (C. Keyes, 2007; Ryff & Keyes, 1995). Self-acceptance is also an essential construct of life satisfaction (Sarotar Izek et al., 2015).

"Well-being is all that we want would be fulfilled; wants and need, and there are no constraints to get them. Yes, that's well-being. We could achieve all necessities with no limitations. That is what we want without restriction" FGD II/19.

"Other people on Saturday and Sunday they are at home with family. They are at home on Saturday and Sunday. We are here on campus; we looked enjoy although we sometimes discussed it as a laughingstock on Saturday and Sunday. People are happy at home on weekends, why we are here. Teased each other, but it was still a passion. It means that it depends on our hearts". FGD I/19.

"Yes, I've never been influenced by the situation. When I come into the class, I feel happy, well I feel glad. That's teaching. I have been teaching for 30 years, so before that new academic was born (point to new academic) I have been teaching. Are any other questions?" FGD II/20.

Positive relations with others is the ability communicate and having a positive relationship with other people (C. Keyes, 2007).

"Well, what a measurement, because happiness is relative, but in general it means enjoyment, yes we enjoy our jobs.... Generally speaking where we are going to, well we just enjoy it, feeling grateful with what we received materially and spiritually; because there is not only material profit but also there is an interaction among academics, subordinate, and leaders. We can take the benefits of feeling grateful and patience. Generally speaking, if you want to be rich don't be a lecturer. It can be a rich lecturer but it is an only small percentage. Well, because it has been long teaching, so I say he/she does it the jobs." FGD III/7.

Academics need to maintain constructive interactions with colleagues and students. Passion and calling are essential for the education sector feelings. One respondent stated that well-being had two meaning.

"Well-being is two side definitions, physically and emotionally. Physically form is maybe compensation such as salary, but mentally form can be a passion for teaching. We love to share knowledge with students, face to face with students, to see the development of education world." FGD IV/1.

The two quotations below describe how the relationship well-being and happiness to economics. These perceptions were academics' opinion of well-being.

"When we told that prosperity can be measured in a variety of indicators, such as economic indicators, could be psychological indicators. Psychological indicators can be peace and pleasure sense of comfort. In other words, it might be said that happiness is an element or dimension of wellbeing." FGD I/18.

"I have a similar opinion with him. Happiness is not measurable and well-being is measurable from what you obtained; and then both of them do not show the causal relationship, because it is not necessarily prosperous people would be happy, and unprosperous people would not be happy." FGD II/14.

In summary, the focus group discussions suggest that organisational change in higher education institution (HEI) generated several outcomes that impacted negatively on psychological well-being (PWB). The focus groups broadly supported the conditions that impact on psychological well-being (PWB) in the conceptual model. Before

organisational changes, academics were satisfied with the working environment of the university. They felt that relationships with managers were cooperative, and they were motivated. The pressure and university demand for the period of the change implementation have created work conflicts and stress among academics, and some of them felt a loss of academic freedom. Job satisfaction was considered to have decreased because of perceptions of unfair treatment of staff.

Consequently, some academics resisted change as they believe that the changes were neither rationale nor effective in achieving their goals. Behind the changes, the leadership styles to support change were not seen as being effective. Undermining the change process was the perceived communication problems among academics and heads of schools, and across the departments at the universities.

5.5 Interviews Analysis

Based on the focus groups' results, the investigator undertook interviews at three universities with a range of stakeholders – those who have an understanding of the changes implemented and experienced their consequences. Focus groups as a first stage of research; then, the interviews were able to probe the emerging issues and themes in details. The interviews were semi-structured and open-ended; the participants were allowed to expand upon the items that were identified.

5.5.1 Unchanged Working Environment

In the past time, Indonesian higher education environment was static and undeveloped due to the long period of colonial rule by the Dutch for more than 350 years that set in place a rigid and unchanging education structure. The first higher education, *Technische Hogeschool*, was established by the Dutch in 1920 in Bandung (Abdullah, 2011). After the Independence Day, 17 August 1945, Indonesia started and developed higher education institutions across Java (Thomas 1973). From there the number of HEIs increased and spread across the Indonesian archipelago.

The system has shifted from stability to change over the last decade as the government has sort to expand the system, improve productivity and efficiency within the system, and raise standards in terms of quality and research outputs across the system. In this era of change there are pressures on institutions from government and in turn there are pressures on staff to adapt to the new demands within the HE

sector. In what follows the key themes identified in the interviews are identified and a sample of quotes expressing the stakeholder views are listed.

Before the widespread organisational changes, academics felt more happy and satisfied with the prior leadership style.

“Before the change, our well-being was not as good as now, but our happiness was higher than now.” Interview record 25/1.

“Personally, I like the previous leadership, Mr B is wise. A few times he helped me, I was supported by him when I have difficulties in my doctoral study.” Interview 20/1.

“If happiness in the leadership context, maybe I perceive that Mr B was more listening to our aspirations. Furthermore, his natural system was stable.” Interview 20/2.

5.5.2 Work Intensification and Ineffective Communication

As above there was conflict, stress, and work intensification. From the in-depth interviews, the respondents felt that there was ineffective-communication, conflict and stress during the change process. The extra job pressures created stress and conflict among academics and their families.

“Conflict could create communication not good; job description is not working properly. The evaluation and monitoring conflict are hard to do, and one certain thing is working environment is not conducive. For example, if one department is facing conflict, so that those other departments will be affected. They could be pros and cons, they could be anger, and finally the atmosphere could be damaged, could be a big impact”. Interview 23/1.

“There is no conflict because there was never conflict with others. I mean the context of the conflict in our job is when we have a discussion; what do we call it? Is an argument? I think it is normal, but what we called as conflict it is none, just an argument”. Interview 24/1.

Conflict can be framed in many contexts. One academic suggested that it emerged within a family discussion:

“I called it an open family, so there was no conflict. If we had a problem, we discussed it”. Interview record 24/2

Workloads during the change process increased, and academics felt that this adversely affected their well-being.

“I saw people working while eating, even until forget to eat. I also see people eating while upset because facing trouble student, etc. I think that is not well, and I also see structural position (HOS) should have time to discuss and update their knowledge. I see they do not have time for that, only for doing technical jobs. The negative side is professionalism of academic influencing negatively. They do not update; they do not have a chance to develop knowledge. They have already tired from Monday to Saturday even till Sunday.” Interview 23/2.

“I am not easily getting stress, but one fundamental thing that made me stress as if there is one thing unpredictable happened.” Interview 22/2.

“Something is not based on planning, unpredictable. That is when I have to move to be HOS in bachelor degree from HOS in Master degree; for God shake, I did not know it before. That made me stress.” Interview 22/3.

“Maybe yes working load could not be finished in a brief time. It means that I am not stressed because of that. We know this institution is complicated, and I have a duty from the owner that needs a thought such as to manage the event. Those circumstances are made me feel in two conditions at the same time.” Interview 30/2.

There were several who resisted the changes – the process, the consequences and questioned their effectiveness. The events of change implementation have impacted to employees’ resistance; as the affective events theory (AET) explains that the employees behaviour reactions to the events is temporary (Luo & Chea, 2018).

“Two compensation systems changed as that time was not a problem, but at the first implementation was a problem, then it has been years, it will be fine.” Interview record 31/1.

“I mean the context of stress is working load is not based on the vision and mission of this university. That makes me fear. It says we have to turn it back first. That is my stress.” Interview 23/3.

“Our certain expectation causes stress, but the environment does not support our expectation.” Interview 25/2.

“Stress is more likely to what matters. In the past, as a Vice Dean with very collegial system sometimes I found it as hard to manage academics. I mean they like artists; so stress is like not in target, run after lecturers, not as targeted.” Interview 25/3.

Participants in focus groups and interviews commented on the ineffective communication in their workplace. The interviews reinforced this:

“Yes, I think it is still less communicated. I mean the openness to information across all levels of all functions was still not yet optimum, especially for non-structural lecturers. They felt still less of information”. Interview 11/2.

“I have good relationship and communication with HOS because fortunately, I am older than the HOS; but I think I always try to posit myself based on the way I should be as an academic. I have to put respect to HOS, follow HOS policy. Not a problem”. Interview 23/4.

5.5.3 Performance Measurements

One change was in the performance evaluation system which is called “*tri dharma*”. The evaluation is based on three criteria: teaching, research, and community service (Fahmi, 2007). The changes in performance measurement increased the loads of teaching, research and community service. Before the alteration of the government regulation, academics were mostly doing teaching but currently they must produce the research papers and publications.

“To measure the performance of lecturers is from the academic side only like 'tri dharma'. Other managerial jobs in private university are huge and even working load as an academic is also huge. It means that we can see visibly from 'tri dharma' products of academics, but we shall not forget invisible products such as academics' loyalty in developing the campus and how they could improve their students.” Interview 24/3.

“Measuring one performance is tight. There are two approaches; quantitative and qualitative, but people are more likely to do quantitative. However, there are weaknesses of quantitative approach because we do not see how significant is the effort that people have done to see...maybe to create the performance, one performance. Still, the effort has done maybe bigger than people with three performance. Three performance because he is only running after the number, quantitative, the other side he is running after satisfaction, quality of comfort, he wants to get happiness, satisfaction, he is happy after he finishes his one performance. That is happiness; however, the joy has been damaged since there has been a system that only measured quantitatively, right?” Interview 25/5.

“The evaluation of performance should consider the condition of people who are doing the jobs. For academics' careers, it could be similar one with another. Type of activities might be same; what action has been done by A and B might be same, but the challenge is different. The performance evaluation system which is not considered the condition of activities would create people think about the working load because of the quantitative system.” Interview 25/6.

Opposition to the new rules in part reflected the managers making changes without considering the impact on academics. In many cases the changes were not effectively communicated to lecturers.

5.5.4 Leadership Roles and Pressures

Thought the change process, many academics questioned the effectiveness and leadership of senior managers:

“Yes, the environment changed because of personal changing in leadership, not in ISO period because Mr. B had changed the environment to be ISO implementation.” Interview 20/7.

“In my opinion that it is a system framework, we can't blame ISO system, but how the paradigm of people who design that system, so the transactional scheme becomes stronger. It has not to be transactional but transformational.

How can we change one condition into a new condition which is not destroying the value of relationship among academics?" Interview 25/2.

"Leadership transformation created the new systems, by ISO implementation, has created our system is more structured and cleared procedural activities." Interview 21/4.

However, not all respondents were critical of senior management and their leadership styles:

"Yes, we always were being judged that we did not contribute to the university. We always become belittle; the leaders do not appreciate us. Now, the new leadership is more open. All people treated equal and welcomed to the achievement." Interview 20/6.

"Not happy in the past. Now I feel happier." Interview 20/2.

"It is more fashionable." Interview 20/4.

"The positive side of Mr. A leadership is everyone can have a chance to be structural (Head of schools), but people should do approaching him." Interview 20/5

The stress of organisational change not only affected academics, but it also impacted on the well-being of senior management and the workplace:

"When I see the change in this university, there are only people working not managing. It is just people working. It should be leaders or management. I do not know how; maybe the leaders accepted some pressure from external environments, from government and others. They also are panic, so they asking us to do working and only working." Interview 25/7.

One good suggestion for university leaders:

"But in one side as a leader he/she should make an effort to move the subordinate; so the organisation could run in the slowest speed with some slow employees. Let's motivate slow employees to develop their ability in jobs. If we run and left them behind, back to the moral value; should we leave them and let them die even they contributed to this organisation. However, I think we should find the middle way because this way usually is more

effective in reality in our management. Even right now this way is seldom being facilitated, right?" Interview 25/8.

The leader who approached his sub-ordinates to cooperate and work together to build the better university in the future stated that:

"I have never put myself as a leader. I think it's normal when there was an academic meeting; I came to them, I have never closed my door for them. Everyone who wanted to see me; I am welcome." Interview 30/1.

5.5.5 Recognition

Undermining academic freedom was identified as an issue in the focus groups, in contrast, from the interviews academic freedom was not seen as being at risk, but a lack of recognition for contribution emerged as an issue:

"...academic freedom? Yes, we are free, but we don't receive appreciation for our competence". Interview 25/9.

Academics suggested that there should be some appreciation for the efforts that the academics have made following the change process:

"Well-being in the context of thought is economic; in my personality through it is an economical aspect. All economic necessities are being fulfilled. If we talk happiness, not only economic, but also non-economic aspects, such as socialisation need, appreciation need, and existence need. We could do something correspond with our thought; it is happiness. Although in my opinion, that having lots of well-being is not always to be happy." Interview 25/10.

During the off record conversation at the interviews, there were complaints about the new systems and policies.

5.5.6 Agents of Change

Organisational change if effective requires an agent to help the smooth process in the transition. Bennis (1964) defined change agents as "professionals, men who, for the most part, have been trained and hold doctorates in the behavioural sciences" (Ottaway, 1983, p. 2). The change agent from inside HE organisations is HR departments (Kim & Ryu, 2011); while an agent from outside HE includes consultants.

A change agent has a pivotal role in the internal change process. The agent drives change from the micro aspects to more complicated matters such as buildings, production process, and marketing. The role of change agents was identified as being important in the research context.

"The agent of change put an example toilet, classrooms, office rooms, etc. That all rooms need to be changed; classrooms and buildings need to be modified because they were not suitable. The building of Rector was not appropriate. He puts comments on all facilities. Finally, in one year this consultant set one change program on this campus with suitable funds." Interview 31/4.

"Yes, that's it. We had money of 40 billion rupiahs; with that money, we changed all facilities and others. After that, according to the change agent, we have to renew our promotion strategy, to increase students' enrolment of regular and extension classes". Interview 31/2.

Agents of change have a mediating role in the process of organisational change. The higher education institutions which sponsor the changes need help from an agent of change. This agent assists the organisation on how to exercise the proposed amendment. Even though the cost of the consultation is high, the results justify the expense.

5.5.7 Happiness and Life Satisfaction

Happiness and satisfaction in their jobs and personal life were seen as being negatively impacted upon as a consequence of the changes.

"But about the value, we have to be careful when we interpret the value. Do you think, the sacrifice of wives, children, and neighbours is more valuable

with the replacement of economic benefit compared with what we sacrifice?”

Interview 14/1.

“Yes, of course, it is immaterial happiness. Material happiness comes from material things. Our necessities can be fulfilled by the suitable materials things, such as enough salary for children’s schools, meals. That is satisfaction, right? If the wage is not enough how can we fulfil our necessities? Example of immaterial happiness is the behaviour of our leaders (during the organisational change). Still, it is difficult if we want to say it, so we are stress, or maybe the atmosphere in the working environment influenced our happiness.” Interview 11/3.

Academics perceived happiness as being associated with not only well-being but also satisfaction. They supposed happiness as not a pressure or force. They argued that changes with pressure would result in unhappiness and unwillingly.

“Honestly, I am not happy, especially as a lecturer the happiness is lack. However, because we want to be happy, yeah, I find satisfaction from another way. For example going around, karaoke; then, what I dislike is in recreation in the office. No happy, I feel compelled, I was forced. (Why?). I feel under pressure because next, I must do this to do that. Anyway, if there are words 'must', and participation in the picnic just be required. If we can't go, have any problem, we must obtain permission from Rector (owner of the university). That's pressure. At first, we wanted to be happy; then we came to the picnic with the feeling of inconvenient”. Interview 29/1

The change is not supposed to affect the employer directly considering that adjustment in the organisation has a better purpose for growing. Yet, the impacts of change itself occasionally might push workers into stress. As a result, employees felt that the owner does not appreciate their efforts and contribution. Same as lecturers, they might find themselves not happy with the change; although the employer’s perspective of change is for healthier institution.

“Yes if you say happy or not, it's relative, but at least there is one perception that I worked here since the year of 91. Yes 91 to 2015, I was still happy, delighted, because my job was appreciated. I had something that was appreciated. We have seniority appreciated, but the next here the appreciation

is reduced. Furthermore, after ISO, I feel that an older employee would be finished. That is very hurtful, yes our happiness and well-being would be decreased". Interview 29/2

The employer has to choose the leaders with managerial skills and professionalism, yet, the university could be growing without destructing employee well-being. Hence, happy academics would support organisational acting.

"Not 100%, so the point is because the most responsible for ourselves is ourselves. We could not depend on others, including to this university. Yes, we have to account to ourselves, including to the choices of consequences, in the meaning of security feeling. Well, we don't feel secure because of words such as 'oh this is a rule, if you don't like it, just walk out', that's the words out. Then, we decided, follow it but not in full heart". Interview 29/3

Organisational change in HEIs, no matter how small or big modification, occasionally is based on experience and expertise of those universities.

5.5.8 Passion

In the interviews there were two participants have seen a feeling of happiness from inner feeling called as a "calling" or passion. The academics described their feelings of teaching because they tried to reduce the feelings of stress during the change:

"In working what made me happy is because I like this job, my passion. I am happy with this job because I met many different people. That makes me happy." Interview record 25/11.

"It is lots of benefits, because like I said that it comes from passion. I am glad about campus life. I mean the campus life is dynamic, colourful of friends and students. Life of academic is variation. I felt happy is not measured by material well-being. A benefit that I felt is happiness. I am delighted which cannot be measured such as extra more friends, more links, more knowledge." Interview 24/1.

5.5.9 Organisational Concerns

An “organisational concern” is a community of workers who are concerned about the standing and reputation of the organisation. In many cases the concern was expressed about the university’s future and the quality of students.

“Until now I see it has been done well. In the ceremonies it always consulted and cultured, but I do not know the consequences of that. There are not valid measured yet for responsible, honest, and reward for that. We have to measure that.” Interview 11/1.

“Our students’ fate is better than before they are studying. There were students needed a bachelor degree to become an employee. Then, one of my students phoned me and said: Mr. C finally I have been accepted as an employee. That is a kind of happiness that we get as a teacher.” Interview 14/2.

“In the past when our friend needs a favour to supervise his exams, we willing to replace his exam class although we were busy, but today we always say sorry we cannot replace you, even we do not want to supervise our class.” Interview 14/3.

The interviews indicated that change was associated with increased conflict, stress, and decreasing job satisfaction and well-being. Additional themes that emerged from in-depth interviews included ineffective communication, leadership pressures, inadequate recognition, life satisfaction, and organisational concern. These findings are all in accord with the developed framework for conducting the survey.

The consequences of change were not experienced by merely the lecturers but also experienced by heads of schools, deans, and other managers at the university. The same problems were experienced across the workforce and at all levels in the hierarchy.

5.6 Scaling of the Responses

Using NVivo software to analyse the interviews, a simple scaling measure was used to indicate the frequency of the issues raised in the interviews and focus groups.

Using this scaling process provided a basis for developing the subsequent survey. That is, it allowed the issues to be identified that would be included in the survey. From the NVivo software analysis the scaling system was as follows: 1 and 2 not important, 3 received some comments, 4 received multiple comments, 5 very important. Table 5.1 identifies the themes and their frequencies.

From the scaling the issues that emerged as being consistently important across the focus groups and interviews were: conflict, stress and anxiety, communications, leadership, job satisfaction, happiness, psychological well-being, subjective well-being and recognition.

Table 5. 1 Emergent Theme

Emergent Themes	Focus Groups	Interviews
Conflict	5	5
Stress/anxiety/workload	5	5
Insecurity	4	3
Communicative Environment	5	5
Leadership supports the change	5	5
Satisfaction to support	4	3
Job Satisfaction	5	5
Happiness	5	5
Psychological Well-being	5	5
Subjective Well-being	5	4
Agent of Change	1	3
Recognition	5	5
Organisational Concerns	3	4
Passion	3	3
Life Satisfaction	3	4

Three key findings emerged from the qualitative analysis study. First, organisational changes generated conflicts and stress for academics. In turn, these pressures impacted academic's family life, health, and career expectations. The findings are endorsed the previous results, such as the study by Raza & Standing (2011), Shin et al. (2012), Harvey & Broyles (2010). The second finding was that the change in the

working environment reduced the well-being experienced by academics. There have been extensively signalled that HR current studies often ignored about the relationship of changes and work-related well-being (Guest, 2017).

Furthermore, in the quantitative data analysis, the importance of communicative working environment (CWE) is presented. Positive work relationship and social communication in the organisation are also crucial to individual well-being (Ravenswood, 2017). A third finding was that there was evidence of resistance to change, but it was not widespread. The results supported the previous studies by Ritter et al. (2016), Helson (1946), Appley (1971), and Horowitz et al. (2004, 2007) that the effects of change are temporary. The outcomes of qualitative data analysis were used to provide complementary evidence to that offered by the survey, the results of which are reported in the following chapter.

CHAPTER 6

RESULTS FOR HYPOTHESIS TESTING

6.1. Introduction

The focus groups and in-depth interviews reveal three main findings. The first finding is that organisational change has an impact on the level of conflict and stress among academics in higher education institutions. The second finding is that organisational change has a negative impact on the communicative working environment and reduces the satisfaction and well-being of academics in the workplace. The third finding is that resistance to change is usually temporary, as is stated by “the law of diminishing marginal value” developed from neoclassical theory (Horowitz, List & McConnell, 2007; Horowitz, List & McConnell, 2004; Hudson, 1987), the Affective Events Theory (AET) (Weiss & Cropanzano, 1996), and the Adaptation Level Theory (Helson, 1947).

The present chapter intends to support the findings of the qualitative data analysis presented in the former section to answer the research questions. This chapter presents the results of the quantitative data gathered from the survey instrument on personal socio-demographic characteristics, work characteristics, factors associated with organisational change and well-being. The respondent’s characteristics include age, gender, number of children, and religion, and education level, employment by grade, income and teaching loads. The discussion includes the multivariate analysis of the factors related to organisational behaviour and academic’s sense of well-being accordance to the impact of their working environment.

The chapter begins with the responses from the surveys and initial observations and continues with an explanation of the characteristics of the sample and considerations of the sample size. That part also discusses the reliability and validity of the variables adopted in the measurement model and the structural equation modelling of academic well-being in Indonesian private universities. Furthermore, the outcomes of the PLS findings in the measurement model and structural model of educational welfare are presented. The instrument used in the analysis is path modelling and partial least squares structural equation model (PLS-SEM). The estimation of the PLS model or path modelling in this study is used to analyse the relationships among

the latent constructs that characterise the impact of organisational change in the workplace.

6.2. Survey Responses

This section discusses the analysis of the characteristics of the respondents. The total number of questionnaires distributed to full-time academics was 395 across 14 private universities. A total of 318 questionnaires were returned from nine universities (80.51% response rate). Of the completed questionnaires, approximately 12 were gathered via online methods (email and social media) and 72 were received via a friend to friend relationship. The remainder of the questionnaires were collected via telephone, face to face communication and direct distribution to the academics. Not all data was able to use, as some did not conform to the requirements of this study. Overall, 73 questionnaires were excluded from the study, for reason of data entry errors, missing data, suspicious response patterns, and interviewer fraud (Sarstedt & Mooi, 2014). The target sample size for this study was 250 responses, with more than 14 Indonesian private universities included in the survey. Nevertheless, only nine private universities were involved in the quantitative analysis with the total number of respondents being 245 (77.04% response rate). As a result, the survey response is adequate at a minimum of 60% (Punch, 2003).

Despite bad weather during the data collection period, the participants responded with enthusiasm and confidence during the survey stage and during the preliminary study. This was because the academics were interested in participating in the survey and desired to express their views about the process of change.

The investigator used a colleague to assist with distributing the questionnaires and to motivate the academics to participate in the study. Most of the surveys were returned face to face and over the phone (Farquhar, 2012). Other methods of collection included social media, email and post (Milroy, 2003). The investigator also used mobile communications to follow up with respondents when insufficient responses were returned. Furthermore, the investigator asked one person in charge at every department at each university to ensure the investigator would come back another day to pick up the completed questionnaires from the contact person (administrative staff). As a result, this method of quantitative data collection had a higher response from academics.

6.3. Initial Observations

This research directly targets full-time lecturers in private universities in Kopertis III Region, Jakarta-Indonesia; however, 8% of the respondents that were ultimately selected are not full-time lecturers. Further, the preliminary study was conducted in three private universities, whilst the pilot study was conducted in one of the three universities. However, the results of the pilot study are not presented in this study as the aim of the pilot study is to indicate the response rate of the questionnaires and obtain feedback on the instruments used. That feedback was used to revise the questionnaires and construct the final questionnaires. The initial observation also identified the proper participants for the research (Leman, 2010). Identification of eligible respondents who were participating was confirmed by the Dean of the Faculty and the Head of academic administration. Moreover, the researcher's experience in working with other academics at Indonesian private universities was a benefit in approaching this study. Thus, a snowball and convenience sampling was used to obtain a larger number of respondents (Leman, 2010).

The initial observation was essential to enable the researcher to achieve better quality research data, in particular the quantitative data. Following the initial observation, the quantitative data was processed using smartPLS-3 software which has gained widespread interest among method researchers since its introduction in 2005 (Becker, Klein & Wetzels, 2012; Hair, Hult, Ringle & Sarstedt, 2017; Wong, 2013). Further, the valuable feedback provided by the academics as participants and the thesis supervisors assisted the investigator to conduct the study and obtain acceptable data for analysis.

6.4 Characteristics of the Sample

The type of data used in this study is both qualitative and quantitative primary data. Primary data refers to new information obtained directly by the researcher from the field of study (Farquhar, 2012). The sample of respondents in the survey included academics with different personality types and motivations compared to other

professionals in the industry (Erez & Shneorson, 1980; Esdar, Gorges & Wild, 2016).

As part of the requirements of the study, the participants were asked to respond to demographics questions. These questions concerned their gender, age, marital status, educational level, income, religion, and employment status (full time/part-time). Additionally, further questions relating to their academic level of employment, whether they have children, the length of time they have been a teacher, their teaching credits, the number of classes they teach per week, the number of students under their supervision, the number of staff members they supervise were asked. Table 6.1 summarises the demographic characteristics of the respondents from the representative sample.

Of the 245 participants examined in this study, 134 were males (54.69%) and 111 were female (45.31%). Further, 202 respondents (82.4%) were married, whilst 43 (17.6%) were single. Most (180) of the participants held a masters level degree a level of master (73.5%), 60 respondents held a doctoral degree (24.5%) and five held a bachelor degree (2%). In addition, 221 of the respondents held a full-time position (90.2%), whilst 19 (7.8%) were employed part-time and the remaining five respondents fell into the “other” category of employment (2%). The majority of the respondents fell within the ages of 35 – 54 years old (71.4%). Islam was the most common religion of the majority of the sample 79.2%, and Hindu was the minority being 0.4% of total participants. There were 59 (24.1%) respondents not having children, 42 (17.1%) having one child, 74 (30.2%) having two children, 50 (20.4%) having three children, and 20 (8.2%) having more than three children.

The academic level of employment of lecturers were: 98 asisten ahli (40%), 87 lektor (35.5%), 55 lektor kepala (22.4%), and 5 guru besar/professor (2%). Further, nearly 50% of the respondents had been teaching for more than 15 years (49.8%) while 15 respondents (6.1%) were junior academics. The distribution of monthly income of the participants was ranged from under Rp 2 million to more than 12 million. The majority of the academics had from 6 – 9 (22.4%) and from 10 – 13 teaching credits (35.1%). On average, most of the respondents teach more than three classes per week (86.9%); the breakdown is as follows: three classes (22.9%), four classes (25.3%) and more than four classes (38.8%).

The number of student's supervised by academics was variable due to the range of students in each study program. In this study, the academic respondents have supervised bachelor and master thesis students only. Furthermore, more than 50% (65.7%) of participants did not oversee other academics and non-academics staff. These staff members therefore do not hold any administrative role at the university unlike the heads of school, heads of department and heads of faculty.

Table 6. 1 Characteristics Respondents (N=245)

Gender	N	%	Marital status	N	%
Male	134	54.69	Single	43	17.6
Female	111	45.31	married	202	82.4
Age	N	%	Religion	N	%
25-34	40	16.3	Islam	194	79.2
35-44	79	32.2	Christian	22	9
45-54	96	39.2	Catholic	19	7.8
55-64	27	11	Buddhist	9	3.7
65 or above	3	1.2	Hindu	1	0.4
Education	N	%	Employment Status	N	%
Bachelor	5	2	Full time	221	90.2
Master	180	73.5	Part time	19	7.8
doctoral	60	24.5	Others	5	2
Number of children	N	%	Academic level of employment	N	%
No child	59	24.1	Asisten Ahli	98	40
1	42	17.1	Lektor	87	35.5
2	74	30.2	Lektor Kepala	55	22.4
3	50	20.4	Guru Besar/Professor	5	2
More than 3	20	8.2	Teaching income monthly	N	%
Teaching time period	N	%	Up to 2 million	11	4.5
Up to 1 year	15	6.1	Rp 2 mil – 5 million	61	24.9
1 year 1 month- 5 years	29	11.8	Rp 5.1 mil – 8 million	84	34.3
5 year 1 month- 10 years	42	17.1	Rp 8.1 mil – 10 million	32	13.1
10 year 1 month- 15 years	37	15.1	Rp 10.1 mil – 12 million	31	12.7
More than 15 years	122	49.8	More than 12 million	26	10.6
Teaching credits	N	%	Teaching classes per week	N	%
Less than 6 credits	15	6.1	1 class	10	4.1
6-9 credits	55	22.4	2 classes	22	9.0
10-13 credits	86	35.1	3 classes	56	22.9
14-17 credits	47	19.2	4 classes	62	25.3
More than 17 credits	42	17.1	More than 4 classes	95	38.8
Supervision students	N	%	Number of staffs	N	%
No one	40	16.3	No one	161	65.7
1-3 students	42	17.1	1-3 people	48	19.6
4-6 students	64	26.1	4-6 people	19	7.8

7-9 students	30	12.2	7-9 people	4	1.6
More than 9 students	69	28.2	More than 9 people	13	5.3

Other work characteristics of the respondents included the percentage of academics engaging in teaching, research and administration in the course of their job each week. Most academics spent from 30% to 60% of their time teaching. There were also 12 respondents (4.9%) who spend all of their time teaching (Table 6.2 and Figure 6.1).

Figure 6. 1 Academics Time Spent on Teaching

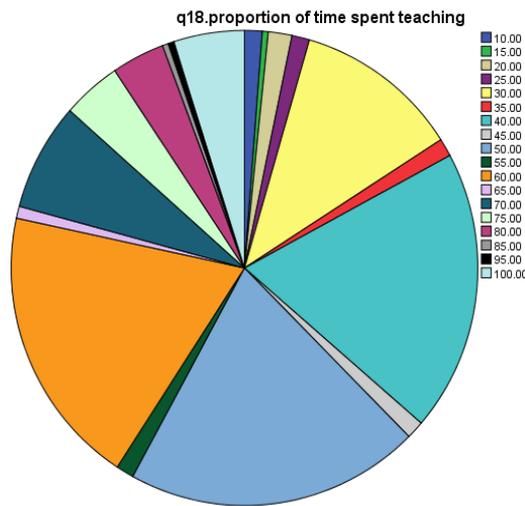


Table 6. 2 Proportion of Time Teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10.00	3	1.2	1.2	1.2
15.00	1	.4	.4	1.6
20.00	4	1.6	1.6	3.3
25.00	3	1.2	1.2	4.5
30.00	28	11.4	11.4	15.9
35.00	3	1.2	1.2	17.1
40.00	47	19.2	19.2	36.3
45.00	3	1.2	1.2	37.6
50.00	50	20.4	20.4	58.0
55.00	3	1.2	1.2	59.2
60.00	47	19.2	19.2	78.4
65.00	2	.8	.8	79.2
70.00	18	7.3	7.3	86.5
75.00	10	4.1	4.1	90.6
80.00	9	3.7	3.7	94.3
85.00	1	.4	.4	94.7
95.00	1	.4	.4	95.1
100.00	12	4.9	4.9	100.0
Total	245	100.0	100.0	

The proportions of time spent conducting research are shown in Table 6.3 and Figure 6.2. In general, 10% to 40% of the respondents spent time doing research and developing their skills whilst 26 lecturers were not conducting research (10.6%). Those academics were typically new academics or novice graduate academics.

Figure 6. 2 Academics Time Spent on Research

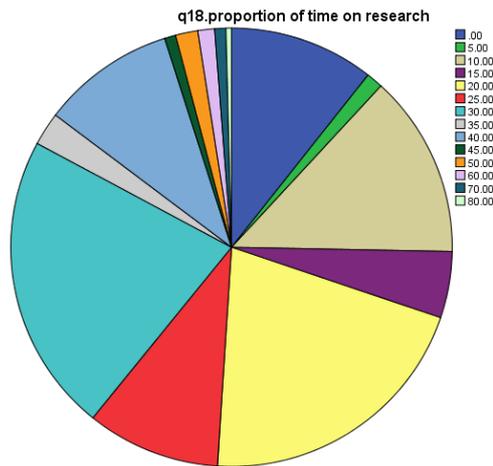


Table 6. 3 Proportion of Time Spent on Research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	26	10.6	10.6	10.6
	5.00	3	1.2	1.2	11.8
	10.00	33	13.5	13.5	25.3
	15.00	12	4.9	4.9	30.2
	20.00	51	20.8	20.8	51.0
	25.00	24	9.8	9.8	60.8
	30.00	54	22.0	22.0	82.9
	35.00	6	2.4	2.4	85.3
	40.00	24	9.8	9.8	95.1
	45.00	2	.8	.8	95.9
	50.00	4	1.6	1.6	97.6
	60.00	3	1.2	1.2	98.8
	70.00	2	.8	.8	99.6
	80.00	1	.4	.4	100.0
	Total	245	100.0	100.0	

The proportion of time spent by the academics conducting administrative tasks is shown in Table 6.4 and Figure 6.3. The purpose of this supervisory role is so that academics can provide time to students for academic consultations, report to the head of school, and for the heads of school to organise the academics as required.

Generally, 10% to 40% of the respondent academics spent time doing administrative tasks during work hours however, 34 lecturers did not conduct administrative tasks at all (13.9%).

Figure 6. 3 Academics Time Spent on Administration

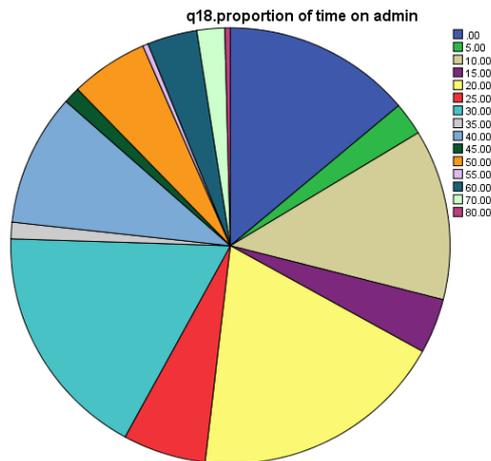


Table 6. 4 Proportion of Time Spent on Administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	34	13.9	13.9	13.9
	5.00	6	2.4	2.4	16.3
	10.00	31	12.7	12.7	29.0
	15.00	10	4.1	4.1	33.1
	20.00	46	18.8	18.8	51.8
	25.00	15	6.1	6.1	58.0
	30.00	43	17.6	17.6	75.5
	35.00	3	1.2	1.2	76.7
	40.00	24	9.8	9.8	86.5
	45.00	3	1.2	1.2	87.8
	50.00	14	5.7	5.7	93.5
	55.00	1	.4	.4	93.9
	60.00	9	3.7	3.7	97.6
	70.00	5	2.0	2.0	99.6
	80.00	1	.4	.4	100.0
	Total	245	100.0	100.0	

6.5. Sample Size Considerations

In processing the quantitative data, an instrument of path modelling, partial least square (PLS), was used. Hair, Hult, Ringle and Sarstedt (2017) identified that partial

least square can be applied with even small samples (less than 100 respondents). The data in this study is considered sufficient in following the “rule of ten” guideline for the partial least square sequential equation model (PLS-SEM). Hair, Ringle and Sarstedt (2011) have recommended rules of SEM adoption, for selecting a covariance-based structural equation model (CB-SEM) or partial least square sequential equation model (PLS-SEM). The authors suggested that where the sample size is relatively low, a PLS-SEM model should be used. Hair et al. (2011, p. 144) recommended that, as a minimum, the sample size should be equivalent to the greater of the following:

- (1) Multiply 10 with the largest number of “formative indicators” used to measure one variable, or
- (2) Multiply 10 with the largest number of “structural paths” directed at a specific latent construct (latent variable) in the structural model.

In total, 245 observations were gathered in this study. Based on the first rule of thumb above, 10 times six dimensions is equal to 60 samples. Moreover, based on the second rule of thumb, 10 times 22 paths is equal to 220 samples. Hence, the sample size for this study (245 samples) is sufficient.

6.6. Structural Equation Modelling

The first generation of multivariate statistical analysis employs a linear regression, being ANOVA and MANOVA, while the second generation employs structural equation modelling (SEM). Structural equation modelling (SEM) is a multivariate statistical analysis that is used to examine causal structural relationships among variables. Recently, SEM application has become popular in the examination of latent variables in marketing, biology, economics, education, and management research (Horvat, Sharma & Bobek, 2015). SEM is a combination of factor analysis and multiple regression analysis (Horvat et al., 2015; Hair, Black, Babin & Anderson, 2010).

The structural equation model is the most advanced statistical analysis technique that is typically applied to more sophisticated multivariate data analysis methods (Hair et al., 2017). There are different types of statistical analysis including covariance based (CB-SEM) and variance based (PLS-SEM) structural equation modelling. The former is more widely applied than the latter (Kazár, 2014; Wong, 2013), however

both are used for latent variable modelling. Both models have advantages and disadvantages. If the objective of the research is to test a theory, the study required CB-SEM method in the analysis of the data (Nascimento & Macedo, 2016). On the other hand, where the theory is less developed, PLS-SEM is more appropriate (Nascimento & Macedo, 2016). Partial least squares (PLS) is the latest trend in SEM techniques (Becker, Klein & Wetzels, 2012; Fong & Law, 2013).

The use of theory testing and theory confirmation is limited as there is no standard of fitness measurement. Hence, researchers must adopt a SEM technique that best suits their research objectives, data characteristics and the estimation model (Hair, Black, Babin & Anderson, 2010). For an exploratory study, the investigator should apply a PLS-SEM, as in this research. Further benefits of using PLS-SEM include the normality of data, the scale of measurement and its suitability for small sample sizes as recommended by Hair et al. (2011, 2017) and Wong (2013).

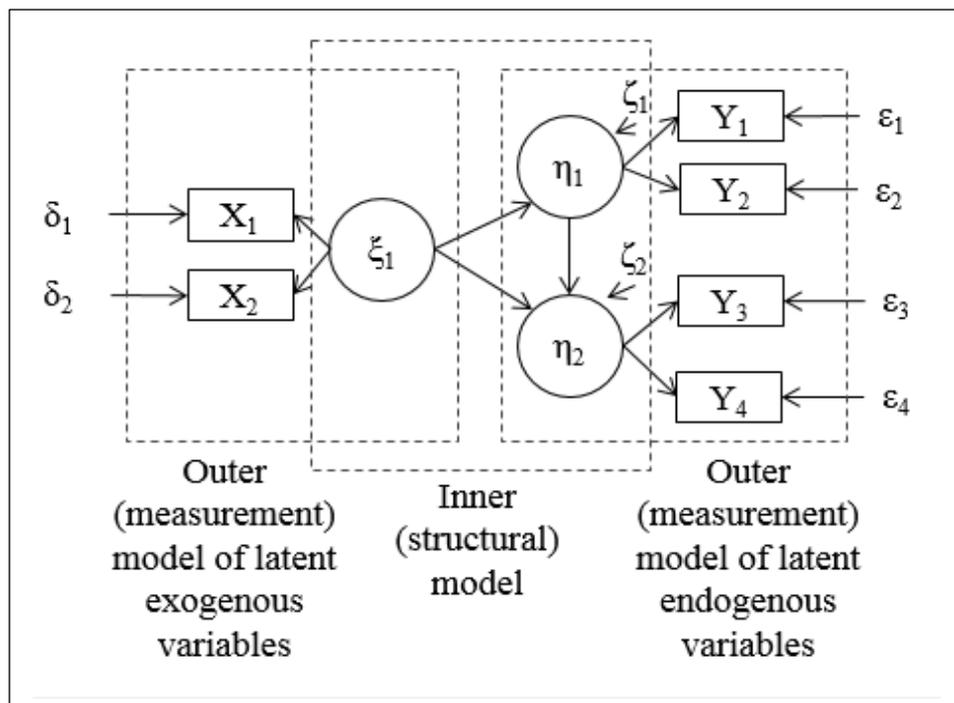
PLS-SEM is based on path analysis. Path analysis originated from the work of Sewal Wright in 1921 and has generalised multiple regression models because all variables can be both dependent and independent variables (Hadri & Hanafi, 2014, p. 29). Path analysis is a form of structural equation models that uses latent variables in many fields of study, such as social sciences. Path analysis is a set of statistical procedures used to observe the cause and effect between measured variables on the same set of observations (Hadri & Hanafi, 2014). Furthermore, partial least squares was originally established by Herman Wold in 1966 as a heuristic technique to address issues in systems of linear simultaneous equations (Takane & Loisel, 2014). Therefore, PLS is suitable for estimating the measured variables in this study, in particular, it is useful to observe the multiple linear regressions of the constructs in the structural model.

Latent variable modelling is the concept of manifest (observed) variables which is associated with the latent variables (Kazár, 2014; Nascimento & Macedo, 2016; Wong, 2013). There are nine latent variables in this study: communicative working environment (CWE), satisfaction with leadership support (Ldr), conflict, perception of organisational virtuousness (OV), socioeconomic factors (SEC), job satisfaction (JobSat), stress, subjective well-being (SWB) and psychological well-being (PWB). The measurable indicators of satisfaction with leadership support are management

support for career path (Ldr1), level of support received from management (Ldr2) and the level of leadership support (Ldr3). These indicators or manifest variables measure the connection to the latent variable ‘satisfaction with leadership support’.

Another construct in this study is SWB, which is related to the well-being of an organisation. The manifest variables for SWB are the importance of work (SWB1), leisure time (SWB2) and work colleagues (SWB3). Therefore, the measurement of the outer and inner model is described in Figure 6.4, replicated from the article by Henseler and Sarstedt (2013), Kazár (2014), Nascimento and Macedo (2016) and Wong (2013). The outer model includes the manifest variables being X and Y as shown in Figure 6.4, while the inner model consists of the latent variables such as ξ and η .

Figure 6. 4 Structural Equation Model



Source: (Adopted from Kazár, 2014, p. 184)

The independent latent variables (IV) are the exogenous variables whilst the dependent variables (DV) are the endogenous variables (Kazár, 2014; Wong, 2013). Exogenous variables have an explanatory role while endogenous variables are the target (in the relationship with ξ_1) and explanatory role (in the relationship with η_2) (Kazár, 2014). The outer measurement of the latent variables is known as the manifest variables. Measurement errors are indicated by δ , ζ , and ϵ in Figure 6.4.

These are the reflective (X, Y) and formative dimensions in the outer model, constructed on the direction of causality between the indicators and the latent variables (Kazár, 2014).

6.7. Survey Results

The first multivariate procedure is factor analysis which confirms the construct validity of the research instrument. Factor analysis is a parametric technique that provides the tools for analysing the structure of the interrelationships among a huge number of variables and factors, while explaining their common dimensions, known as factors (Hair, Black, Babin & Anderson, 2010). There are three types of factor analysis; exploratory analysis, confirmatory factor analysis, and SEM (Sarstedt & Mooi, 2014b). Exploratory factor analysis is the model used for investigating common relationships in a multivariate technique; it reveals the method and the data defining the nature of the relationship (Hair et al., 2010). Confirmatory factor analysis defines clear expectations with respect to the factor structure and is used to identify the conventional structure while SEM is used to assess how well the variables relate to the factors and what connections exist among them (Sarstedt & Mooi, 2014b).

The adoption of PLS-SEM in this study is used to examine the measurement and structural model for analysis of the research data. The measurement model is generally used for exploratory and confirmatory factor analysis. The researcher should follow the requirements of this test to develop the most suitable model for the study. This study applies PLS-SEM with the assistance of SmartPLS-3 software to conduct the exploratory factor analysis, which is not based on the goodness of fit indexes, but on factor loading, indicator reliability, internal consistency reliability and validity of the measurement model (Lee, 2016; Nascimento & Macedo, 2016).

PLS is related to SEM which is used to test the model parameters and structural paths. PLS-SEM uses a component-based least squares method compared with a covariance-based approach (CB-SEM) to achieve the model measurements (Henseler et al., 2014; Hair et al., 2017). PLS-SEM focuses on the strength of the individual factor relationships and exploratory process, while covariance-based SEM is typically used as a confirmatory method (Hair et al., 2017). The adoption of PLS-

SEM in this study is appropriate as the theory is less developed than covariance-based techniques (Hair et al., 2011).

According to Henseler, Hubona and Ray (2016), PLS path representations are officially defined by the outer and inner model. That article explains that the outer model is the measurement model whereas the inner model is the structural model. The measurement model is used to examine the relationships between latent variable and its manifest variables or observed indicators (Kazár, 2014). On the other hand, the operational model measures the associations between variables (Henseler et al., 2016).

6.7.1 Measurement Model Specification

The data was examined to identify the missing values, outliers and normality assumptions. In the first stage of screening the data, two values were excluded from the statistical analysis as they were missing significant data (Curran, West, Finch & I., 1996). Meanwhile, the data screening continued to remove the outliers from the dataset. Outliers are a different unique value from all observations that have a substantial influence on the outcomes (Sarstedt & Mooi, 2014). There were nine univariate outliers with the value of the standardised score higher than 3.29 from the “mean” of a corresponding construct (Tabachnick & Fidell, 2007). Moreover, normality assumptions were tested using Kolmogorov-Smirnov and Shapiro Wilk; the data ultimately required transformations. After the data was cleaned, several statistical analyses were conducted to deepen the understanding of the dataset and to assess the measurement model specification.

The limitations of skewed data distribution and the limited number of participants were addressed by the use of partial least squares (PLS) for the structural equation modelling (Igarria, Guimaraes & Davis, 1995; Wong, 2013). Wong (2013) suggests that a sample size of between 100 to 200 participants is a good starting point in assessing path modelling. The author recommends that researchers should not only seek to meet the minimum sample size requirements, but also should check the reliability and validity of the model (see Table 6.5).

Assessing the reflective measurement model begins at the initial standardised factor loadings of the manifest variables of the latent variables (see Figure 6.6). Table 6.6 displays the results of the initial outer loadings. One of the requirements of

exploratory factor analysis for business research is a focus on the highest loading with a cut-off value and a factor loading of 0.40 or higher (Hulland, 1999; Matsunaga, 2010; Wong, 2013; Xu & Quaddus, 2012).

For the relationship between the path coefficients and the final endogenous variables, the researcher set the value of the outer loadings at 0.6 (Becker et al., 2012) to develop a better model fit. Therefore, there is a loading value lower than 0.40 or 0.50 should be removed (Hulland, 1999).

According to Hair et al. (2011, p. 140) that the construct measurement properties are less restrictive with PLS-SEM constructs with fewer items, one or two indicators, can be used than those that CB-SEM requires. For example, the concept of conflict in this study has only two items; number of conflict and number of new rules.

Table 6. 5 Reliability and Validity Recommendation

What to check?	What to look for in SmartPLS?	Where is it in the report?	Is it ok?
Indicator Reliability	Outer loadings numbers	PLS calculation results (outer loadings)	Square each of the outer loadings to identify the indicator reliability value. The value is 0.70 or higher. If it is “an exploratory research”, the value of 0.40 or greater is tolerable (Hulland, 1999; Matsunaga, 2010; Wong, 2013).
Internal Consistency Reliability	Reliability numbers	PLS quality criteria (overview)	Composite reliability should be 0.70 or higher. For exploratory research, 0.60 or higher is considered acceptable (Wong, 2013).
Convergent Validity	Average variance extracted (AVE) numbers	PLS quality criteria (overview)	It should be 0.50 or higher (Hair et al., 2011; Wong, 2013).
Discriminant validity	AVE numbers and latent variable correlations	PLS quality criteria (overview for the AVE number as shown above) PLS quality criteria (latent variable correlations)	Fornell and Larcker recommended that the “square root” of AVE of each latent variable should be greater than the correlations among the latent variables (Wong, 2013).
Discriminant validity	Heterotrait-monotrait ratio of correlations (HTMT) numbers	PLS quality criteria (overview for an estimate for the factor correlations with all other factors in the model)	Value lower than 0.85 for conceptually distinct constructs. Value below 0.90 for conceptually similar constructs. Value confidence intervals should be significantly smaller than one (Hair, Hollingsworth, Randolph & Alain Yee Loong, 2017; Jorg Henseler, Hubona & Ray, 2016; Wong, 2013).

Source: adopted from Wong (2013, p. 21)

As per the recommendation of Becker et al. (2012), Hulland (1999) and Wong (2013), only items with a loading factor greater than 0.40 are accepted in the further calculation, particularly in social science research and newly developed scale adoption. In addition, the process of cross loadings is adopted to identify which items are suitable for the next PLS logarithm.

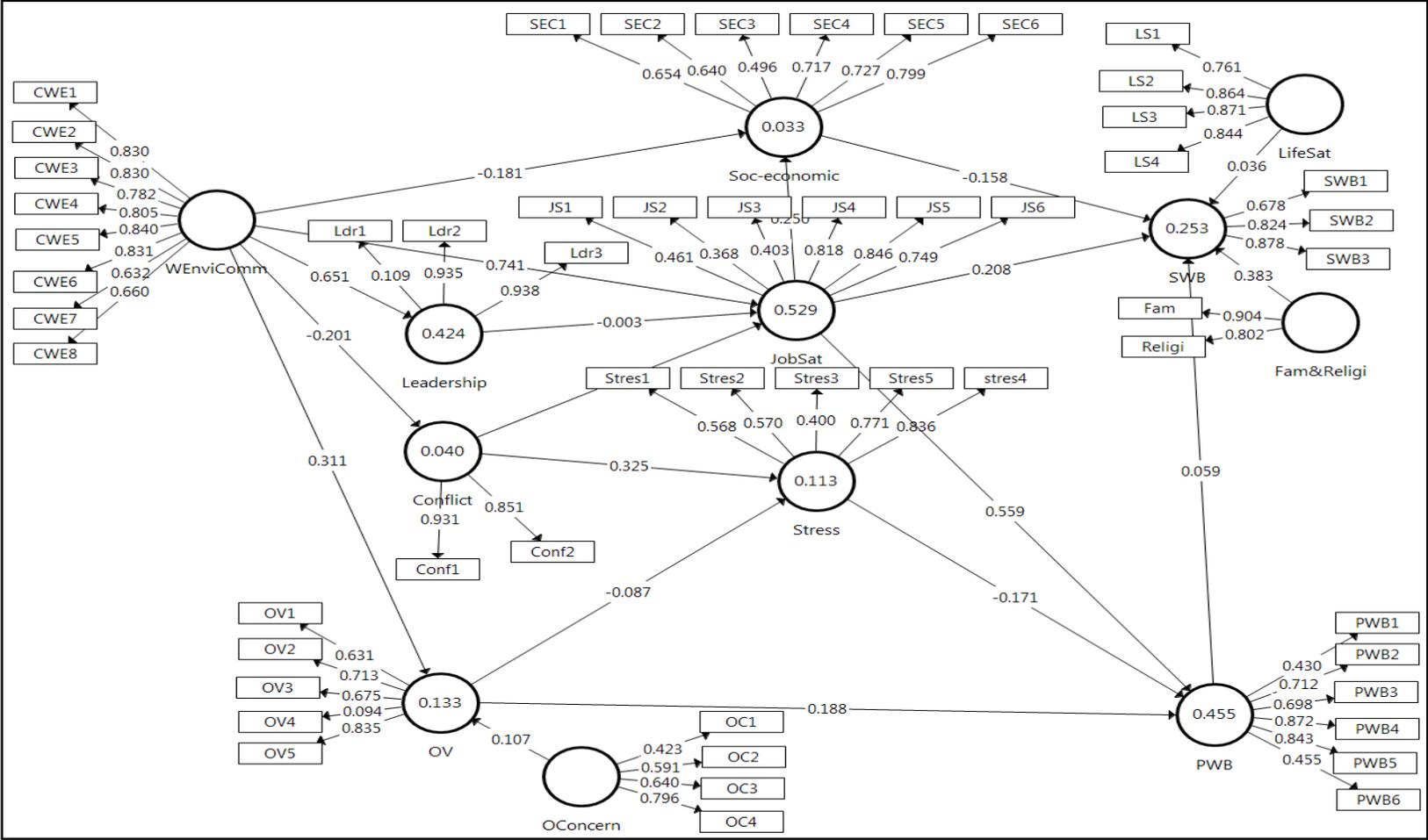
Table 6.7 shows the standardised factor loadings after removing some items. The following items have been removed from the dataset to ensure better results: JS1 (0.461), JS2 (0.368), JS3 (0.403), Ldr1 (0.109), SEC3 (0.496), OC1 (0.425), OC2 (0.591), OV4 (0.094), PWB1 (0.430), PWB6 (0.455), Stress1 (0.568), Stress2 (0.570), and Stress3 (0.400). Item JS1 is job satisfaction; JS2 is the importance of taking annual leave; and item JS3 is income. Item Ldr1 is management support; Item SEC3 is education level; Item OC1 is the presence of individual groups with vested interest in management positions; and Item OC2 is the difficulty of trusting managers. Item OV4 is that all changes in an organisation are for a purpose and for the best results in the future. Item PWB1 is how academics rate their current state of health. Item PWB6 is whether academics have forgiven their leaders for making mistakes during organisational change. Item Stress1 is the amounts of teaching credits; Stress2 is the amount of teaching subjects; and Stress3 is the amount of teaching classes.

Table 6. 6 Initial Standardized Factor Loadings

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OrgVirtu	PWB	SWB	SEC	Stress	CWE
Conflict1	0.931											
Conflict2	0.851											
Family Religion		0.904 0.802										
JS1			0.461									
JS2			0.368									
JS3			0.403									
JS4			0.818									
JS5			0.846									
JS6			0.749									
Ldr1				0.109								
Ldr2				0.935								
Ldr3				0.938								
LS1					0.761							
LS2					0.864							
LS3					0.871							
LS4					0.844							
OC1						0.423						
OC2						0.591						
OC3						0.640						
OC4						0.796						
OV1							0.631					
OV2							0.713					
OV3							0.675					
OV4							0.094					
OV5							0.835					
PWB1								0.430				
PWB2								0.712				

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OrgVirtu	PWB	SWB	SEC	Stress	CWE
PWB3								0.698				
PWB4								0.872				
PWB5								0.843				
PWB6								0.455				
SWB1									0.678			
SWB2									0.824			
SWB3									0.878			
SEC1										0.654		
SEC2										0.640		
SEC3										0.496		
SEC4										0.717		
SEC5										0.727		
SEC6										0.799		
Stress1											0.568	
Stress2											0.570	
Stress3											0.400	
Stress4											0.771	
Stress5											0.836	
CWE1												0.830
CWE2												0.830
CWE3												0.782
CWE4												0.805
CWE5												0.840
CWE6												0.831
CWE7												0.632
CWE8												0.660

Figure 6. 5 Initial Standardised factor Loadings



The second process of data cleansing involves a cross-loading operation. Table 6.6 displays the outer loading after removal of those items. In that Table, all loading values are higher than 0.60. Figure 6.6 shows the new results of the standardised factor loadings; the path coefficients for every association in the model.

After assessing the outer loadings, the internal consistency and reliability of the latent variables was checked. Table 6.8 presents the reliability and validity lists. The measurement of Cronbach's alpha and composite reliability was applied to verify internal consistency (Hair et al., 2017). Even though in PLS, individual item reliability is assessed by examining the simple correlation of outer loadings, many researchers apply a rule of thumb to accept items with loadings of 0.70 or more (Hulland, 1999; Hair et al., 2017). Another study states that a Cronbach's Alpha value of 0.60 is reliable (Ghozali, 2005).

In this study, the Cronbach's Alpha value for the control variable "family religion" is 0.639. This control variable has been included in the analysis as it is necessary for the review. This control variable has two items; it is family and religion. Family religion controls SWB in the conceptual model. Another control variable of SWB is life satisfaction with a Cronbach's Alpha value 0.861. Another control variable, organisational concern, has a Cronbach's Alpha value of 0.613. The term 'organisational concern' consists of four indicators; however, two indicators are removed in the next stage of the PLS process due to their low loading values.

Organisational concern controls the perception of organisational virtuousness (OV variable), because the concept of organisational concern is one of the social-exchange of employees to their virtuous leaders and institutions (Halbesleben, Bowler, Bolino, & Turnley, 2010). Organisational concern is related to organisational citizenship behaviours (OCB) to increase employee performance (Halbesleben et al., 2010). These three control variables (life satisfaction, family and religion, and organisational concern) are included in the model as latent variables that are unobserved and measured in practice by multiple manifest variables (Neiheisal, 2017, p. 2).

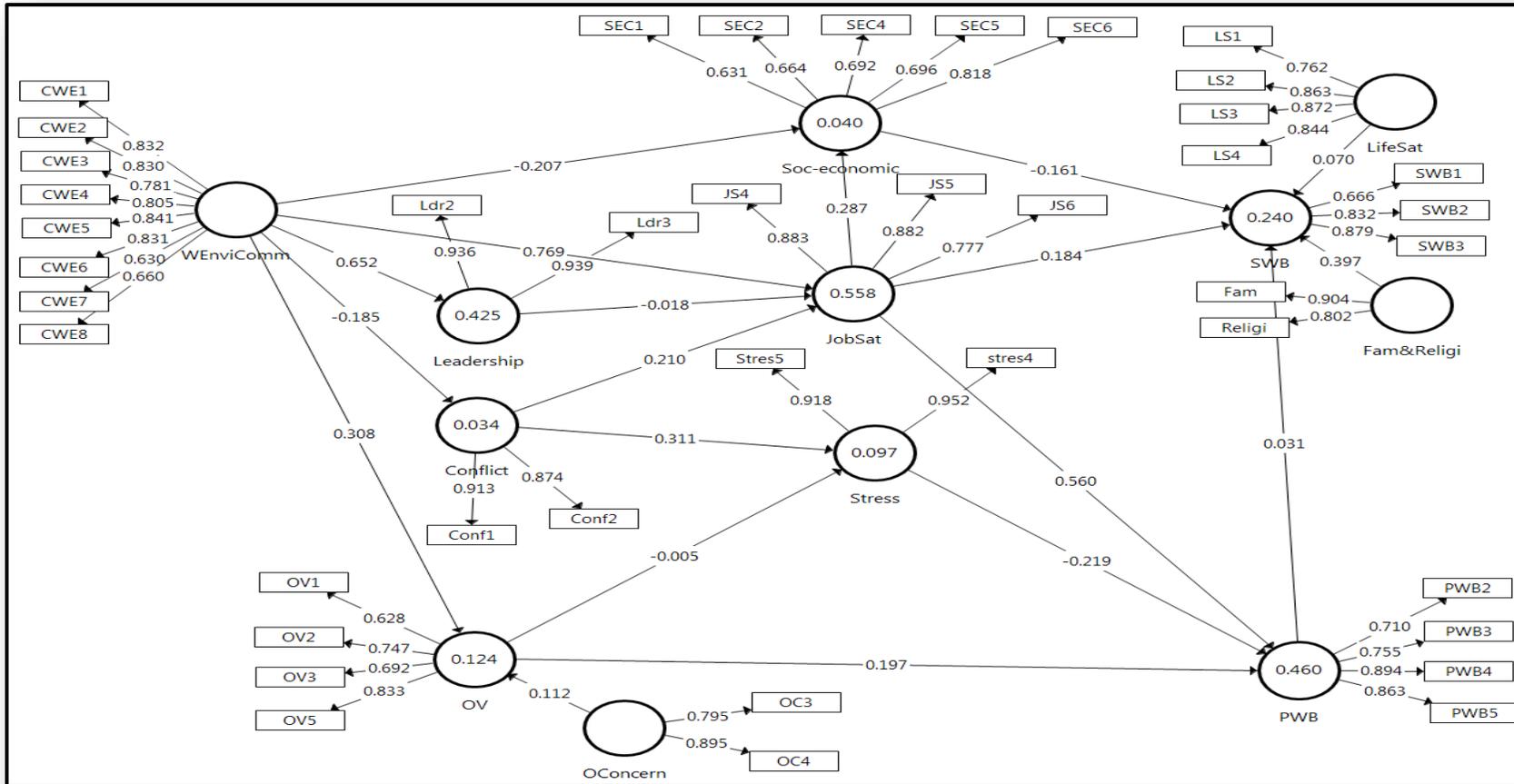
Table 6. 7 Standardized Factor Loadings after Dropping Items

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OrgVirtu	PWB	SWB	SEC	Stress	CWE
Conflict1	0.913											
Conflict2	0.874											
Family Religion		0.904 0.802										
JS4			0.883									
JS5			0.882									
JS6			0.777									
Ldr2				0.936								
Ldr3				0.939								
LS1					0.762							
LS2					0.863							
LS3					0.872							
LS4					0.844							
OC3						0.795						
OC4						0.895						
OV1							0.628					
OV2							0.747					
OV3							0.692					
OV5							0.833					
PWB2								0.710				
PWB3								0.755				
PWB4								0.894				
PWB5								0.863				
SWB1									0.668			
SWB2									0.832			
SWB3									0.879			
SEC1										0.631		
SEC2										0.664		

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OrgVirtu	PWB	SWB	SEC	Stress	CWE
SEC4										0.692		
SEC5										0.696		
SEC6										0.818		
Stress4											0.952	
Stress5											0.918	
CWE1												0.832
CWE2												0.830
CWE3												0.781
CWE4												0.805
CWE5												0.841
CWE6												0.831
CWE7												0.630
CWE8												0.660

Source: SmartPLS3 processed

Figure 6. 6 Path Coefficients



In the measurement model specification, PLS is preferred to composite value for reliability rather than a Cronbach's Alpha value (Wong, 2013). According to Wong (2013), composite reliability does not suit Cronbach's Alpha which perceives that all factors are equally reliable; hence, PLS-SEM is more suitable. However, according to Hair et al. (2017), it is better to account both values (composite value and Cronbach's Alpha value). Therefore, the assessment of the reliability both the Cronbach's Alpha and composite reliability is accepted in the model.

Table 6. 8 Reliability and Validity Lists

Variables	Cronbach's Alpha	Composite Reliability	AVE
Conflict	0.750	0.888	0.799
Family Religion	0.639	0.844	0.730
Job Satisfaction	0.803	0.885	0.720
Leadership support	0.862	0.935	0.879
Life Satisfaction	0.861	0.903	0.699
Organisational Concern	0.613	0.835	0.717
Perception of OV	0.717	0.818	0.531
PWB	0.820	0.882	0.654
SWB	0.711	0.838	0.636
Socioeconomic Factors	0.790	0.829	0.500
Stress	0.859	0.933	0.875
CWE	0.906	0.925	0.609

Source: SmartPLS3 processed

The next step is to determine the convergent validity; this measures a reflective construct using alternative approaches to measure the same variable (Hair et al., 2017). The authors recommend that the indicators of a specific reflective variable should display a high amount of variance. As recommended by Hair et al. (2011, 2017), the reflective measurement model focuses on convergent validity and discriminant validity assessments. The measurement of convergent validity aims to determine whether the average variance extracted (AVE) values are higher than the acceptable threshold of 0.50 (Hair et al., 2017; Wong, 2013). Table 6.8 shows that the values of AVE are higher than 0.50, thus, convergent validity is confirmed (Fornell & Larcker, 1981; Nascimento & Macedo, 2016).

Discriminant validity measures use three distinct measurements; cross loading, Fornell-Larcker Criterion, and Heterotrait-Monotrait Ratio (HTMT). Table 6.9, Table 6.10, and Table 6.11 display the validity of all of the items in the PLS algorithm. Table 6.9 presents the cross-loading values of discriminant validity. The

cross-loading values clarify the indicators/items in the measurement model. In the process of determining the cross-loading values, some items were identified as being problematic to the model, including SRMR which had an excessive value (more than 0.80). Those items were removed in the previous stages. During the second test of the PLS algorithm, the outcomes of the cross-loadings were better and valid. The process of cross-loading was conducted at the same time as the outer loadings of the PLS algorithm. Table 6.9 shows the cross-loading values after removing the problematic items.

The discriminant validity Fornell-Larcker Criterion states that the upper bound should be higher than the items underneath it (Fornell & Larcker, 1981). The statistical significance of the upper bound should be the maximum level of functioning variance (Hair et al., 2011). Table 6.10 shows the results of the discriminant validity Fornell-Larcker criterion. The bold numbers represent the upper bound as the maximum level. Hence, the validity of the model is confirmed in accordance with the rules of PLS (Wong, 2013).

After testing the cross loading and the Fornell-Larcker Criterion, the measurement model of the specification is Heterotrait-Monotrait Ratio of correlations (HTMT). HTMT is a new criterion for discriminant validity (Henseler, Ringle & Sarstedt, 2015). According to the authors, the benefit of HTMT is its performance with the Fornell-Larcker criterion and cross-loadings, when employing of a Monte Carlo simulation. The HTMT value is lower than 0.85 for conceptually distinct constructs and below 0.90 for conceptually similar constructs. Further, its confidence interval should not include a value of 1 (Hair et al., 2017; Yeik, Chin-Hooi & Wai, 2017). The results of the HTMT testing are presented in Table 6.11; the validity is confirmed as suggested.

In summary, the model was tested to measure internal consistency reliability, convergent validity and discriminant validity. Internal consistency reliability is measured by the Cronbach alpha and composite reliability, whereas convergent validity is measured by the average variance extracted (AVE). Discriminant validity is measured using cross-loadings, the Fornell-Larcker criterion, and the Heterotrait-Monotrait Ratio of correlations (HTMT). All discriminant validity testing is

accepted. By processing the PLS algorithm, the construct measures are determined to be reliable and valid.

Table 6. 9 Discriminant Validity Cross-Loadings Criterion

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OV	PWB	SWB	SEC	Stress	CWE
CWE1	-0.153	-0.043	0.637	0.591	0.233	0.192	0.277	0.480	0.101	-0.014	-0.031	0.832
CWE2	-0.234	0.009	0.589	0.467	0.225	0.198	0.284	0.597	0.149	-0.088	-0.137	0.830
CWE3	-0.180	0.034	0.533	0.522	0.209	0.225	0.277	0.549	0.138	0.002	-0.192	0.781
CWE4	-0.130	-0.012	0.582	0.493	0.221	0.199	0.268	0.522	0.118	0.048	-0.088	0.805
CWE5	-0.122	0.015	0.630	0.528	0.209	0.191	0.222	0.492	0.136	-0.008	-0.103	0.841
CWE6	-0.150	0.013	0.602	0.448	0.199	0.221	0.273	0.500	0.136	-0.006	-0.027	0.831
CWE7	-0.161	0.045	0.428	0.274	0.153	0.131	0.266	0.614	0.150	-0.038	-0.224	0.630
CWE8	-0.036	0.066	0.445	0.680	0.300	0.125	0.231	0.386	0.146	0.093	-0.060	0.660
Conf1	0.913	-0.034	-0.050	-0.181	-0.117	-0.103	-0.053	-0.213	-0.053	0.082	0.250	-0.307
Conf2	0.874	0.005	0.194	0.133	0.007	0.049	0.149	-0.061	-0.048	0.240	0.312	0.003
Fam	0.008	0.904	0.033	0.001	0.203	0.241	0.098	0.117	0.401	0.033	-0.004	0.048
JS4	0.026	-0.039	0.883	0.503	0.217	0.137	0.170	0.462	0.159	0.106	0.039	0.703
JS5	0.129	0.007	0.882	0.432	0.263	0.153	0.215	0.450	0.146	0.186	0.028	0.606
JS6	0.022	0.021	0.777	0.268	0.253	0.092	0.211	0.649	0.200	0.063	-0.159	0.514
LS1	-0.012	0.080	0.352	0.300	0.762	0.133	0.185	0.273	0.081	0.160	-0.064	0.338
LS2	-0.081	0.103	0.256	0.209	0.863	0.106	0.109	0.205	0.166	0.110	-0.055	0.247
LS3	-0.065	0.226	0.223	0.156	0.872	0.271	0.167	0.217	0.195	0.025	-0.097	0.198

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OV	PWB	SWB	SEC	Stress	CWE
LS4	-0.044	0.148	0.200	0.230	0.844	0.140	0.190	0.247	0.151	0.038	-0.056	0.231
Ldr2	-0.022	0.003	0.449	0.936	0.204	0.066	0.214	0.329	0.025	0.030	-0.040	0.595
Ldr3	-0.056	-0.001	0.440	0.939	0.258	0.092	0.241	0.366	0.072	0.042	-0.037	0.626
OC3	-0.081	0.237	0.092	-0.006	0.205	0.795	0.131	0.228	0.151	0.042	-0.029	0.125
OC4	0.003	0.188	0.154	0.129	0.151	0.895	0.178	0.189	0.131	0.033	-0.074	0.263
OV1	-0.084	0.012	0.146	0.206	0.131	0.069	0.628	0.188	0.056	0.110	-0.123	0.192
OV2	0.071	0.081	0.175	0.132	0.095	0.102	0.747	0.190	0.096	0.147	0.038	0.175
OV3	0.173	0.193	0.063	0.065	0.131	0.174	0.692	0.215	0.072	0.036	0.037	0.120
OV5	0.000	0.044	0.248	0.255	0.173	0.175	0.833	0.315	0.142	-0.060	0.041	0.387
PWB2	-0.124	0.062	0.529	0.323	0.168	0.243	0.300	0.710	0.162	0.063	-0.158	0.623
PWB3	-0.152	0.057	0.476	0.199	0.224	0.045	0.122	0.755	0.153	-0.064	-0.220	0.407
PWB4	-0.136	0.111	0.516	0.355	0.245	0.245	0.314	0.894	0.167	-0.040	-0.220	0.571
PWB5	-0.105	0.069	0.453	0.305	0.237	0.228	0.302	0.863	0.172	-0.024	-0.167	0.494
Religi	-0.048	0.802	-0.057	0.002	0.086	0.169	0.072	0.030	0.287	-0.039	0.015	-0.031
SEC1	0.008	0.008	0.004	0.012	0.021	0.101	0.139	0.064	-0.116	0.631	-0.054	0.028
SEC2	0.062	0.072	0.055	-0.012	0.025	0.118	0.018	-0.098	-0.149	0.664	-0.047	-0.027
SEC4	0.086	0.028	0.055	0.032	0.061	0.019	0.067	0.023	-0.052	0.692	0.042	-0.008
SEC5	0.152	0.027	-0.048	-0.092	-0.050	-0.001	0.020	-0.021	-0.072	0.696	0.015	-0.098

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OV	PWB	SWB	SEC	Stress	CWE
SEC6	0.197	-0.061	0.206	0.088	0.120	-0.024	0.022	0.018	-0.077	0.818	0.195	0.041
SWB1	-0.074	0.233	0.218	0.117	-0.041	0.169	0.178	0.224	0.666	-0.075	0.063	0.243
SWB2	-0.001	0.349	0.108	-0.030	0.184	0.035	0.047	0.076	0.832	-0.077	0.062	0.033
SWB3	-0.064	0.381	0.166	0.052	0.253	0.187	0.115	0.196	0.879	-0.146	-0.028	0.154
Stress4	0.351	-0.029	0.013	-0.019	-0.038	-0.029	0.012	-0.211	0.036	0.128	0.952	-0.082
Stress5	0.214	0.047	-0.095	-0.063	-0.128	-0.101	0.002	-0.237	0.021	0.041	0.918	-0.175

Source: SmartPLS 3 processed

Table 6. 10 Discriminant Validity Fornell-Larcker Criterion

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OV	PWB	SWB	SEC	Stress	CWE
Conflict	0.894											
Fam&Religi	-0.018	0.855										
JobSat	0.069	-0.005	0.849									
Leadership support	-0.042	0.001	0.474	0.937								
LifeSat	-0.067	0.179	0.288	0.247	0.836							
OConcern	-0.038	0.245	0.150	0.084	0.204	0.847						
OV	0.044	0.101	0.234	0.243	0.188	0.186	0.729					
PWB	-0.161	0.094	0.614	0.371	0.270	0.241	0.327	0.809				
SWB	-0.057	0.410	0.199	0.052	0.189	0.164	0.135	0.203	0.798			
SEC	0.172	0.004	0.139	0.039	0.083	0.043	0.049	-0.018	-0.129	0.703		
Stress	0.311	0.004	-0.036	-0.041	-0.083	-0.064	0.008	-0.237	0.032	0.096	0.935	
CWE	-0.185	0.017	0.718	0.652	0.283	0.240	0.335	0.656	0.170	-0.001	-0.131	0.780

Source: SmartPLS processed

Table 6. 11 Discriminant Validity Heterotrait-Monotrait Ratio (HTMT)

	Conflict	FamReligi	JobSat	Leadership support	LifeSat	OConcern	OV	PWB	SWB	SEC	Stress	CWE
Conflict												
Fam&Religi	0.064											
JobSat	0.176	0.073										
Leadership support	0.219	0.007	0.569									
LifeSat	0.103	0.209	0.369	0.308								
OConcern	0.127	0.390	0.207	0.116	0.273							
OV	0.204	0.174	0.288	0.284	0.235	0.264						
PWB	0.196	0.150	0.755	0.436	0.334	0.339	0.397					
SWB	0.087	0.585	0.272	0.106	0.245	0.253	0.192	0.272				
SEC	0.203	0.081	0.144	0.079	0.108	0.110	0.181	0.100	0.171			
Stress	0.380	0.059	0.133	0.051	0.101	0.091	0.100	0.285	0.082	0.111		
CWE	0.261	0.075	0.837	0.729	0.340	0.305	0.373	0.766	0.232	0.093	0.165	

Source: SmartPLS 3 processed

6.7.2 Structural Model of Academic Well-being

The results of assessing the measurement model are displayed in the previous section. The reflective measurement model is demonstrated to have internal consistency reliability, convergent validity, and discriminant validity. This section will discuss the structural model of academic well-being in higher education institutions in Indonesian private universities. The structural model consists of the constructs and the relationship between the manifest variables (Wong, 2013).

Table 6. 12 Outer VIF Values

No.	Factor	VIF	No.	Factor	VIF
1	CWE1	2.874	21	OC3	1.243
2	CWE2	3.116	22	OC4	1.243
3	CWE3	2.068	23	OV1	1.240
4	CWE4	2.239	24	OV2	1.552
5	CWE5	2.649	25	OV3	1.389
6	CWE6	2.760	26	OV5	1.330
7	CWE7	1.765	27	PWB2	1.329
8	CWE8	1.509	28	PWB3	1.605
9	Conf1	1.563	29	PWB4	3.018
10	Conf2	1.563	30	PWB5	2.768
11	Fam	1.283	31	Religion	1.283
12	JS4	2.406	32	SEC1	2.052
13	JS5	2.444	33	SEC2	1.391
14	JS6	1.372	34	SEC4	1.786
15	LS1	1.956	35	SEC5	2.143
16	LS2	2.272	36	SEC6	1.307
17	LS3	1.989	37	SWB1	1.208
18	LS4	2.042	38	SWB2	1.640
19	Ldr2	2.343	39	SWB3	1.686
20	Ldr3	2.343	40	Stres5	2.309

Source: SmartPLS 3 processed

The first step in assessing the structural model is to determine whether the model is free from collinearity (Nascimento & Macedo, 2016). Table 6.12 displays the outcome of the variance inflation factor (VIF). Collinearity is evaluated based on tolerance levels and the variance inflation factor (VIF). The rule of thumb for multicollinearity issues is that each item's variance inflation factor (VIF) should be less than 5 (Hair et al., 2011; Wong, 2013). The outcomes of the smartPLS-3 tests show that the minimum value of VIF is 1.240, and the maximum value of VIF is 3.116. All of the outer VIF values are lower than five as a general rule (Hair et al.,

2017; Wong, 2013). Hence, no multicollinearity issues were observed in the structural model of academic well-being.

PLS-SEM was initially considered for estimation drives; thus, the development of this research aims to use its capabilities for theory testing by improving the model fit (Hair et al., 2017; Henseler & Sarstedt, 2013). The authors discussed that the model fit in CB-SEM is not fully transferable to PLS-SEM, due to the difference in objectives when estimating the model parameters. The papers explain that these criterion do not allow for testing of the entire goodness of the model fit in a CB-SEM sense; instead, the structural model is primarily evaluated by model predictions. The model in PLS-SEM is estimated based on how well it predicts the endogenous constructs (Hair et al., 2017; Kazár, 2014; Nascimento & Macedo, 2016).

There are several CB-SEM based model fit measures, including SRMR (Standardised Root Mean Square Residual) and RMS theta, and the exact fit measures (Henseler & Sarstedt, 2013; Hair et al., 2017). Even though PLS Goodness of fit does not provide information (Henseler & Sarstedt, 2013), the smartPLS software still displays the outcomes of the SRMR (Hair et al., 2017). The outcome of the SRMR of this model is 0.077 (less than 0.080) as explained in Hair et al. (2017). In the CB-SEM model, a value of zero indicates a perfect fit and an amount less than 0.08 is considered a good fit (Hair et al., 2017). However, Henseler and Sarstedt (2013) suggested that the model fit measure is not suitable for the PLS-SEM model.

The next step is to test the theoretical hypothesis using a bootstrapping procedure (Nascimento & Macedo, 2016). This process creates a large number of subsamples (5,000) based on the original sample to obtain the standard bootstrap errors for hypothesis testing (Nascimento & Macedo, 2016; Wong, 2013). The repeated bootstrap parameter aims to produce an empirical sampling distribution for each model consideration, and a student's t-test can be achieved to evaluate the implication of the path relationship in the model (Hair et al., 2011). The results of the bootstrapping procedure estimate the causal models in many theoretical models and the condition of the empirical data.

The bootstrap standard error enables the researcher to calculate the observed t tenets and p values for all path coefficients (Hair et al., 2017). The authors explain that when the t worth is greater than a critical value, the ratio is statistically significant at

a certain error probability. Further, in an exploratory study, the researchers often assume a significance level of 10% (with a critical value of 1.28). Additionally, the statistical model that tests a “directional hypothesis” is identified as a “one-tailed” test; while the other tests the “non-directional hypothesis” and is recognised as a “two-tailed” test (Field, 2009). This study develops an academic well-being structural model. All interactions and relationships among the constructs may have a directional hypothesis, particularly in the background of organisational change. However, to improve the model, the researcher applies the two-tailed t-test in the next analysis.

Table 6. 13 Bootstrapping Results on the Path Coefficients

Relationships	Path Coefficients (β)	T Statistics	Significance Level	ρ Values
CWE \rightarrow Satisf Ldr support	0.652	16.238	***	0.000
Satisf Ldr support \rightarrow JobSat	-0.018	0.292	NS	0.771
Conflict \rightarrow JobSat	0.210	4.259	***	0.000
Conflict \rightarrow Stress	0.311	4.683	***	0.000
Stress \rightarrow PWB	-0.219	4.414	***	0.000
JobSat \rightarrow PWB	0.560	11.587	***	0.000
JobSat \rightarrow SWB	0.184	2.299	**	0.022
CWE \rightarrow Conflict	-0.185	1.660	NS	0.097
CWE \rightarrow JobSat	0.769	14.462	***	0.000
CWE \rightarrow Perception of OV	0.308	4.817	***	0.000
Perception of OV \rightarrow PWB	0.197	3.357	***	0.001
CWE \rightarrow SEC	-0.207	1.711	NS	0.087
SEC \rightarrow SWB	-0.161	2.202	**	0.028
PWB \rightarrow SWB	0.031	0.355	NS	0.722
Perception of OV \rightarrow Stress	-0.005	0.074	NS	0.941
JobSat \rightarrow SEC	0.287	1.761	NS	0.078
Family Religion \rightarrow SWB	0.397	7.047	***	0.000
LifeSat \rightarrow SWB	0.070	1.001	NS	0.317
OConcern \rightarrow Perception of OV	0.112	1.577	NS	0.115

Notes: NS = not significant; * $\rho < 0.10$, ** $\rho < 0.05$, *** $\rho < 0.01$.
Source: SmartPLS 3 bootstrapping outcomes

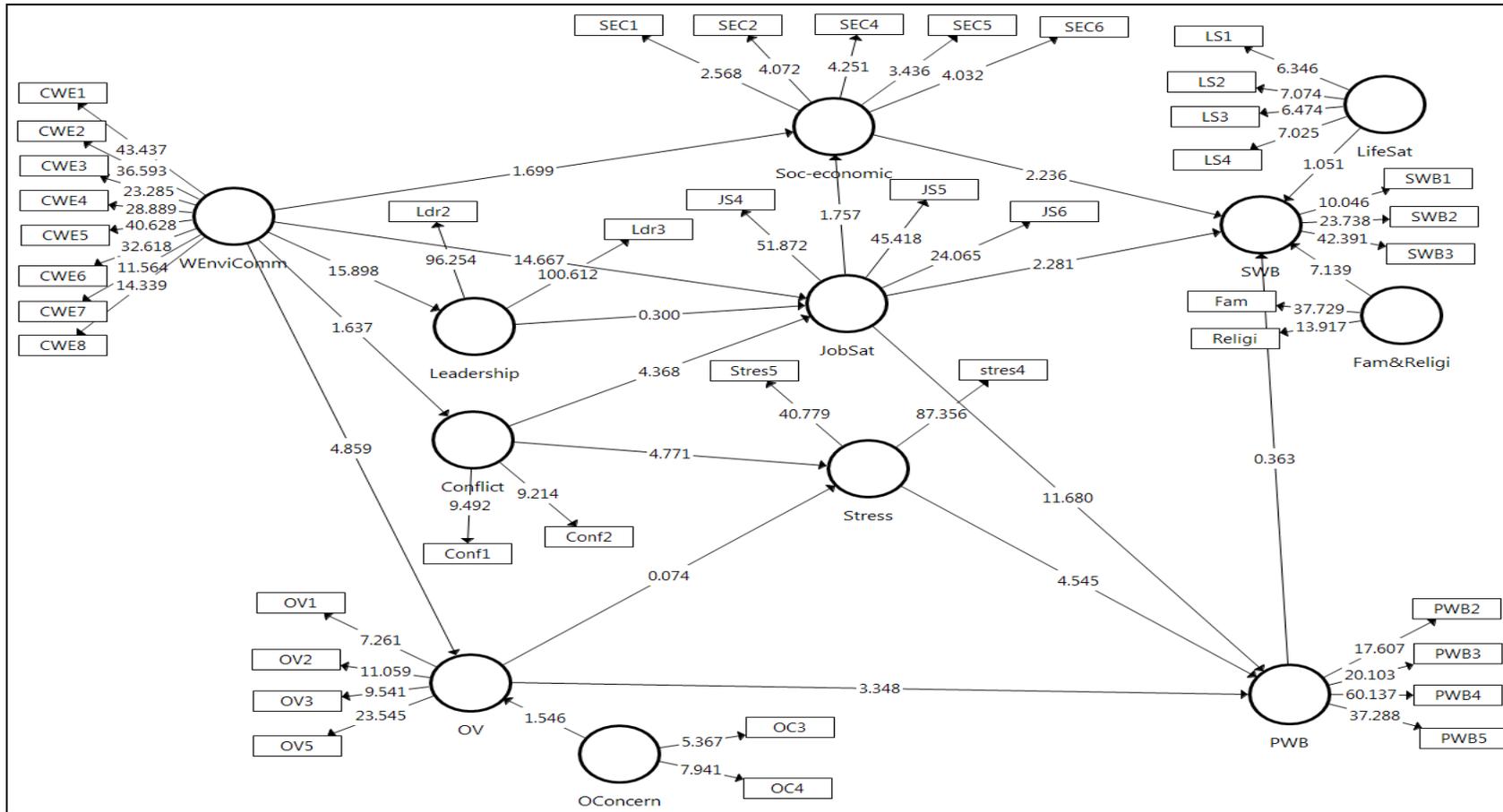
The bootstrapping process resulted in more than 5,000 subsamples; 5% significance; and two-tailed t-test. The outcomes are presented in Table 6.12. There are 16 hypotheses on the associations between the constructs and the latent variables. Ten of

these hypotheses are significant, and 6 are not significant. The explanation of the bootstrapping results is presented in the next section and can be seen in Figure 6.7.

The next step was to assess the coefficient of determination (R^2 Value). The ratio of the determination (R^2 Value) is the most frequently adopted to validate the structural path model (Hair et al., 2017). The authors state that the coefficient represents the amount of variance in the endogenous variables clarified by all of the exogenous constructs connected to it. In marketing research R^2 value ranges from 0 to 1 with the R^2 values being substantial at 0.75, moderate at 0.50, and weak at 0.25 (Kazár, 2014).

The academics SWB and PWB are influenced by the determinants of well-being as the R^2 values being 0.240 (SWB) and 0.460 (PWB). Table 6.14 shows the R^2 values of the latent variables. This means that the academics well-being as endogenous variables accounts for 70% of variance in the endogenous variables explained by all of the exogenous variables linked to SWB and PWB. The moderate R^2 value of job satisfaction is 0.558 (55.8%) and leadership support is 0.425 (42.5%). The weak R^2 value of stress is 0.097, socio-economic factors are 0.040, conflict is 0.034 and the perception of OV is 0.124.

Figure 6. 7 Bootstrapping Results



Interpretation of the Coefficients of determination (R^2) values is an inner model assessment that represents the amount of explained variance of each endogenous latent variable (Joseph F. Hair & al, 2006). For example, the value of R^2 0.558 for job satisfaction indicates 55.8% of the variance job satisfaction in the dependent variable that the independent variables explain collectively.

Table 6. 14 R Square Values

	R Square	R Square Adjusted
Conflict	0.034	0.030
JobSat	0.558	0.553
Leadership support	0.425	0.422
Perception of OV	0.124	0.117
PWB	0.460	0.454
SWB	0.240	0.224
Socioeconomic factors	0.040	0.032
Stress	0.097	0.089

Source: SmartPLS 3 outcomes

Academic well-being consisted of two components: subjective well-being (SWB) and psychological well-being (PWB). SWB in higher education institutions relates to well-being at work, relationships with work colleagues, and the amount of time outside of work for leisure. In this construct, there are two control variables: family religion and life satisfaction. Indonesian people have a cultural family orientation with a firm belief (Putri, 2018). This traditional value encourages Indonesian higher education institutions to achieve a work-life balance which benefits the organisation (Afrianty, Issa & Burgess, 2016). Life satisfaction is a control variable of SWB; it is the satisfaction of a family's total income, housing, current food consumption, and life overall.

PWB is the recognition and appreciation of the academics motivation combined with the theory of Ryff PWB. The PWB of academics in this model involves their performance in the workplace, the amount of time outside of work for leisure, control over personal well-being, and control over their overall life.

The determinants of the well-being of academics include socio-economic factors, job satisfaction and stress. Socio-economic factors include age, number of children, academic level of employment, years of service (in teaching) and income. Job satisfaction refers to the reward structure at the university, the income generated

from teaching and the ability to take annual leave. Further, stress refers to the workload as an academic and the current working environment at the organisation.

The characteristics of the workplace consist of the communicative working environment (CWE), satisfaction with leadership support, conflict, and perception of organisational virtuousness (OV). The organisational concern is a control variable of perception or organisational virtuousness (OV). The dimensions or indicators of organisational concerns are concern about the quantity and quality of students at the university and honesty and trustworthiness at the university.

The indicators of a communicative working environment (CWE) include the managerial structure, the working environment, academic freedom, clarity and timeliness of announcements regarding policies and expectations, communication within the university, communication from management, the cooperation among colleagues and the connection between managers and lecturers. Satisfaction with leadership support refers to the level of support received from management and the level of support shown by management. Conflict refers to the number of conflicts and the number of new rules at the university.

Organisational virtuousness (OV) refers to the perception of OV in HEIs among academics and university leaders. It is related to employee's adjustment about culture, beliefs, and well-being during the change. It also is connected to the employer's consideration of change's implementation; employee's forgiveness to the leader's mistake.

6.7.3 Hypothesis Results

Ten hypotheses are supported in this study while 6 are not (see Figure 6.13 for the bootstrapping results). Table 6.15 displays the hypotheses as a result of the outcomes of the testing.

Table 6. 15 Hypotheses Testing Outcomes

Hypothesis	Relationship	Impact	Results
H1	there is a positive relationship between communicative working environment and satisfaction with leadership support	+	Significant & positive
H2	there is a positive relationship between satisfaction with leadership support and job satisfaction	+	Insignificant & negative
H3	there is a negative relationship between conflict and job satisfaction	-	Significant & positive
H4	there is a positive relationship between conflict and stress	+	Significant & positive
H5	there is a negative relationship between stress and psychological well-being	-	Significant & negative
H6	there is a positive relationship between job satisfaction and psychological well-being	+	Significant & positive
H7	there is a positive relationship between job satisfaction and subjective well-being	+	Significant & positive
H8	there is a negative relationship between communicative working environment and conflict	-	Insignificant & negative
H9	there is a positive relationship between communicative working environment and job satisfaction	+	Significant & positive
H10	there is a positive relationship between communicative working environment and perception of organisational virtuousness	+	Significant & positive
H11	there is a positive relationship between perception of organisational virtuousness and psychological well-being	+	Significant & positive
H12	there is a negative relationship between communicative working environment and socioeconomic factors	+	Insignificant & negative
H13	there is a positive relationship between socioeconomic factors and subjective well-being	+	Significant & negative
H14	there is a positive relationship between psychological well-being and subjective well-being	+	Insignificant & positive
H15	there is a negative relationship between perception of OV and stress	-	Insignificant & negative
H16	there is a positive relationship between job satisfaction and socioeconomic factors	+	Insignificant & positive

The relationship between communicative working environment (CWE) and satisfaction with leadership support is positive and significant (see hypothesis 1). Organisational change influences the relationship between academics and management, therefore, organisational change motivates leaders to provide further support to the lecturers. Leaders communicate the university's goals to the academics, including the organisation's vision and mission. Further, educational leaders inform the lecturers of any changes that are being implemented. A working environment with good communication among organisational members will facilitate an environment for positive communication. The support that lecturers receive from their managers may increase the academics' job satisfaction, even though the results of that association are not supported and are negative (see hypothesis 2). This means that leadership support decreases job satisfaction during organisational change.

Previous studies state that there is a negative relationship between conflict and job satisfaction (Ayoko & Callan, 2010; Ayoko & Pekerti, 2008; Demirbag, Findikli & Yozgat, 2016; Derr, 1972; Naji & Tabouli, 2011), however, the results of the current research reveal a positive and significant relationship between them (see hypothesis 3). This means that disagreement caused by the adjustment in HEI increases job satisfaction. One explanation for this finding is that organisational change improves compensation schemes and provides a better reward structure for lecturers. As a result, although conflict exists within the organisation, the job satisfaction level of employees increases.

The relationship between conflict and stress is significant and positive (Hypothesis 4); also, the relationship between conflict and job satisfaction is significant and positive (Hypothesis 3). The findings are also supported focus group discussions analysis in the previous chapter (section 5.4.1 Conflict and Stress).

Hypothesis 5 on the relationship between stress and PWB is significant and positive. The organisational change created burden and workload for academics who hold structural positions at the university. At the time change conducted in the university, academics would have many paperwork (e.g. during ISO introduction) and more anxiety. Interviews analysis presented that stress and workload increases occurred during the adjustment.

The relationship between job satisfaction and PWB is significant and positive (Hypothesis 6); and, the association between job satisfaction and SWB is also significant and positive (Hypothesis 7). Job satisfaction is significantly related to academic well-being (PWB and SWB).

The results also show that the association between CWE and conflict is insignificant and negative (see hypothesis 8). This relationship is not supported as the workplace environment during times of organisational change can still be communicative. It may be the result of a misunderstanding or miscommunication between academics and management. Also, it requires further investigation for an alternative indicators of CWE and conflict.

The association between CWE and job satisfaction is significant and positive (Hypothesis 9); and, the connection between CWE and OV is correspondingly substantial and positive (Hypothesis 10). During organisational change, university working environment (CWE) would adjust and affect academics' working conditions and emotions. When the working environment is unfavourable, then, it will reduce academics' satisfaction and influence their perception of organisational virtuousness (OV).

The relationship between the perception of OV and PWB is significant and positive (Hypothesis 11). Virtuousness behaviours are not dominant for academics and managers. During the change, lecturers and heads of schools could misunderstand each other and not effectively communicate. Anxiety generates stress and undermines well being. This connection is also supported qualitative findings.

The relationship between CWE and socioeconomic factors is insignificant and negative (see hypothesis 12). In ordinary circumstances, CWE tends to have a positive influence on socioeconomic factors. However, changes in the working environment may cause a decline in the socioeconomic level of lecturers, such as low academic level of employment, years of service, resignation from their position and a reduction in income (teaching incentive).

The relationship between socioeconomic factors and SWB is significant and negative (see hypothesis 13). Prior research on the economics of happiness shows that there is developing research on socioeconomic factors related to happiness and SWB (Jorgensen, Jamieson & Martin, 2010; Mahadea, 2013; Thorpe, Jayashree & Hosie,

2010; Van Praag & Ferrer-i-Carbonell, 2010). The findings of this study show that academics with high socioeconomic factors, such as age, number of children, academic level of employment, years of service, and income, tend to have decreased levels of happiness and SWB. Therefore, organisational change causes senior academics to feel unhappy with their workplace.

The connection between satisfaction with leadership support and academic's job satisfaction is insignificant and negative (see hypothesis 2). The interviews support the finding of this relationship that academic's job satisfaction is not coming from a manager's support, as more likely coming from inner self or passion (see the quote from section 5.4.2 Job Satisfaction and Family life).

The association between PWB and SWB is insignificant and positive (Hypothesis 14). The connection between PWB and SWB in the survey analysis is not supported with qualitative findings; albeit other links to SWB and PWB are significant and positive. It appears the association between PWB and SWB needs further study to further develop the academic well-being concept (in the background of the working environment with organisational change).

The relationship between the perception of OV and stress and workload is insignificant and negative (Hypothesis 15). The negative finding from this connection means that virtue behaviours would reduce stress and workload; however, the association is not found to be significant.

Lastly, the relationship between job satisfaction and socio-economic factors is insignificant and positive (Hypothesis 16). Academic's satisfaction would affect positively socio-economic factors; although the association is not significant.

6.8 Mediation

As mentioned earlier, the model fitness in the PLS-SEM model depends on the suitability of the relationships between each parameter to build the estimation model. Table 6.13 shows the outcomes of the bootstrapping procedure that is used to test the hypotheses. These findings show that organisational change impacts the well-being of academics in private universities in Indonesia. This section will determine how human resources and leadership practices can be used to manage the impact of change within private universities and improve academic well-being.

From the outcomes of the bootstrapping PLS, there are many triangular relationships (mediating relationship) between the 16 associations. However, three of the mediating relationships have a mediating effect on the independent variable to the dependent variable. First, conflict has a mediating effect on the association of communicative working environment (CWE) and job satisfaction. Second, the relationship of perception of OV and PWB is mediated by stress. Third, the relationship of CWE and PWB is mediated by the perception of OV.

Theoretically, there is a significant and positive association between CWE (variable X) and job satisfaction as variable Y (Petrescu & Simmons, 2008; Spagnoli, Caetano & Santos, 2012). However, those institutions experiencing change may trigger contradictions among workers. Hence, the relationship between CWE and job satisfaction is mediated by conflict. Figure 6.8 displays the process of mediation (M) of the relationship between construct X and construct Y. Conflict is represented as M and mediates the association between CWE, as variable X, with job satisfaction, as variable Y.

Figure 6. 8 Mediating Process

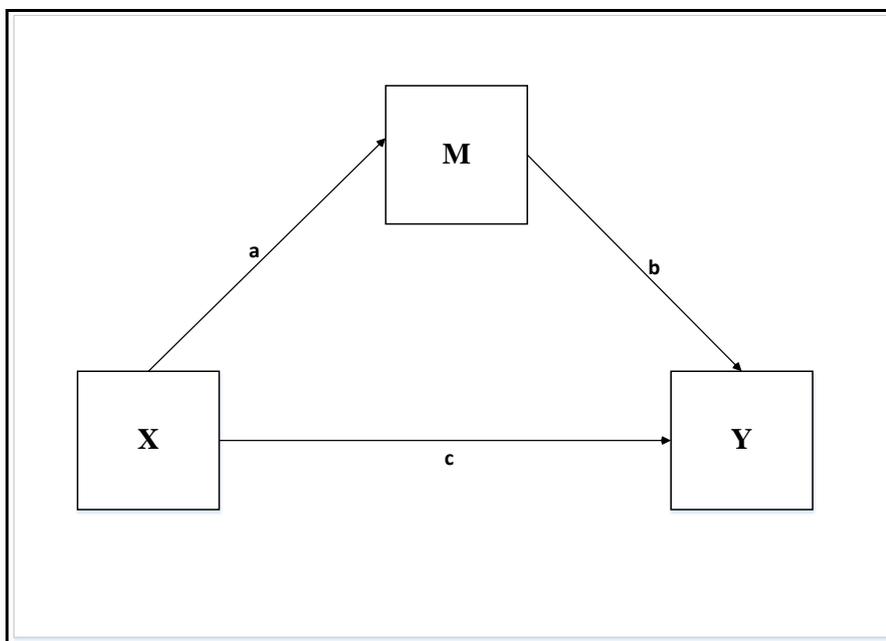


Figure 6.8 shows that the relationship (path c) between CWE constructs and job satisfaction is direct. Path 'a' is the effect of CWE to conflict and path b is the effect of conflict to job satisfaction. The question of whether X affects Y does not translate into a deep understanding of relationship, but demonstrates *how* X exerts its effect on

Y, and *when* X affects Y and when it does not (Hayes, 2018, p. 6). Relationship ‘a’ (CWE and conflict) is insignificant ($\rho = 0.097$, t- stat = 1.660), while relationship ‘b’ (conflict and job satisfaction) is significant ($\rho = 0.000 < 0.01$; t-stat = 4.259) and relationship ‘c’ (CWE and job satisfaction) is significant ($\rho = 0.000 < 0.01$, t-stat 14.462). See Table 6.13 for the bootstrapping results and see Table 6.16 for the mediating effect of conflict.

Table 6. 16 Mediating Effects (conflict)

Direct Effect of X on Y					
Effect	SE	T	ρ	LLCI	ULCI
0.8475	0.0488	17.3635	0.0000	0.7513	0.9436
Indirect Effect of X on Y					
	Effect	Boot SE	Boot LLCI	Boot ULCI	
Conflict	-0.0371	0.0187	-0.0776	-0.0047	

Notes: LLCI = low limit confidence interval; ULCI = upper limit confidence interval

Source: Macro of Hayes

To test whether there is a mediating effect in those three relationships (path a, b, c), the macro of Hayes process must be adopted. Andrew F. Hayes, PhD, developed this procedure for SPSS and SAS. SmartPLS software was not developed to process mediating effects, however it can be used to treat moderating influences in the model. The results of the macro process confirm that conflict mediates CWE and job satisfaction (Boot LLCI = -0.0776 and Boot ULCI = -0.0047).

There are two other mediation relationships in the model of academic well-being. Stress mediates perception of OV and PWB. In addition, perception of OV mediates CWE and PWB. Mediation focuses on a causal explanation (Hayes, 2018).

Relationship ‘a’ (OV and stress) is insignificant ($\rho = 0.941$, t- stat = 0.074), however relationship ‘b’ (stress and PWB) is significant ($\rho = 0.000 < 0.01$; t-stat = 4.414) and relationship ‘c’ (OV and PWB) is significant ($\rho = 0.001 < 0.01$, t-stat 3.357). See Table 6.13 for the bootstrapping results and see Table 6.17 for the mediating effect of stress. The results of the macro process confirm that stress mediates OV and PWB (Boot LLCI = 0.0022 and Boot ULCI = 0.0608).

Table 6. 17 Mediating Effects (stress)

Direct Effect of X on Y					
Effect	SE	T	ρ	LLCI	ULCI
0.3268	0.0668	5.2778	0.0000	0.2210	0.4842

Indirect Effect of X on Y				
	Effect	Boot SE	Boot LLCI	Boot ULCI
Stress	0.0258	0.0152	0.0022	0.0608

Notes: LLCI = low limit confidence interval; ULCI = upper limit confidence interval

Source: Macro of Hayes

Relationship ‘a’ (CWE and OV) is significant ($\rho = 0.000 < 0.01$; t-stat = 4.817) and relationship ‘b’ (OV and PWB) is significant ($\rho = 0.001 < 0.01$; t-stat = 3.357). Relationship ‘c’ (CWE and PWB) is not directly connected to the model. However, the mediating effect is calculated using the Macro Process of Hayes. See Table 6.12 for the bootstrapping results and see Table 6.17 for the mediating effect of OV. The results of the macro process confirm that OV mediates CWE and PWB (Boot LLCI = 0.0026 and Boot ULCI = 0.0713).

Table 6. 18 Mediating Effects (perception of OV)

Direct Effect of X on Y					
Effect	SE	T	ρ	LLCI	ULCI
0.5143	0.0437	11.7581	0.0000	0.4281	0.6004

Indirect Effect of X on Y				
	Effect	Boot SE	Boot LLCI	Boot ULCI
OV	0.0346	0.0174	0.0026	0.0713

Notes: LLCI = low limit confidence interval; ULCI = upper limit confidence interval

Source: Macro of Hayes

6.9 Impacts of Control Variables

The control variable in this study encompasses two indicators; family and religion. In the first estimation of the model, these two indicators were included in the SWB construct; however, following the exploratory factor analysis, family and religion

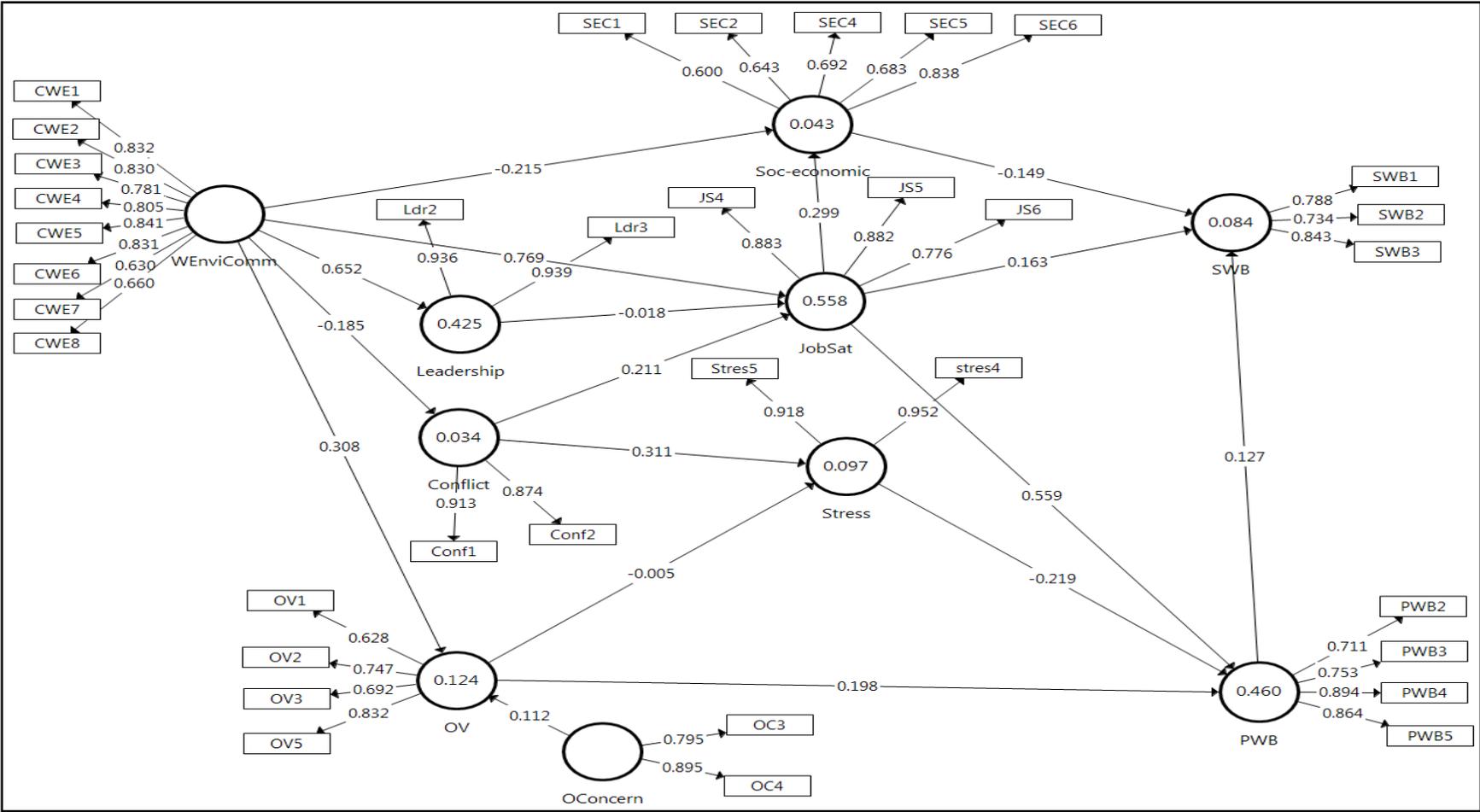
were not contained in the representative variable (SWB). The SWB construct was smaller in some indicators after these items were removed.

The two items of the control variable are 'family' and 'religion'. Most of the Indonesia population is Muslim and the central value of Muslim is the importance of family (Indonesia, 2017; Putri, 2018). Muslim people believe that life and happiness all come from Allah (God). In Indonesia, they accept life as destiny and they share the gatherings with the minority groups of other religions. However, recent political issues have caused the separation of the Indonesian population into two, separating not only those with different faith, but also those within the same religion.

Without a control variable, the determination of the R^2 value of SWB is 0.084, however with a control variable, the R^2 value is 0.240 (see Table 6.13 and Figure 6.9). SWB in this study relates to work, work colleagues and leisure time. This means that academic SWB refers to the happiness of academics. Another control variable of SWB is life satisfaction.

Another latent variable is perception of OV, which is controlled by organisational concern. Without a control variable, the determination R^2 value of OV is 0.114, however, with a control variable, the R^2 value is 0.124 (see Table 6.14 and Figure 6.9).

Figure 6. 9 R Square without Control Variables



6.10 Summary

Adoption of PLS-SEM is appropriate for this study as the sample size is relatively small. There are two specifications in the PLS-SEM model; the measurement model and the structural model. In the process of measurement model, the procedure of examining the data is reliable and valid. In the structural model, the PLS model is used to test the hypotheses with bootstrapping.

The measurement model in PLS-SEM aims to examine the internal consistency reliability, convergent validity and discriminant validity of the constructs. The criterion for internal consistency reliability is a minimum Cronbach's alpha of 0.60 and 0.70. However, for PLS-SEM, composite reliability is preferable. Convergent validity was used for the AVE; all of the constructs obtained a minimum score of 0.50. Discriminant validity in the measurement model was determined using cross-loadings and Fornell-Larcker. Discriminant validity was confirmed for both models.

The assessment of the structural model includes checking for collinearity issues (VIF), and the fitness of the model measurements, path loadings, and testing the hypotheses using the smartPLS bootstrapping procedure. No collinearity issues were identified and all VIF values are less than 5. The structural model is fit with a SRMR value of 0.074 (Hair et al., 2017). The impact of organisational change can be seen from the fact that the role of leadership support is modest with a coefficient of determination (R^2) value of only 0.425 (42.5%) to academic well-being, while job satisfaction has a more significant impact with a R^2 value of 0.558 (55.8%).

Furthermore, the coefficient of determination (R^2 value) of conflict and stress are 0.034 (3.4%) and 0.097 (9.7%) respectively. Two other constructs also had a small impact on academic well-being. These are: socio-economic factors with a value of 0.040 (4%) and perception of OV with a value is 0.124 (12.4%).

In the estimation of path modelling for academic well-being, there are three mediations in the study. First, conflict mediates communicative working environment (CWE) and job satisfaction. CWE refers to changed working environment with proper interactions among academics and managers (and also heads of schools). Second, stress mediates OV and PWB. Third, perception of OV

mediates CWE and PWB. PWB refers to the personal needs of academics to be involved and appreciated in their workplace. Psychologically, academics need recognition and gratitude in addition to material acknowledgements, such as increased income and better resources.

CHAPTER 7

DISCUSSION AND CONCLUSION

7.1 Introduction

Chapter 5 and 6 presented qualitative and quantitative findings. This chapter reflects on the overall findings from the research. Initially, the chapter discusses the primary outcomes in section 7.2. That discussion addresses the qualitative and quantitative findings, followed by a mixed method analysis of the study. Section 7.3 provides the integrated findings for the research. Following this, section 7.4 summarises the contributions of the study. The report integrates the results from the two approaches to answer the research questions to ensure the most appropriate techniques are used to accomplish the research goals (Tashakkori & Newman, 2010). This process provides a suitable means of examining natural phenomena among human behaviours within organisations used to achieve happiness. Finally, section 7.5 outlines the limitations of the research and section 7.6 discusses the implication of the study and recommendations for future research.

A recent study demonstrates how the organisational change in higher education institutions (HEIs) at Indonesian private universities has impacted the workplace, particularly for academics. The role of an academic is critical to a university for the development of student confidence and education, and to prepare students for the workforce. Hence, the effect of an organisational change in universities may have an indirect impact on students and the overall university environment.

7.2 The Major Findings

The current study investigates the impacts of change in the working environment among Indonesian private universities. Two main research questions are addressed: (1) what are the factors that impact on academic well-being in Indonesian higher education institutions undergoing organisational change? (2) What policies and programs that impact on academic well-being can Indonesian higher education

institutions implement to address workplace well-being during organisational change?

This section discusses the findings of the study. The current research aims to answer the research questions using qualitative and quantitative analysis. This study is an exploratory study focusing on the characteristics of the workplace, determinants of well-being, and concepts of academic well-being among Indonesian tertiary institutions. The following sub-sections will address each of the research questions. The sub-section dealing with the discussion of the qualitative findings explores how human resource management practices and leadership support affects the success of corporate reforms in private universities. The results in that section are combined with the review of the literature to explore the impact of organisational change on the well-being and happiness of academics.

The discussion of quantitative outcomes is presented in subsection 7.2.2. That section will discuss the conceptual framework of the hypotheses testing and the results of the SEM-PLS. Following this, the findings are displayed using a mixed methods analysis which is considered in sub-section 7.2.3.

7.2.1 Qualitative Findings

The preliminary study was conducted in two sessions; the first session involved a focus group discussion while the second session involved an in-depth interview. The focus group discussions resulted in three main findings. Firstly, the focus groups reveals that organisational change has an impact on conflict and stress among academics in Indonesian private universities — further, some academics reporting feeling as though they had lost their academic freedom as a result of the organisational change. Secondly, the focus groups indicate that competition in higher education institutions affects the academic's family life, health and career path. As a result, organisational change in the working environment decreases the academic's satisfaction and happiness. Thirdly, the focus groups reported communication break downs among scholars and the heads of schools (leaders) across various departments at the university.

Similar to the findings of the focus group discussions, the results of the interview process also reveal an increase in conflict and stress among academics, as well as a decrease in job satisfaction and well-being. One source of the increased pressure of academics is the introduction of new jobs as a result of an organisational change. This intensifies the job requirements for academics and hence increases their work-related stress (Desprésaux, Saint-Lary, Danzin & Descatha, 2017). Further, the in-depth interviews also revealed issues of ineffective communication, pressure from leadership, academic recognition, and agents of change, life satisfaction, passion, and other organisational concerns. One report from the interviews shows that lecturers are working extended hours but are not receiving recognition from management which leads to increased stress and illness. According to (Desprésaux et al., 2017), more than a third of all cases of work is associated with ill health and almost half of all working days are lost due to illness.

During the personal interviews, participants reported experiencing conflict, stress and pressures as a result of the organisational change. Conflict was experienced by lecturers as well as functional staff such as deans, vice-deans, heads of schools, and secretary heads of schools (deputy heads of schools), academic administrative teams, and performance evaluation staff. In general, the conflict had occurred among academics and their leaders (mostly heads of schools) since the introduction of the new systems within the university.

Indonesia is known for its “*sungkan*” culture or “*power distance*” resulting from the influence of Javanese culture and tradition. This Indonesian culture is well-founded in private universities as the majority of the population is of Javanese ethnicity (87%). That culture positions their leaders as their boss and they are considered the most respectful persons (Loi, Lam & Chan, 2012). Academics, therefore, avoid discussing issues of organisational change with their leaders, and as a result, they tend to experience poor communication with their managers (Jiing-Lih, Hackett & Jian, 2007; Loi et al., 2012). In the “*sungkan*” culture, subordinate staff must obey the instructions of their managers (Cameron, Bright & Caza, 2004; Cole, Carter & Zhang, 2013). As a result, top management (rectors, vice-rectors, and deans) often find out about these issues once the problem has already escalated.

Academics feel “sungkan” when they are required to advise their leaders of the issues with the implementation of organisational change. One example of this is the reluctance of academic staff to report the misbehaviour of their superiors for fear of retribution (Oreg & Sverdlik, 2011; Panteli & Sockalingam, 2004, p. 600). As discussed in the qualitative analysis, the academics tend to implement organisational change in their operation; however, they do not often adopt the changes wholeheartedly (FGD II/10).

According to Gelfand, Aycan, Erez and Kwok (2017), solutions based on a focus of the problem are more effective, particularly at the high-level context of power distance cultures. In this context, employees are presented with the opportunity to offer suggestions on the implementation of organisational change. The relationship between employees and leaders must be conducive to a positive working environment to encourage high work performance and ambition.

Poorly functioning work environments contribute to the development of depressive symptoms in employees (Despréaux et al., 2017). The best solution to this is to reduce conflict where possible; however, some disputes cannot be avoided, such as organisational change. Conflict arising from regulatory change is often the result of the interaction between those employees that are responsible for implementing the change. It is well established that stress in the workplace has an indirect effect on the family life of employees. The demands of an academic, including but not limited to, teaching, research, social work, marking, and preparation of the teaching modules, necessarily increase the stress and pressure placed on academics at higher educational institutions.

Further, an academic’s resistance to organisational change is often short-lived; academics will inevitably adapt to the changes being implemented to align themselves with the objectives of the organisation. In organisational behaviour research, this is known as the Affective Events Theory (AET), first introduced by Weiss and Cropanzano (1996). That research examines the relationship between employees and their emotional reaction to momentary work events. This research is supported by the Adaptation Theory (Ritter, Matthews, Ford & Henderson, 2016). The adaptation level theory by Harry Helson (1947) and Appley (1971) found that

even humans contemplate their satisfaction with a given accomplishment, and their happiness is often replaced by a feeling of indifference and a new level of motivation (Brickman & Campbell, 1971, p. 287).

From an economic perspective, this academics' behaviour is referred to as “a diminishing marginal value”, stemming from the development of neoclassical theory. The assumption of diminishing marginal value states that “the more one consumes of something, the less one is willing to pay to obtain more of it” (Horowitz, List & McConnell, 2007; Horowitz, List & McConnell, 2004). Microeconomic instructors and authors use the concept of diminishing marginal value to further students' understanding (Dittmer & Walstad, 2005). Additionally, the idea of decreasing minimal amounts leads directly to the law of demand which indeed those consumers will continue to purchase goods as long as its marginal value exceeds its marginal cost (Dittmer & Walstad, 2005, p. 397). In this respect, the more academics experience change and the more they resist that change, the more likely they are to cease resisting change. Faculty members are responsible for implementing change in HEIs. In this way, the reforms become a natural and predictable part of their life (Bechky, 2006; Thomas, Sargent & Hardy, 2011).

The behaviour of academics experiencing the change in the workplace is similar to the practice of manufacturing workers' in the same situation. According to Watson (1988), every event in one's life has either a negative affect (NA) or a positive affect (PA) or both. The impact of human experiences is therefore necessarily related to human emotions and happiness.

7.2.2 Quantitative Findings

The conceptual framework of academic well-being in the study is divided into two categories; subjective well-being (SWB) and psychological well-being (PWB). SWB is a hedonistic concept measuring the happiness of people who are looking for pleasant and comfortable feelings (Chen, Jing, Hayes & Lee, 2013). On the other hand, PWB is associated with a 'eudemonistic' concept of happiness or welfare. However, a more accurate description of PWB is “human flourishing” (CDC, 2016; Chen et al., 2013; Soanes & Hawker, 2008).

The relationships between the latent variables in this study are predicted in 16 hypotheses and three control variables; family and religion, life satisfaction and organisational concerns. The two former constructs control SWB while the latter construct controls the perception of organisational virtuousness (OV) as one of the independent variables in the model. Variable 'organisational concern' is not included in the quantitative calculation but is the control variable of organisational virtuousness, as, "despite evidence that cultural factors do not substantively bias multi-variate analysis, there are reasons to be cautious about cross-country comparisons of levels of SWB" (OECD, 2013, p. 13). Scholarly concerns on this issue differ between countries, particularly in Indonesia as a developing country with a specific culture and values. The value of 'family' and 'religion' is crucial to the Indonesian concept of 'the happy (Muslim) family' (Wieringa, 2015). 'Life satisfaction' with a life scale as the control variable will produce more reliable multi-item measurements of SWB (OECD, 2013).

The instrument used in the study is path modelling with a partial least squares-based structural equation modelling (PLS-SEM). The adoption of PLS-SEM in the analysis is based on the sample size and the objective of the research. The bootstrapping process used in the PLS algorithm applies 5,000 subsamples, a two-tailed t-test, and 5% significance. The bootstrapping process gave rise to 10 hypotheses which are significant or supported, and six predictions which are insignificant.

Six of the ten hypotheses produced interesting findings. Firstly, the association between communicative working environment (CWE) and leadership support is positive and significant. Previous research has demonstrated that leadership affects the workplace, however, in this study, changing working environments were found to influence 'leadership support'. Secondly, the relationship between leadership support and job satisfaction is insignificant and negative. This result is inconsistent with previous research (Petrescu & Simmons, 2008). The third finding is that the relationship between conflict and job satisfaction is significant and positive. This means that conflict enhances the job satisfaction of academics. This finding is supported by previous research (Ayoko & Callan, 2010, p. 221). Fourth, the association between CWE and conflict is insignificant and negative. This may arise

from miscommunication during the period of organisational change, which may contribute to a less than favourable working environment. Fifth, changes to the working environment may reduce the socioeconomic level of lecturers, resulting in low academic level of employment, resignation from their jobs and low income (teaching incentive). Sixth, academics with high socioeconomic factors tend to experience a reduction in their feelings of happiness. These findings are consistent with research by Easterlin et al. (2010) on the paradox of happiness.

In addition, the result of the quantitative survey also reveals some factors that have a mediating effect. The Hayes process macro is adopted in this study. The first result of the process macro confirms that conflict has a mediating effect on CWE and job satisfaction with an indirect outcome (Boot LLCI = -0.0776 and Boot ULCI = -0.0047). Further, the process macro also confirms that stress mediates the perception of OV and PWB (Boot LLCI = 0.0022 and Boot ULCI = 0.0608). Moreover, perception of OV has a mediating effect on CWE and PWB (Boot LLCI = 0.0026 and Boot ULCI = 0.0713).

Academic well-being, as a determinant of happiness (subjective well-being, SWB) and psychological well-being (PWB), must be a key objective of every university. Happy workers are productive workers; higher education leaders must implement an upright communicative working environment for academics. A proper educational atmosphere may encourage faculty members to focus on enhancing higher performance and productivity. The demand for publication and quality learning processes shapes the image and prestige of the tertiary institution.

7.2.3 Why Mixed Methods?

This research employs a sequential exploratory mixed method approach which combines both qualitative and quantitative data collection techniques and analysis procedures (Holmes, 2012; Saunders, Lewis & Thornhill, 2009). The reason for choosing sequential exploratory research is based on the fact that research on the topic of well-being in Indonesia is still scarce, meaning the theory and evidence is less developed. The exploration stage, particularly in the preliminary study, is a means to identify themes and literature to build the concept of well-being. From the

analysis of the quantitative results in the first stage, the investigation continues in the second stage using a questionnaire. The advantage of using mixed methods design is that it provides the researcher with a broader insight into the results of both approaches (qualitative and quantitative analysis).

The qualitative findings of the focus groups and interviews identified three key areas that are related to human resource practices: economics, psychology and organisational behaviour. The current study recognizes that the theory of diminishing marginal value, stemming from neoclassical economics, is relevant to the notion that the impact of the regulatory change is temporary. Furthermore, self-acceptance is one of six dimensions of PWB (Ryff 1989; Keyes 2007) is related to the willingness to accept the change circumstances. Even though academics' resistance to change is only momentary, but it influences the process of change and organisational activities. The rules of 'diminishing marginal value' describe the academics behaviour over the change. This is supported by the Affective Events Theory (Weiss & Cropanzano, 1996), the Adaptation Theory (Helson, 1947), and the Hawthorne Effect established by Elton Mayo (Dale & Willey, 1984). The preliminary findings in this study are used to construct the conceptual framework which is used to examine academic well-being.

The organisational change created the employee stress and health (Dahl, 2011). PWB of employees and health problems are potentially affected by the organisational change. Hence, the pressure resulted from organisational change might decrease the academics' well-being. The changes in HEIs generated conflicts, stress, and even burnout. The consequences of modification of systems and regulations have affected to extra working loads for heads of schools and academics. The pressure or burden of working resulted in stress and conflicts in tertiary institutions (Thomas & Ganster 1995).

The quantitative analysis was conducted using PLS-SEM based on the small amount of data and non-normal data. Further, PLS-SEM is a useful tool for estimation of the model and analysis of the relationships among latent constructs. PLS-SEM is used in this study as the theory is less developed (Hair, Ringle & Sarstedt, 2011; Joseph F. Hair, Hult, Ringle & Sarstedt, 2017), particularly among Indonesian HEIs.

The quantitative findings of this study contribute to the qualitative outcomes. Moreover, the study reveals further results on the impact of the organisational change on the working environment in Indonesian HEIs. The use of PLS-SEM measures the specification and structural model used for analysing the research data. PLS-SEM examines the reliability and validity of the data and tests the hypothesis using a bootstrapping process. The results show that organisational change impacts the working environment of HEIs concerning leadership support, conflict, OV, stress, job satisfaction, socioeconomic factors, and academic well-being. Accordingly, the modification factors significantly reduce subjective well-being (SWB) and psychological well-being (PWB).

The measurement model and structural model are confirmed, and the measurement analysis uses PLS-SEM (SmartPLS 3 software) to examine the internal consistency, reliability, convergent validity and discriminant validity of the data. The criterion for internal consistency and reliability is a minimum Cronbach alpha value of 0.60 and 0.70. Further, the minimum criterion for convergent validity, using the average variance extracted (AVE), is 0.50. Discriminant validity in the measurement model includes cross-loadings, Fornell-Larcker, and the Heterotrait-monotrait ratio of correlations (HTMT), all of which are confirmed.

The assessment of the structural model is therefore confirmed. The structural model includes the collinearity checking (VIF), the model fit measurements, path loadings, and the hypothesis testing using the bootstrapping procedure. No collinearity issues were identified in the model, and all VIF values are less than 5. The impact of organisational change can be seen from the role of leadership support with a coefficient (R² value) of 0.425 (42.5%) to academic well-being. Further, the R² values of the variables are as follows: conflict = 0.034 (3.4%), stress = 0.097 (9.7%), job satisfaction = 0.558 (55.8%), the perception of organisational value = 0.124 (12.4%), and socioeconomic factors = 0.040 (4%). The R² values of the dependent variables, being SWB and PWB, are 0.240 (24%) and 0.460 (46%) respectively.

The current study reviews a range of theoretical perspectives based on management, economics and psychology, with the behaviour of academics during times of organisational change. Through a mixed method evaluation and analysis, this study

integrates two complementary methodological viewpoints at two outcomes of qualitative and quantitative findings. The literature review scientifically combines the existing theoretical perspectives on academic well-being into one conceptual framework.

7.3 The Integrated Findings

The research process started with qualitative data collection through focus group discussions and in-depth interviews found at selected Indonesian universities. The collected data indicated that organisational change within the selected universities created conflict, stress, pressures, and reduced the health and well-being of academics. The qualitative findings presented in chapter 5 indicated that the negative outcomes on employees from organisational change were dependent upon a number of key conditions in the workplace. These included effective communications, leadership support, recognition, and a co-operative work environment. The evidence from the focus groups and interviews was the basis for the development of the survey into determinants of the well-being of the academic staff.

The findings from in this stage were connected to the literature outlined in chapter 2, and the emergent themes that were identified supported the development of the elements that constitute academic well-being. Using a pre-tested survey instrument the subsequent survey and analysis of the survey results enabled the research to examine the different elements of well-being, the determinants of well-being and the moderating variables in the relationships. The details and the analysis are contained in chapters 5 and 6.

The survey findings indicate that the organisational changes in the selected Indonesian universities studied had a negative impact on staff well-being, especially through the generation of conflict and stress in the workplace. The broad findings of the research are in accordance with the research findings of (OECD, 2013; Ryff, 1989) and suggest that universities can improve their change management processes through more effective communication and more extensive engagement with staff in line with the research findings of (Ayoko & Callan, 2010; Ayoko & Pekerti, 2008;

Jiménez, Winkler, & Dunkl, 2017; Raziq & Maulabakhsh, 2015; Rego, Ribeiro, Cunha, & Jesuino, 2011; Spagnoli, Caetano, & Santos, 2012).

7.4 Contribution

The focus of this study is academic well-being and happiness among Indonesian private universities. This study contributes to the literature at a theoretical and empirical level, as it is the first study that develops a conceptual framework for examining academic well-being in Indonesia. The results identify the essential issues that have a significant direct and indirect effect on corporate reform in HEIs in Indonesia and provides a foundation for comparing the impact of similar reforms in higher education in other countries.

In this study, the working environment is examined in combination with the variable of communication, as the role of communication is crucial in the workplace. In the conceptual model, the working environment and communication system have altered the impact of leadership roles and behaviour. It follows then that a communicative working environment affects the socioeconomic factors of employees. Additionally, corporate culture and organisational concerns in HEIs also relate to learning processes, such as teaching in the classroom. Therefore, scholars and leaders must support a communicative working environment.

7.5 Limitations of the Research

This study explores a wide range of factors associated with the impact of the working environment. It examines the hypotheses outlined in the model of academic well-being in Indonesian private universities. There are some technical, methodological and resource limitations in the study. These are explained in detail below.

First, the research was disrupted by institutional and supervision changes throughout the course of the study. These interruptions had a significant impact and delayed on the study, including in the preparation of data collection instruments, paperwork in the supervisory transformation process, and the adjustment to the new supervisory team.

Second, conducting the study with limited time and resources meant that the time spent in Indonesia was limited. This reduced access to the participants during each data collection stage. Additionally, the organisational change being examined was confined to one department in some cases, and related to the whole university in other instances; this posed reliability and consistency concerns.

Third, the sample size was much smaller than planned and this limited the amount of qualitative and survey data collected. The respondents of the qualitative data included at least five academics in one focus group and three participants in the in-depth interviews conducted at each university. There were also 250 academics from 10 private universities in the quantitative study.

Fourth, cross-sectional data only has a temporary application, meaning the findings may not remain valid through time.

7.6 Implications and Future Research Directions

This study is essential for managers and leaders alike and offers general suggestions for future research. The research reviews a range of theoretical perspectives related to the impact of organisational change on academic well-being and happiness. The effect of such change on an individual's happiness, or SWB, has been identified as a critical component in the success of government policy changes in many countries. Corporate reform is increasingly prevalent in both business and society. Some of this change also has an effect on education, which must now adapt to the global situation. Academics play an essential part in transforming and enhancing human life. People with higher education tend to lead a more prosperous life when compared to those with lower levels of education (Oswald & Wu, 2010).

Moreover, Indonesian HEIs should motivate and indeed facilitate a communicative working environment for their academic staff, to maintain motivation and commitment towards achieving organisational objectives (Akbari, Kashani & Hooshmand Chaijani, 2016; Hon, Bloom & Crant, 2014). In order to accomplish this, HEIs need support from all faculty members. Academics and other staff with a good

sense of well-being in the workplace are more likely to display a willingness to assist the organisation with achieving its objectives (Frey & Alois 2002; Hosie & Sevastos, 2009; Peter et al., 2012). Therefore, happy employees are likely to contribute to the overall performance of the organisation.

The conceptual framework adopted in this study may guide future research on the terms related to academic well-being, such as communicative working environment, leadership support, conflict, stress, life satisfaction, job satisfaction, socioeconomic factors, organisational virtuousness, organisational concern, subjective well-being (SWB), and psychological well-being (PWB). Further research in this area may take the opportunity to conduct a panel study examining happiness and quality of life among academics.

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Every Reasonable effort has been made to acknowledge the owners of copyright material. I would be pleased to hear from any copyright owner who has been omitted or incorrectly admitted.

Appendix 1. Ethics Approval

To	Lianah The School of Economics & Finance
From	Steve Fleming Form C Co-ordinator Human Research Ethics Committee
Subject	Protocol Approval E&F-01-13
Date	31 March 2020
Copy	

Office of Research and Development
Human Research Ethics Committee

TELEPHONE 9266 2784

FACSIMILE 9266 3793

EMAIL hrec@curtin.edu.au

Thank you for your “Form C Application for Approval of Research with Low Risk (Ethical Requirements)” for the project titled Creating Employee Well-being at Private Universities in Indonesia: The impacts of working environment. On behalf of the Human Research Ethics Committee I am authorised to inform you that the project is approved.

Approval of this project is for a period of twelve months 27/02/2013 to 27/02/2014

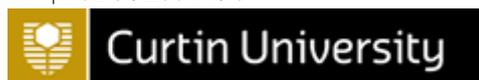
The approval number for your project is E&F-01-13. *Please quote this number in any future correspondence.* If at any time during the twelve months changes/amendments occur, or if a serious or unexpected adverse event occurs, please advise me immediately.

- Your project has the following special conditions: NIL

It is your responsibility, as the researcher, to meet the conditions outlined above and to retain the necessary records demonstrating that these have been completed.

Yours sincerely,

Steve Fleming
Admin Officer | School of Economics & Finance
Tel | +61 8 9266 7796



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CRICOS Provider Code 00301J (WA), 02637B (NSW)

Please Note: The following standard statement must be included in the information sheet to participants:

*This study has been approved under Curtin University's process for low-risk Studies (Approval Number **E&F-01-13**). This process complies with the National Statement on Ethical Conduct in Human Research (paragraph 5.1.7 and paragraphs 5.1.18-5.1.21).*

For further information on this study contact the researchers named above or the Curtin University Human Research Ethics Committee. c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth 6845 or by telephoning 9266 9223 or by emailing hrec@curtin.edu.au.

Standard conditions of ethics approval

These standard conditions apply to all research approved via the Curtin University's process for low risk studies. It is the responsibility of each researcher named on the application to ensure these conditions are met.

1. **Compliance.** Conduct your research in accordance with the application as it has been approved and keep appropriate records.
2. **Adverse events.** Consider what might constitute an adverse event and what actions may be needed if an adverse event occurs. Follow the procedures for reporting and addressing adverse events (<http://research.curtin.edu.au/guides/adverse.cfm>). Where appropriate, provide an adverse events protocol. The following are examples of adverse events:
 - a. Complaints
 - b. Harm to participants. This includes physical, emotional, psychological, economic, legal, social and cultural harm (NS Section 2)
 - c. Loss of data or breaches of data security
 - d. Legal challenges to the research
3. **Standard forms.** Use the standard forms for the following
 - a. **Monitoring.** Assist the Committee to monitor the conduct of the approved research by completing promptly and returning all project review forms that are sent to you.
 - b. **Annual report.** Submit an annual report on or before the anniversary of the approval.
 - c. **Extensions.** If you are likely to need more time to conduct your research than is already approved, complete an application for extension four weeks before the current approval expires.
 - d. **Changes to protocol.** Any changes to the protocol are to be approved by the Committee before being implemented.
 - e. **Changes to researcher details.** Advise the Committee of any changes in the details of researchers involved in the approved study.
 - f. **Discontinuation.** You must inform the Committee, giving reasons, if the research is not conducted or is discontinued before the expected completion date.
 - g. **Closure.** Submit a final report when the research is completed. Include details of when data are to be destroyed, and how, or if any future use is planned for the data
4. **Data management plan.** Have a Data Management Plan consistent with the University's recordkeeping policy. This will include such things as how the data are to be stored, for how long, and who has authorised access.
5. **Publication.** Where practicable, ensure the results of the research are made available to participants in a way that is timely and clear (NS 1.5). Unless prohibited from doing so by contractual obligations, ensure the results of the research are published in a manner that will allow public scrutiny (NS 1.3, d). Inform the Committee of any constraints on publication.
6. **Police checks and other clearances.** All necessary clearances, such as Working with Children Checks, first aid certificates and vaccination certificates, must be obtained before entering a site to conduct research.
7. **Participant information.** All information for participants must be approved by the HREC before being given to the participants or made available to the public.
 - a. **University logo.** All participant information and consent forms must contain the Curtin University logo and University contact details for the researchers. Private contact details should not be used.
 - b. **Standard statement.** All participant information forms must contain the HREC standard statement.
 - c. **Plain language.** All participant information must be in plain language that will be easily understood by the participants.

Please direct all communication through the Research Ethics Office

PROGRESS REPORT or APPLICATION FOR RENEWAL

The Form B is to be completed and returned to the Secretary, Human Research Ethics Committee, c/- Office of Research & Development.

If any of the points below apply prior to the expiry date, this form should be submitted to the Committee at that time. An application for renewal may be made with a **Form B three years** running, after which a 'new' application form, providing comprehensive details, must be submitted.

Approval Number:	E&F-01-13	Expiry Date	27/02/14
PROJECT TITLE:	Creating Employee Well-being at Private Universities in Indonesia: The impacts of working environment		

1A	Has this project been completed?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
1B	OR Do you wish to apply for a renewal of the project?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES please state the expected completion date.			
If NO please state why, eg abandoned/withdrawn/no funding etc.			
2	Has this project been modified or changed in any manner that varies from the approved proposal?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, please provide details____ <i>(Attach additional comments on a separate sheet of paper if necessary)</i>			
3	Have any ethically related issues emerged in regard to this project since you received Ethics' Committee approval? (e.g. breach of confidentiality, harm caused, inadequate consent or disputes on these).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, please provide details <i>(Attach additional comments on a separate sheet of paper if necessary)</i>			
4	Have any ethically related issues in regard to this project been brought to your attention by others? (i.e. study respondents, organisations that have given consent, colleagues, the general community etc).	YES <input type="checkbox"/>	NO <input type="checkbox"/>

If yes, please provide details ____

(Attach additional comments on a separate sheet of paper if necessary)

Investigator:	Lianah The	Signature	
		:	
Co-Investigator/s Supervisor:	Michael Thorpe	Signature	
		:	
School/Department:	Economics and Finance		
Head of Enrolling Area:		Signature	
		:	
Date:			

Office Use Only

APPROVED: _____ DATE: ____/____/____

Chair HREC/Executive Officer

Appendix 2. Interview and Focus Group Discussion (in English version)

Thesis Title:

Creating Employee Well-being at Private Universities in Indonesia: The Impacts of Working Environment

Thank you for you are attending on the focus group discussion today.

Participants' selection criteria: respondents are the lecturers who are teaching full time in this university.

Preliminary Research Objectives:

The objectives of the preliminary research were proposed to identify several issues on:

1. the impact of adopting new HR practices (especially performance evaluation and compensation systems) on the working environment within private universities in Indonesia;
2. the impact of the changing working environment on employee well-being within private universities in Indonesia;
3. what type leadership practices in managing the changes in private universities provide support for the creation of employee well-being and satisfaction or creates conflict among employees.

Consent Form

Research Title : Creating Employee Well-being at Private Universities in Indonesia: The Impacts of Working Environment

Investigator : Lianah The

You are of your own accord making a decision whether or not to participate in this research study. Your signature verifies that you have decided to participate in the study, having read and understood all the information accessible. Your signature also officially states that you have had adequate opportunity to discuss this study with the investigators and all your questions have been answered to your satisfaction. You will be given a copy of this consent document to keep.

I, (the undersigned)

Please PRINT

Of _____

Postcode _____ *Phone* _____

Consent to involvement in this study and give my authorisation for any results from this study to be used in any research paper, on the understanding that confidentiality will be maintained. I comprehend that I may withdraw from the study at any time without discrimination. If so, I undertake to contact Lianah The (Tel. (+61) 450112330 or (+62) 8159985721 at the earliest opportunity.

Signature _____ *Date* _____

Subject

I have explained to the subject the procedures of the study to which the subject has consented their involvement and have answered all questions. In my appraisal, the subject has voluntarily and intentionally given informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Investigator: _____ Date: _____

INTRODUCTION

Good morning and welcome to the focus group session on Creating Employee Well-being at Private Universities in Indonesia: The Impacts of Working Environment.

Thank you for your time to join the Focus Group Discussion.

My name is Lianah The, and I am a PhD student from Curtin University, Western Australia. Assisting me is Fitri Indriawati, and she is going to be our moderator for today's discussion.

From the discussion, we want to know your opinions, knowledge and perception toward well-being and happiness in our workplace. We will conduct the focus group with a series of questions. There are no right or wrong answers but rather differing points of view. Please feel free to share your point of view if it differs from what others have said.

Let me remind you of some ground rules. We are going to voice-record the discussion because all your opinions are essential for this research. Your comments will be anonymous, and you will not be identified individually. After the details recorded on the tape have been transcribed and the recordings will be destroyed.

Please speak up – only one person should talk at a time. If several people are talking at the same time, it is difficult to record all, and we may miss some of your comments. We want to hear everything you want to tell us about this topic, but we need to make sure that everyone gets a chance to talk today. Please feel free to share your opinion even if it is different from what others have said.

We will keep the discussion as informal as possible. Please be relaxed while giving output on the discussion. Please switch off your mobile phone as we do not want this to disturb our discussion. Please help yourself with the food and drink provided, and feel free to go to the toilet during the discussion. At the end of the discussion, all participants will be rewarded a souvenir for their participation.

There are two sessions of the discussion, the session I from 9.00 to 12.00, then we will have an hour break for lunch and prayer, and session II from 13.00 to 15.00.

Well, let's begin our discussion.

[We will have a short introduction session to break the ice]

Session I:

Topics on Well-being and Happiness

1. What is the difference between well-being and happiness from your point of view?
2. Definition of SWB and AWB (PowerPoint)
3. How does this relate to your current employment?

Topics on New Systems

A. Performance Evaluation System

1. What is the best tool to measure the performance of lecturer?
2. Has the current performance evaluation system been suitable for your needs?
 - a. Positive side: _____
 - b. Negative side: _____

B. Compensation System

1. Do you think that the current system is fair?
2. Why?
3. Is money the most appropriate reward?
4. What other benefits do you derive from your current job/employment?

Topics on Working Environment

A. Unchanged Working Environment

1. Are you happy working in the current environment?
2. Do you like working in the current environment?
3. Do you dislike working in the current environment?

B. Changed Working Environment

1. How will the implementation of the new system influence the working environment?
2. In what way will the new system limit your academic freedom?
3. What will be the consequence of that?
 - a. Positive consequence: _____
 - b. Negative consequence: _____

Topics on Supervision Support

1. How would you describe your relationship with your Head of School?
 - a. Positive: _____
 - b. Negative: _____

2. How well are they managing the change?
3. How are they going about implementing/facilitating the change?

Topics on Individual Conflict

1. What conflict(s) are you currently experiencing at this university?
 - 1) At a personal level?
 - 2) At a school/faculty level?
 - 3) At the university level?
2. What is the cause of this conflict?
3. How is it being resolved?
4. What impact does it have on your performance?
 - 1) At a personal level?
 - 2) At a school/faculty level?
 - 3) At the university level?
5. Are you aware of the university goals?
6. What are they (check back) mission and vision?
7. How are these communicated?
8. How often?
9. To what extent are staff consulted or involved?
10. What mechanisms are available for staff to be involved?

Topics on Leadership

1. Provide definition and type of Leadership.
2. What type of leadership do you think is most appropriate in a university? Why?
3. What type of leadership is most appropriate in managing change? Why?

Session II:

Socio-Demographic Questions

1. Gender
 - a. Male
 - b. Female

2. Age
 - a. 21 – 30 years
 - b. 31 – 40 years
 - c. 41 – 50 years
 - d. 51 – 60 years
 - e. 61 and above

3. Marital Status
 - a. Single
 - b. Married
 - c. Divorced

4. Education Level
 - a. S-1
 - b. S-2
 - c. S-3
 - d. Professor

5. Ethnicity
 - a. Javanese
 - b. Others: _____

6. How many credits do you teach per semester? _____
7. How many subjects do you teach per semester? _____
8. How long do you work in this university?
 - a. Less than 1 year
 - b. 1 – 4 years
 - c. 5 – 8 years
 - d. 9 – 12 years
 - e. 13 – 16 years
 - f. 17 – 20 years
 - g. More than 20 years

9. Average monthly income:
 - a. Less than Rp 2.000.000

- b. Rp 2.100.000 – Rp 5.000.000
- c. Rp 5.100.000 – Rp 8.000.000
- d. Rp 8.100.000 – Rp 11.000.000
- e. More than Rp 11.000.000.

10. Any comments regarding the conduct of this focus group discussion:

Thank you for your kind response.

Appendix 3. Interview and Focus Group Discussion (in Indonesian version)

Judul Thesis:

Creating Employee Well-being at Private Universities in Indonesia: The Impacts of Working Environment

Terima kasih atas kehadiran Bapak-bapak dan ibu-ibu sekalian dalam Focus Group Discussion hari ini.

Seleksi peserta adalah: para dosen tetap di universitas ini

Tujuan dan maksud dari penelitian preliminary ini adalah untuk mendapatkan beberapa jawaban dari pertanyaan di bawah ini:

1. Apa dampak dari penerapan praktek-praktek di dalam sumber daya manusia (khususnya sistem penilaian kinerja dan sistem kompensasi) dalam lingkungan kerja di universitas swasta di Indonesia;
2. Apa dampak dari perubahan dalam lingkungan kerja terhadap well-being dosen di universitas swasta di Indonesia;
3. Apakah praktek-praktek dari gaya kepemimpinan yang terjadi dalam mengelola perubahan di universitas swasta di Indonesia telah mendukung penciptaan well-being dan kepuasan dosen atau malah menciptakan konflik di antara dosen.

Lembar Kesediaan

Judul Penelitian : Creating Employee Well-being at Private Universities in Indonesia:

The Impacts of Working Environment

Peneliti : Lianah The

Anda berhak mengambil suatu keputusan untuk berpartisipasi atau tidak dalam penelitian ini. Kesediaan Bapak/Ibu untuk menanda tangani lembar kesediaan ini menyatakan bahwa anda bersedia berpartisipasi dalam penelitian ini dan telah membaca serta mengerti semua informasi mengenai tujuan penelitian ini. Bapak/Ibu juga memiliki cukup kesempatan untuk mendiskusikan penelitian ini bersama peneliti dan berhak bertanya kembali.

Saya, (yang bertanda tangan)

Universitas

Kode Pos _____

Telephone: _____

Bersedia berpartisipasi dalam penelitian ini dan memberikan otorisasi kepada peneliti atas hasil penelitian ini digunakan pada publikasi ilmiah, dengan pertimbangan kerahasiaan tetap terjaga. Saya mengerti bahwa saya diperbolehkan mundur dari penelitian ini tanpa diskriminasi. Saya juga akan menghubungi Lianah The (Tel. +61450112330) atau (Tel. +628159985721) sebelum penelitian dilakukan.

Tanda tangan, _____

Tanggal, _____

Saya telah menjelaskan prosedur mengenai penelitian inicedures of the study to which the subject has consented their involvement and have answered all questions. In my appraisal, the subject has voluntarily and intentionally given informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Investigasi: _____	Tanggal: _____
--------------------	----------------

PERKENALAN

Selamat pagi dan selamat datang pada sesi Focus Group Discussion on Creating Employee Well-being at Private Universities in Indonesia: The Impacts of Working Environment.

Terima kasih atas waktu yang diberikan dan kehadiran di Focus Group Discussion hari ini.

Nama Saya Lianah The, dan saya mahasiswa S-3 dari Curtin University, Western Australia. Saya dibantu oleh Ibu Fitri Indriawati sebagai moderator pada acara diskusi pagi ini.

Adapun dalam diskusi pagi ini, saya memberikan penjelasan mengenai Focus Group Discussion dan wawancara yang akan saya lakukan. Bapak-Ibu yang tidak bersedia melakukan diskusi

Prosedur:

Ada dua sesi dalam FGD hari ini, sesi I dari jam 9 sampai jam 12, sesi kedua dari jam 2 sampai jam 5. FGD ini akan direkam dan moderator akan menanyakan tentang persepsi Anda mengenai kebahagiaan dan well-being, bagaimana Anda mengekspresikannya dan bagaimana aspirasi Anda sebagai dosen, dan alasan-alasan Anda mengapa Anda suka dan tidak suka mengenai proses dari perubahan di universitas ini.

Kerahasiaan:

Semua data yang terekam akan di transcribe dalam dokumen word di komputer Curtin School of Economics and Finance menggunakan hanya nomor identifikasi, tidak ada nama Bapak-bapak. Setelah selesai transcribe rekaman akan dihapus. Hasil penelitian ini akan diolah oleh peneliti tanpa menunjukkan identitas Bapak-bapak sekalian.

Akses ke data yang tersimpan terbatas hanya pada peneliti dan dosen pembimbing dengan menggunakan password. Semua data dan form isian Bapak-bapak ini akan tersimpan aman dan terkunci selama periode lima tahun di Curtin School of Economics and Finance. Setelah lima tahun data tersebut akan dihancurkan. Hal ini berkaitan dengan peraturan Universitas Curtin.

Informasi Tambahan:

Bapak-bapak dipersilahkan untuk bertanya dan mengekspresikan segala pertanyaan yang berkaitan dengan penelitian ini kapan saja. Bapak-bapak sebaiknya merasa aman dan percaya diri dalam keterlibatan dalam penelitian ini karena hal ini berkaitan dengan kepentingan kita bersama.

Penolakan dan Mundur:

Para respondent dapat mundur kapan saja dalam partisipasi dalam penelitian ini tanpa merasa takut dan bersalah. Jika Anda ingin mundur dalam penelitian ini, silahkan menghubungi peneliti.

Kontak Peneliti:

Peneliti	:	lianah.the@postgrad.curtin.edu.au	Promotor	:	Michael.Thorpe@cbs.curtin.edu.au
		(+61) 450112330 or			(+618) 9266 7759
		(+62)8159985721			

Persetujuan:

Penelitian ini telah disetujui oleh Curtin University Human Research Ethics Committee. Jika dibutuhkan, verifikasi persetujuan ini dapat diperoleh melalui surat-menyurat ke Curtin University Human Research Ethics Committee, c/- Office for Research and Development, Curtin University of Technology, GPO Box U1987, Perth, 6845 atau melalui telepon (08) 9266 2784.

Sesi 1:

Topik Kesejahteraan dan Kebahagiaan

1. Apa perbedaan kesejahteraan dan kebahagiaan dalam pandangan Anda?
2. Bagaimana hal ini berhubungan dengan kondisi Anda saat ini dalam pekerjaan?

Topik Sistem baru

A. Sistem Evaluasi Kinerja

1. Alat terbaik apa untuk mengukur kinerja dosen?
2. Apakah system penilaian kinerja saat ini sudah sesuai dengan kebutuhan Anda?
 - a. Sisi positif: _____
 - b. Sisi negatif: _____

B. Sistem Imbalan

1. Apakah menurut Anda system sekarang ini transparent?
2. Mengapa?
3. Manfaat apa yang Anda dapatkan dari pekerjaan Anda saat ini?

Topik Lingkungan kerja

A. Lingkungan kerja sebelum perubahan

1. Apakah Anda bahagia bekerja dalam lingkungan saat ini?
2. Hal apakah yang Anda suka tentang pekerjaan di lingkungan saat ini?
3. Hal apakah yang Anda tidak suka tentang pekerjaan di lingkungan saat ini?

B. Lingkungan kerja setelah perubahan

1. Bagaimana penerapan sistem-sistem baru mempengaruhi lingkungan kerja?
2. Apa yang menjadi konsekuensi akan hal tersebut?
 - a. Konsekuensi positif: _____
 - b. Konsekuensi negatif: _____
3. Dalam hal apa sistem baru telah membatasi kebebasan akademis Anda?

Topik Dukungan Supervisor

1. Bagaimana para Kaprodi memfasilitasi perubahan yang terjadi?
2. Bagaimana para Kaprodi mengelola perubahan yang terjadi?
 - a. Dampak negatif
 - b. Dampak positif
3. Bagaimana Anda menggambarkan hubungan Anda dengan Kaprodi?
 - a. Positif: _____
 - b. Negatif: _____

Topik Konflik Individu

1. Konflik apa yang Anda alami saat ini di universitas?
2. Apa penyebab dari konflik tersebut?
3. Bagaimana konflik tersebut diatasi?
4. Akibat apa yang terjadi jika konflik tersebut TIDAK teratasi?
5. Dampak apa yang terjadi pada:
 - a. Kinerja Anda?
 - b. Kepuasan Anda?
 - c. Kebahagiaan Anda?
6. Apakah Anda menyadari tentang tujuan universitas?
7. Apakah misi dan visi universitas Anda?
8. Bagaimana Anda mengetahui mengenai misi dan visi tersebut disosialisasikan?
9. Berapa sering?
10. Seberapa jauh staff/dosen/karyawan terlibat dalam hal ini?
11. Mekanisme apa yang tersedia sehingga staff/dosen/karyawan terlibat?

Topik on Stress/Strain

1. Berhubungan dengan konflik, apakah Anda merasa stress?
2. Apakah Anda tahu penyebab stress?
3. Bagaimana cara Anda mengatasi diri dari stress?
4. Jika stress terjadi, bagaimana Anda mengurangi perasaan stress?
5. Apakah Anda berpikir bahwa stress mempengaruhi kebahagiaan Anda?

6. Selain itu, apakah Anda menemukan bahwa stress menimbulkan hasil yang diharapkan dalam pekerjaan?
7. Menurut Anda metode terbaik apa untuk mengatasi stress/tekanan dalam organisasi?

Sosial-Demograpis

1. Jenis Kelamin
 - a. Laki-laki
 - b. Perempuan
2. Usia
 - a. 21 – 30 tahun
 - b. 31 – 40 tahun
 - c. 41 – 50 tahun
 - d. 51 – 60 tahun
 - e. Di atas usia 60 tahun
3. Status Perkawinan
 - a. Belum Kawin
 - b. Kawin
 - c. Bercerai
4. Tingkat Pendidikan
 - a. S-1
 - b. S-2
 - c. S-3
 - d. Professor
5. Etnis
 - a. Jawa
 - b. Others: _____

6. Berapa sks Anda mengajar semester ini:

- a. S1? _____
- b. S2 & S3? _____

7. Berapa subjek mengajar semester ini:

- a. S1? _____
- b. S2 & S3? _____

8. Berapa, jika ada, jumlah mahasiswa bimbingan saat ini:

- a. S1? _____
- b. S2? _____
- c. S3? _____

9. Berapa lama Anda bekerja pada universitas ini?

- a. Kurang dari 1 tahun
- b. 1 – 4 tahun
- c. 5 – 8 tahun
- d. 9 – 12 tahun
- e. 13 – 16 tahun
- f. 17 – 20 tahun
- g. Lebih dari 20 tahun

10. Rata-rata pendapatan per bulan:

- a. Kurang dari Rp 2.000.000
- b. Rp 2.100.000 – Rp 5.000.000
- c. Rp 5.100.000 – Rp 8.000.000
- d. Rp 8.100.000 – Rp 11.000.000

e. Lebih dari Rp 11.000.000.

11. Dalam tiga tahun terakhir, pernahkah Anda memperoleh dana hibah pemerintah atau industri untuk proyek penelitian?

- a. Ya
- b. Tidak

Jika Ya, Berapa nilai proyek tersebut? Rp. _____

12. Lebih dari tiga tahun ini, berapa journal konfrensi yang pernah Anda tulis dan presentasikan pada:

_____ Konfrensi domestik
_____ Konfrensi internasional

13. Lebih dari tiga tahun terakhir, berapa banyak journal penelitian yang telah Anda buat pada:

_____ Journal Indonesia
_____ Journal internasional

14. Lebih dari tiga tahun terakhir, sebutkan berapa jumlah keanggotaan komite:

_____ Internal
_____ Eskternal

Appendix 4. Questionnaire (in English version)

Hello.

I am Lianah The.

I am a PhD student at Curtin University, Western Australia.

I am carrying out the research on how to create employee well-being and happiness at private universities in Indonesia.

PART A: PERSONAL AND WORK CHARACTERISTICS

Please circle or highlight!

1. Are you currently?	Single		Married		
2. Choose your gender:	Male		Female		
3. Ethnicity	Javanese		Others: _____		
4. Your age:	25-34 years	35-44 years	45-54 years	55-64 years	>65 years
5. Any children:	No child	1 child	2 children	3 children	>3 children

6. Please state your highest education level:
 - Bachelor degree (S-1)
 - Master degree (S-2)
 - Doctoral degree (S-3)
7. Please state your academic level of employment according to Indonesian educational systems:
 - Asisten Ahli
 - Lektor
 - Lektor Kepala
 - Guru Besar/Professor
8. What is your employment status in this university?
 - Full-time
 - Part-time
 - Others: _____
9. How long have you been teaching in the university sector (years of service)? Please add up the total amount of time spent teaching in your current university and any other universities you have previously taught in during your lifetime.
 - Up to 1 year
 - 1 year 1 month – 5 years
 - 5 years 1 month – 10 years
 - 10 years 1 month – 15 years
 - More than 15 years
10. Please state your religion:
 - Islam
 - Christian
 - Catholic
 - Buddhist
 - Hindu
11. Monthly income from teaching in your university:
 - up to Rp 2.000.000
 - Rp 2.100.000 – Rp 5.000.000
 - Rp 5.100.000 – Rp 8.000.000
 - Rp 8.100.000 – Rp 10.000.000

- Rp 10.100.000 – Rp 12.000.000
 - More than Rp 12.000.000
12. Extra income from teaching other sources outside of your university (optional question):
- No extra income from teaching outside
 - Up to Rp 10.000.000
 - Rp 10.100.000 – Rp 15.000.000
 - Rp 15.100.000 – Rp 20.000.000
 - Rp 20.100.000 – Rp 30.000.000
 - More than Rp 30.000.000

Please circle or highlight!

13. Credits/sks:	< 6 credits	6 – 9 credits	10-13 credits	14-17 credits	>17 credits
14. Classes per week:	1 class	2 classes	3 classes	4 classes	>4 classes
15. Subjects per week:	1 subject	2 subjects	3 subjects	4 subjects	>4 subjects
16. HDR students (mahasiswa bimbingan):	No one	1-3 students	4-6 students	7-9 students	>9 students
17. Number of staff:	No one	1-3 people	4-6 people	7-9 people	>9 people

18. What portion of your time is spent on teaching, administration and research?

- _____ % teaching
- _____ % administration
- _____ % research
- 100 % TOTAL

19. How would you rate your state of health at the moment?

Not at all good					Very good
1	2	3	4	5	6

20. For each of the following, indicate how important it is in your life. Would you say it is:

	Not at all important					Very important
Family	1	2	3	4	5	6
Work	1	2	3	4	5	6
Religion	1	2	3	4	5	6
Leisure time	1	2	3	4	5	6
Work colleagues	1	2	3	4	5	6

21. Please indicate how satisfied or dissatisfied you were with the following aspects of your personal life:

	Not at all satisfied					Very satisfied
Are you satisfied with your family's total income?	1	2	3	4	5	6
your family's housing	1	2	3	4	5	6
your family's current food consumption	1	2	3	4	5	6
adequacy of your children's education	1	2	3	4	5	6
your life overall	1	2	3	4	5	6

22. Generally speaking, would you say that most work colleagues can be trusted or that you need to be very careful in dealing with work colleagues?

- Most work colleagues can be trusted
- Need to be very careful
- Don't know

23. Do you consider the following is beneficial for your personal well-being?

	Not all beneficial					Very beneficial
Your job satisfaction	1	2	3	4	5	6
Taking annual leave	1	2	3	4	5	6
Your income	1	2	3	4	5	6

24. Do you agree that:

	Not at all agree					Completely agree
in management or leadership positions, there are some individuals groups of people with vested interests and who do not have the welfare of the university as their primary focus?	1	2	3	4	5	6
it is difficult to put trust in leaders or submit to managers in your organization?	1	2	3	4	5	6
you need to concern about the quantity and quality of students in this university?	1	2	3	4	5	6
honesty and trustworthiness in this university is the important element in this university?	1	2	3	4	5	6

25. Has your organization experienced some organizational change within the last five years?

- Yes, go to Part B.
- No, go to Part C.
- If yes, what organizational change have you recently experienced?

PART B: PLEASE ONLY ANSWER THIS PART IF YOUR UNIVERSITY HAS EXPERIENCED ORGANIZATIONAL CHANGE

1. When did the organizational change begin? -----

2. When did the organizational change end?

- 1 year ago
- 2 years ago
- 3 years ago
- 4 years ago
- 5 years ago
- Still on going

3. Have there been changes to the performance evaluation system in your organization?

- Yes
- No, go straight to **question 7**

4. In what ways have the performance evaluation systems changed?

5. What do you **like** about the current performance evaluation system compared to the old system?

6. What do you **dislike** about the current performance evaluation system compared to the old system?

7. Have there been changes to the compensation system in your organization?
 - Yes
 - No, go straight to **question 11**
8. In what ways have the compensation system changed?

9. What do you **like** about the current compensation system in your organization compared to the old system?

10. What do you **dislike** about the current compensation system compared to the old system?

11. Have there been changes to the academic administration system in your organization compared to the old system?
 - Yes
 - No, go straight to **question 15**
12. In what ways have the academic administration system changed?

13. What do you **like** about the current academic administration system in your organization compared to the old system?

14. What do you **dislike** about the current academic administration system compared to the old system?

15. Please indicate how satisfied or dissatisfied you were with the following aspects of your university BEFORE the organizational change:

	Not at all satisfied					Very satisfied
The managerial structure	1	2	3	4	5	6
The working environment	1	2	3	4	5	6
The reward structure in this university	1	2	3	4	5	6
Communication within your university	1	2	3	4	5	6
Management support for your future career path in this university	1	2	3	4	5	6
The connection from managers to the lecturers in this university	1	2	3	4	5	6
The amount of academic freedom you have	1	2	3	4	5	6
Your own performance in the workplace	1	2	3	4	5	6
Your income from teaching in this university	1	2	3	4	5	6
Your ability to take annual leave	1	2	3	4	5	6
The amount of time you have outside work for leisure	1	2	3	4	5	6

Your control over your personal well-being	1	2	3	4	5	6
Your control over your overall life situation	1	2	3	4	5	6
The cooperation among colleagues in your university	1	2	3	4	5	6
Clarity and timeliness of announcements regarding policies and expectations	1	2	3	4	5	6

Please indicate how satisfied or dissatisfied you were with the following aspects of your university AFTER the organizational change:

	Not at all satisfied					Very satisfied
The managerial structure	1	2	3	4	5	6
The working environment	1	2	3	4	5	6
The reward structure in this university	1	2	3	4	5	6
Communication within your university	1	2	3	4	5	6
Management support for your future career path in this university	1	2	3	4	5	6
The connection from managers to the lecturers in this university	1	2	3	4	5	6
The amount of academic freedom you have	1	2	3	4	5	6
Your own performance in the workplace	1	2	3	4	5	6
Your income from teaching in this university	1	2	3	4	5	6
Your ability to take annual leave	1	2	3	4	5	6
The amount of time you have outside work for leisure	1	2	3	4	5	6
Your control over your personal well-being	1	2	3	4	5	6
Your control over your overall life situation	1	2	3	4	5	6
The cooperation among colleagues in your university	1	2	3	4	5	6
Clarity and timeliness of announcements regarding policies and expectations	1	2	3	4	5	6

Please indicate how satisfied or dissatisfied you were with the following aspects of your university DURING the organizational change:

	Not at all satisfied					Very satisfied
The level of support you received from management	1	2	3	4	5	6
The level of leadership shown by management	1	2	3	4	5	6
Communication from management	1	2	3	4	5	6

16. In what ways did management provide support during the transition or organizational change?

17. What things could have been done better to support the transition?

18. Please rate the following aspects of your organization:

	None / very few	Moderate amount	Many
Number of conflicts	1	2	3
Amount of new rules	1	2	3

19. How have the following aspects of your workplace changed since the organizational change started?

	Decreased greatly	Decreased slightly	Stayed the same	Increased slightly	Increased greatly
Number of conflicts	1	2	3	4	5
Amount of new rules	1	2	3	4	5

20. What were the primary sources of conflict in the workplace as a result of the organizational change?

.....

21. Have these problems been resolved?

- Yes
- No

22. If yes, how were these problems resolved?

.....

23. Did you feel stress with the following aspects BEFORE the organizational change:

	Not at all stressed					Very stressed
working load in your role as a lecturer?	1	2	3	4	5	6
the working environment in your organization?	1	2	3	4	5	6

24. Do you feel stressed with the following aspects AFTER the organizational change:

	Not at all stressed					Very stressed
working load in your role as a lecturer?	1	2	3	4	5	6
the current working environment in your organization?	1	2	3	4	5	6

25. What is the primary cause of this stress?

.....

26. How can this level of stress be reduced?

.....

27. Do you agree that:

	Not at all agree					Completely agree
employees should adjust their own beliefs and culture in line with changes in their organization?	1	2	3	4	5	6
changes in your organization will affect your well-being?	1	2	3	4	5	6
employers should consider employees' well-being before they adopt new systems or regulations in their working environment?	1	2	3	4	5	6
it is difficult for managers to communicate effectively with employees?	1	2	3	4	5	6
all changes in organizations are purpose for the best result in the	1	2	3	4	5	6

future?						
you have forgiven your leaders for making mistakes during the organizational changes?	1	2	3	4	5	6

PART C

1. What do you **like** about the current performance evaluation system in your organization?
.....
.....
2. What do you **dislike** about the current performance evaluation system in your organization?
.....
.....
3. What do you **like** about the current compensation system in your organization?
.....
.....
4. What do you **dislike** about the current compensation system in your organization?
.....
.....
5. What do you **like** about the current academic administration system in your organization?
.....
.....
6. What do you **dislike** about the current academic administration system in your organization?
.....
.....
7. Please indicate how satisfied or dissatisfied you are with the following aspects of your university:

	Not at all satisfied					Very satisfied
The managerial structure	1	2	3	4	5	6
The working environment	1	2	3	4	5	6
The reward structure in this university	1	2	3	4	5	6
Communication within your university	1	2	3	4	5	6
Management support for your future career path in this university	1	2	3	4	5	6
The connection from managers to the lecturers in this university	1	2	3	4	5	6
The amount of academic freedom you have	1	2	3	4	5	6
Your own performance in the workplace	1	2	3	4	5	6
Your income from teaching in this university	1	2	3	4	5	6
Your ability to take annual leave	1	2	3	4	5	6
The amount of time you have outside work for leisure	1	2	3	4	5	6
Your control over your personal well-being	1	2	3	4	5	6
Your control over your overall life situation	1	2	3	4	5	6
The cooperation among colleagues in your university	1	2	3	4	5	6
Clarity and timeliness of announcements regarding policies and expectations	1	2	3	4	5	6

8. Please rate the following aspects of your organization:

	None / very few	Moderate amount	Many
Number of conflicts	1	2	3
Amount of new rules	1	2	3

9. Did you feel stressed with the following aspects of your organization:

	Not at all stressed					Very stressed
working load in your role as a lecturer?	1	2	3	4	5	6
the working environment in your organization?	1	2	3	4	5	6

10. What is the primary cause of this stress?

.....

11. How can this level of stress be reduced?

.....

12. Do you agree that:

	Not at all agree					Completely agree
employees should adjust their own beliefs and culture in line with changes in their organization?	1	2	3	4	5	6
changes in your organization will affect your well-being?	1	2	3	4	5	6
employers should consider employees' well-being before they adopt new systems or regulations in their working environment?	1	2	3	4	5	6
it is difficult for managers to communicate effectively with employees?	1	2	3	4	5	6
all changes in organizations are purpose for the best result in the future?	1	2	3	4	5	6
you have forgiven your leaders for making mistakes during the organizational changes?	1	2	3	4	5	6

Appendix 5. Kuesioner (in Indonesian version)

Hallo.

Saya Lianah The.

Saya adalah seorang mahasiswa PhD di Curtin University, Western Australia.

Saya melakukan penelitian mengenai bagaimana menciptakan 'well-being' dan 'happiness' pada universitas swasta di Indonesia.

BAGIAN A: KARAKTERISTIK RESPONDENT

Harap lingkari atau tebalkan.

1. Status?	Belum menikah		Menikah		
2. Jenis kelamin:	Pria		Wanita		
3. Etnis	Jawa		Lainnya: _____		
4. Usia:	25-34 tahun	35-44 tahun	45-54 tahun	55-64 tahun	>65 tahun
5. Jumlah anak:	Tidak ada	1 anak	2 anak	3 anak	>3 anak

6. Tingkat pendidikan tertinggi:

- S-1
- S-2
- S-3

7. Kepangkatan akademik:

- Asisten Ahli
- Lektor
- Lektor Kepala
- Guru Besar/Professor

8. Bagaimana status kepegawaian Anda di universitas ini?

- Dosen penuh waktu (full-time)
- Dosen paruh waktu (part-time)
- Lainnya: _____

9. Berapa lama Anda mengajar di universitas ini? Mohon tambahkan jumlah keseluruhan waktu mengajar di universitas ini dan universitas lain sebelum Anda mengajar di sini?

- Sampai dengan satu tahun
- 1 tahun 1 bulan – 5 tahun
- 5 tahun 1 bulan – 10 tahun
- 10 tahun 1 bulan – 15 tahun
- Lebih dari 15 tahun

10. Agama Anda adalah:

- Islam
- Kristen
- Katholik
- Buddha
- Hindu

11. Pendapatan Anda per bulan dari mengajar di universitas ini:

- Sampai dengan Rp 2.000.000
- Rp 2.100.000 – Rp 5.000.000
- Rp 5.100.000 – Rp 8.000.000
- Rp 8.100.000 – Rp 10.000.000
- Rp 10.100.000 – Rp 12.000.000
- Lebih dari Rp 12.000.000

12. Pendapatan tambahan per bulan dari mengajar di luar universitas ini (pertanyaan optional):

- Tidak ada pendapatan tambahan di luar mengajar
- Sampai dengan Rp 10.000.000
- Rp 10.100.000 – Rp 15.000.000
- Rp 15.100.000 – Rp 20.000.000
- Rp 20.100.000 – Rp 30.000.000
- Lebih dari Rp 30.000.000

Harap lingkari atau tebalkan.

13. Sks:	< 6 sks	6 – 9 sks	10-13 sks	14-17 sks	> 17 sks
14. Kelas per minggu:	1 kelas	2 kelas	3 kelas	4 kelas	> 4 kelas
15. Mata kuliah per minggu:	1 mata kuliah	2 mata kuliah	3 mata kuliah	4 mata kuliah	> 4 mata kuliah
16. Mahasiswa bimbingan:	Tidak ada	1-3 mahasiswa	4-6 mahasiswa	7-9 mahasiswa	> 9 mahasiswa
17. Jumlah bawahan:	Tidak ada	1-3 orang	4-6 orang	7-9 orang	> 9 orang

18. Berapa proporsi waktu Anda saat mengajar, melakukan pekerjaan administrasi dan melakukan riset?

- _____ % mengajar
- _____ % administrasi
- _____ % riset
- 100 % TOTAL

19. Bagaimana Anda menilai tingkat kesehatan Anda saat ini?

Sangat buruk					Sangat baik
1	2	3	4	5	6

20. Untuk kalimat di bawah ini, tunjukkanlah seberapa penting hal-hal sebagai berikut di dalam hidup Anda. Anda akan mengatakan bahwa:

	Sangat tak penting					Sangat penting
Keluarga	1	2	3	4	5	6
Pekerjaan	1	2	3	4	5	6
Agama	1	2	3	4	5	6
Waktu santai	1	2	3	4	5	6
Teman kerja	1	2	3	4	5	6

21. Harap tunjukkanlah bagaimana kepuasan dan ketidakpuasan Anda terhadap aspek-aspek berikut di dalam kehidupan pribadi Anda:

	Sangat tak puas					Sangat puas
Apakah Anda puas dengan pendapatan total keluarga? perumahan keluarga?	1	2	3	4	5	6
konsumsi makanan keluarga?	1	2	3	4	5	6
Kecukupan pendidikan anak?	1	2	3	4	5	6
Keseluruhan hidup Anda?	1	2	3	4	5	6

22. Secara umum, apakah Anda akan mengatakan bahwa kebanyakan teman kerja bisa dipercaya atau Anda perlu sangat hati-hati bekerja dengan teman kerja Anda?

- Kebanyakan teman kerja bisa dipercaya.
- Perlu sangat hati-hati
- Tidak tahu

23. Apakah Anda mempertimbangkan hal-hal berikut bermanfaat bagi well-being pribadi Anda?

	Sangat tidak bermanfaat					Sangat bermanfaat
Kepuasan kerja Anda	1	2	3	4	5	6
Ambil cuti tahunan	1	2	3	4	5	6
Pendapatan Anda	1	2	3	4	5	6

24. Apakah Anda setuju bahwa:

	Sangat tak setuju					Sangat setuju
dalam posisi manajemen dan kepemimpinan, terdapat beberapa kelompok individu yang mempunyai kepentingan kekuasaan dan tidak memiliki perhatian terhadap kesejahteraan universitas?	1	2	3	4	5	6
sangat sulit mempercayai pimpinan dan tunduk terhadap atasan di organisasi ini?	1	2	3	4	5	6
anda perlu peduli terhadap kuantitas dan kualitas mahasiswa di universitas ini?	1	2	3	4	5	6
kejujuran dan kepercayaan adalah bagian penting dalam universitas ini?	1	2	3	4	5	6

25. Apakah universitas ini mengalami beberapa perubahan organisasi selama lima tahun terakhir?

- Ya, lanjutkan ke **Bagian B**.
- Tidak, lanjutkan ke **Bagian C**.
- Jika ya, perubahan organisasi apakah yang Anda alami baru-baru ini?

BAGIAN B:

HARAP HANYA MENJAWAB BAGIAN INI JIKA UNIVERSITAS ANDA MENGALAMI PERUBAHAN ORGANISASI.

1. Kapan dimulainya perubahan organisasi ? -----
2. Kapan perubahan organisasi berakhir?
 - 1 tahun lalu
 - 2 tahun lalu
 - 3 tahun lalu
 - 4 tahun lalu
 - 5 tahun lalu
 - Sedang berlangsung
3. Apakah telah terjadi perubahan sistem penilaian kinerja di organisasi Anda?
 - Ya
 - Tidak, lanjut ke **pertanyaan 7**
4. Dalam hal apa sistem penilaian kinerja berubah?

5. Apa yang Anda **suka** mengenai sistem penilaian kinerja terbaru dibandingkan dengan sistem yang lama?

6. Apa yang Anda **tidak suka** mengenai sistem penilaian kinerja terbaru dibandingkan dengan sistem yang lama?

7. Apakah telah terjadi perubahan sistem kompensasi di organisasi Anda?
 - Ya
 - Tidak, lanjut ke **pertanyaan 11**
8. Dalam hal apa sistem kompensasi berubah?

9. Apa yang Anda **suka** mengenai sistem kompensasi terbaru di organisasi Anda dibandingkan dengan sistem yang lama?

10. Apa yang Anda **tidak suka** mengenai sistem kompensasi terbaru dibandingkan dengan sistem yang lama?

11. Apakah telah terjadi perubahan sistem administrasi akademik di organisasi Anda?
 - Ya
 - Tidak, lanjut ke **pertanyaan 15**
12. Dalam hal apa sistem administrasi akademik berubah?

13. Apa yang Anda **suka** mengenai sistem administrasi akademik terbaru di organisasi Anda dibandingkan dengan sistem yang lama?

14. Apa yang Anda **tidak suka** mengenai sistem administrasi akademik terbaru dibandingkan dengan sistem yang lama??

15. Harap tunjukkanlah bagaimana kepuasan atau ketidakpuasan Anda dengan aspek-aspek berikut di dalam universitas Anda SEBELUM perubahan organisasi:

	Sangat tak puas					Sangat puas
Struktur Manajemen	1	2	3	4	5	6
Lingkungan kerja	1	2	3	4	5	6
Struktur upah di universitas ini	1	2	3	4	5	6
Komunikasi dengan universitas Anda	1	2	3	4	5	6
Dukungan manajemen untuk karir masa depan Anda di universitas ini	1	2	3	4	5	6
Koneksi antara atasan dengan dosen di universitas ini	1	2	3	4	5	6
Kebebasan akademik yang Anda miliki	1	2	3	4	5	6
Kinerja Anda di tempat kerja	1	2	3	4	5	6
Pendapatan Anda dari mengajar di universitas ini	1	2	3	4	5	6
Kesempatan untuk mengambil cuti	1	2	3	4	5	6

Jumlah waktu bersantai di luar pekerjaan	1	2	3	4	5	6
Kendali Anda terhadap well-being pribadi Anda	1	2	3	4	5	6
Kendali Anda terhadap situasi kehidupan Anda keseluruhan	1	2	3	4	5	6
Kerjasama di antara teman kerja di universitas Anda	1	2	3	4	5	6
Kejelasan dan ketepatan waktu pengumuman yang berkaitan dengan kebijakan-kebijakan dan pengharapan.	1	2	3	4	5	6

Harap tunjukkanlah bagaimana kepuasan atau ketidakpuasan Anda dengan aspek-aspek berikut di dalam universitas Anda SETELAH perubahan organisasi:

	Sangat tak puas					Sangat puas
Struktur Manajemen	1	2	3	4	5	6
Lingkungan kerja	1	2	3	4	5	6
Struktur upah di universitas ini	1	2	3	4	5	6
Komunikasi dengan universitas Anda	1	2	3	4	5	6
Dukungan manajemen untuk karir masa depan Anda di universitas ini	1	2	3	4	5	6
Koneksi antara atasan dengan dosen di universitas ini	1	2	3	4	5	6
Kebebasan akademik yang Anda miliki	1	2	3	4	5	6
Kinerja Anda di tempat kerja	1	2	3	4	5	6
Pendapatan Anda dari mengajar di universitas ini	1	2	3	4	5	6
Kesempatan untuk mengambil cuti	1	2	3	4	5	6
Jumlah waktu bersantai di luar pekerjaan	1	2	3	4	5	6
Kendali Anda terhadap well-being pribadi Anda	1	2	3	4	5	6
Kendali Anda terhadap situasi kehidupan Anda keseluruhan	1	2	3	4	5	6
Kerjasama di antara teman kerja di universitas Anda	1	2	3	4	5	6
Kejelasan dan ketepatan waktu pengumuman yang berkaitan dengan kebijakan-kebijakan dan pengharapan.	1	2	3	4	5	6

Harap tunjukkanlah bagaimana kepuasan atau ketidakpuasan Anda dengan aspek-aspek berikut di dalam universitas Anda SELAMA perubahan organisasi:

	Sangat tak puas					Sangat puas
Tingkat dukungan yang Anda terima dari manajemen	1	2	3	4	5	6
Tingkat kepemimpinan yang ditunjukkan oleh manajemen	1	2	3	4	5	6
Komunikasi dari atasan/manajemen	1	2	3	4	5	6

16. Dalam hal apa manajemen menyediakan dukungan selama peralihan atau perubahan organisasi?

.....

17. Hal apa yang lebih baik dapat Anda lakukan untuk mendukung masa peralihan ini?

.....

18. Harap menilai aspek-aspek berikut di dalam organisasi Anda:

	Tiada/sangat	Sedang	Banyak
--	--------------	--------	--------

	sedikit		
Jumlah terjadinya konflik	1	2	3
Jumlah peraturan baru	1	2	3

19. Bagaimana terjadinya perubahan aspek-aspek berikut di tempat kerja Anda sejak dimulainya perubahan organisasi?

	Sangat menurun	Sedikit menurun	Sama saja	Sedikit meningkat	Sangat meningkat
Jumlah terjadinya konflik	1	2	3	4	5
Jumlah peraturan baru	1	2	3	4	5

20. Apa sumber utama konflik di tempat kerja sebagai hasil dari perubahan organisasi?

.....

21. Sudahkan masalah ini teratasi?

- Ya
- Belum

22. Jika ya, bagaimana masalah ini teratasi?

.....

23. Apakah Anda merasa stress dengan aspek-aspek berikut SEBELUM perubahan organisasi:

	Sangat tidak stress					Sangat stress
beban kerja dalam peran Anda sebagai dosen?	1	2	3	4	5	6
lingkungan kerja dalam organisasi Anda?	1	2	3	4	5	6

24. Apakah Anda merasa stress dengan aspek-aspek berikut SETELAH perubahan organisasi:

	Sangat tidak stress					Sangat stress
beban kerja dalam peran Anda sebagai dosen?	1	2	3	4	5	6
lingkungan kerja dalam organisasi Anda?	1	2	3	4	5	6

25. Apa penyebab utama dari stress ini?

.....

26. Bagaimana tingkat stress ini bisa dikurangi?

.....

27. Apakah Anda setuju bahwa:

	Sangat tak setuju					Sangat setuju
karyawan seharusnya menyesuaikan keyakinan dan budaya mereka dengan perubahan yang terjadi dalam organisasi?	1	2	3	4	5	6
perubahan dalam organisasi Anda akan mempengaruhi well-being Anda?	1	2	3	4	5	6
para atasan harus mempertimbangkan well-being karyawan sebelum mereka mengadopsi sistem atau peraturan baru di dalam lingkungan kerja?	1	2	3	4	5	6
sangat sulit bagi manajer berkomunikasi secara efektif dengan karyawan?	1	2	3	4	5	6

semua perubahan dalam organisasi bertujuan untuk hasil terbaik di masa mendatang?	1	2	3	4	5	6
anda telah memaafkan para pimpinan Anda yang berbuat kesalahan selama masa perubahan organisasi?	1	2	3	4	5	6

BAGIAN C

1. Apa yang Anda **suka** mengenai sistem penilaian kinerja saat ini di organisasi Anda?
.....
.....
2. Apa yang Anda **tidak suka** mengenai sistem penilaian kinerja saat ini di organisasi Anda?
.....
.....
3. Apa yang Anda **suka** mengenai sistem kompensasi saat ini di organisasi Anda?
.....
.....
4. Apa yang Anda **tidak suka** mengenai sistem kompensasi saat ini di organisasi Anda?
.....
.....
5. Apa yang Anda **suka** mengenai sistem administrasi akademik saat ini di organisasi Anda?
.....
.....
6. Apa yang Anda **tidak suka** mengenai sistem administrasi akademik saat ini di organisasi Anda?
.....
.....
7. Harap tunjukkanlah bagaimana kepuasan atau ketidakpuasan Anda dengan aspek-aspek berikut di universitas Anda:

	Sangat tak puas					Sangat puas
Struktur Manajemen	1	2	3	4	5	6
Lingkungan kerja	1	2	3	4	5	6
Struktur upah di universitas ini	1	2	3	4	5	6
Komunikasi dengan universitas Anda	1	2	3	4	5	6
Dukungan manajemen untuk karir masa depan Anda di universitas ini	1	2	3	4	5	6
Komunikasi antara atasan dengan dosen di universitas ini	1	2	3	4	5	6
Kebebasan akademik yang Anda miliki	1	2	3	4	5	6
Kinerja Anda di tempat kerja	1	2	3	4	5	6
Pendapatan Anda dari mengajar di universitas ini	1	2	3	4	5	6
Kesempatan untuk mengambil cuti	1	2	3	4	5	6
Jumlah waktu bersantai di luar pekerjaan	1	2	3	4	5	6
Kendali Anda terhadap well-being pribadi Anda	1	2	3	4	5	6
Kendali Anda terhadap situasi kehidupan Anda keseluruhan	1	2	3	4	5	6
Kerjasama di antara teman kerja di universitas Anda	1	2	3	4	5	6
Kejelasan dan ketepatan waktu pengumuman yang berkaitan dengan kebijakan-kebijakan dan pengharapan.	1	2	3	4	5	6

8. Harap menilai aspek-aspek berikut dari organisasi Anda:

	Tiada/sangat	Sedang	Banyak
--	--------------	--------	--------

	sedikit		
Jumlah terjadinya konflik	1	2	3
Jumlah peraturan	1	2	3

9. Apakah Anda merasa stress dengan aspek-aspek berikut di dalam organisasi Anda:

	Sangat tidak stress					Sangat stress
beban kerja dalam peran Anda sebagai dosen?	1	2	3	4	5	6
lingkungan kerja dalam organisasi Anda?	1	2	3	4	5	6

10. Apa penyebab utama dari stress ini?

11. Bagaimana tingkat stress ini bisa dikurangi?

12. Apakah Anda setuju bahwa:

	Sangat tak setuju					Sangat setuju
karyawan seharusnya menyesuaikan keyakinan dan budaya mereka dengan perubahan yang terjadi dalam organisasi?	1	2	3	4	5	6
perubahan dalam organisasi Anda akan mempengaruhi well-being Anda?	1	2	3	4	5	6
para atasan harus mempertimbangkan well-being karyawan sebelum mereka mengadopsi sistem atau peraturan baru di dalam lingkungan kerja?	1	2	3	4	5	6
sangat sulit bagi manajer berkomunikasi secara efektif dengan karyawan?	1	2	3	4	5	6
semua perubahan dalam organisasi bertujuan untuk hasil terbaik di masa mendatang?	1	2	3	4	5	6
anda telah memaafkan para pimpinan Anda yang berbuat kesalahan selama masa perubahan organisasi?	1	2	3	4	5	6

Appendix 6 Database 1 (SEC & CWE)

ID	SEC1	SEC2	SEC3	SEC4	SEC5	SEC6	CWE1	CWE2	CWE3	CWE4	CWE5	CWE6	CWE7	CWE8
103	1	0	1	1	1	1	5	5	5	1	5	5	4	3
225	1	0	1	1	1	2	5	5	5	5	4	4	5	6
185	1	0	2	2	1	2	4	4	4	3	3	5	4	2
268	1	0	1	1	1	1	4	4	4	4	4	4	4	5
84	1	0	2	1	1	2	3	3	3	3	3	3	4	5
83	1	0	2	3	2	2	4	4	3	3	3	3	3	3
142	1	0	1	1	2	2	5	6	6	6	4	5	6	2
233	1	0	2	1	1	2	4	5	5	5	5	5	5	5
180	1	0	2	1	1	2	4	4	3	2	4	4	3	3
206	1	0	2	1	1	1	5	6	6	6	5	6	5	2
85	1	0	2	1	1	2	5	5	5	5	5	5	4	4
244	1	0	1	1	2	1	5	5	5	5	5	5	5	4
141	1	0	2	1	1	2	6	6	6	5	6	6	6	2
22	1	0	2	1	2	4	3	4	4	5	5	4	5	2
235	1	0	2	1	2	2	3	4	2	4	2	2	5	5
117	1	0	2	1	2	2	4	5	4	4	5	5	5	3
136	1	0	2	1	2	3	5	5	5	4	4	4	4	4
223	1	0	2	1	2	3	4	4	4	3	3	4	4	4
113	1	0	2	1	2	2	5	5	6	5	5	5	5	5
94	1	0	2	1	2	4	5	5	6	5	4	5	4	5
132	1	0	2	1	2	3	5	5	5	5	5	5	4	4
133	1	0	2	1	2	3	5	4	3	4	4	4	4	4
260	1	1	2	1	1	2	3	4	3	3	5	4	5	1
262	1	0	2	1	2	3	5	5	5	6	5	5	4	5
9	1	0	2	1	3	2	3	3	3	4	2	3	4	1
26	1	0	2	1	3	2	4	4	4	4	3	3	4	4
49	1	1	2	1	2	2	4	4	3	3	4	4	3	4
270	1	0	2	1	3	3	4	4	4	2	4	1	4	4
119	2	0	2	1	2	3	2	5	3	2	3	4	4	4
115	1	0	2	1	3	2	3	4	4	2	4	2	5	3
245	2	0	2	1	2	3	5	6	5	5	6	6	5	6
130	1	0	2	1	3	2	4	5	6	5	4	6	6	4
246	1	0	2	2	2	3	5	6	6	6	6	6	6	6
20	2	1	2	1	2	3	3	4	3	2	2	3	3	2
169	2	2	2	1	1	1	5	5	5	5	5	5	5	1
32	1	0	3	1	3	2	2	3	5	4	5	5	5	5
128	1	1	2	1	3	2	4	4	3	4	2	4	4	4
263	3	2	2	1	3	3	5	5	4	5	6	5	5	4
247	1	1	2	1	3	4	3	2	3	1	2	1	4	4
188	3	1	2	1	1	1	5	5	4	4	5	4	4	4
198	1	1	2	1	3	3	5	5	5	5	5	6	6	5
181	2	0	2	1	4	2	3	3	3	5	3	3	4	5
127	2	0	2	1	4	2	2	2	2	2	2	4	2	2
34	2	0	2	2	3	2	3	5	6	5	4	5	5	3
144	2	2	2	1	2	2	5	5	6	5	6	6	5	6
43	1	2	2	1	3	2	4	4	4	4	4	4	5	2
51	2	0	2	1	4	2	3	4	4	3	4	3	5	3
35	2	2	2	1	2	2	3	2	4	4	2	2	2	3
111	2	2	2	1	2	3	2	3	4	3	2	4	4	2
93	2	1	2	1	3	3	4	4	3	2	4	3	5	3
87	3	0	2	1	3	2	4	5	5	5	5	5	4	5
157	2	0	2	2	3	5	4	5	5	2	5	6	6	5
186	2	0	2	1	4	2	4	5	5	4	4	5	5	3
123	3	1	2	1	2	4	5	5	5	5	5	5	5	4
200	2	3	2	1	1	1	5	5	4	5	4	4	4	4

Appendix Database (SEC & CWE)

ID	SEC1	SEC2	SEC3	SEC4	SEC5	SEC6	CWE1	CWE2	CWE3	CWE4	CWE5	CWE6	CWE7	CWE8
29	2	1	2	1	3	3	5	5	6	4	4	4	4	4
208	2	2	2	1	2	3	4	6	4	4	4	4	4	2
108	1	0	2	2	4	5	4	3	5	5	3	4	5	4
242	1	1	3	2	2	6	4	5	5	5	5	5	5	5
102	2	1	2	1	3	3	4	5	5	5	5	5	5	3
92	2	2	2	1	3	3	2	3	2	2	2	2	3	2
112	2	2	2	1	3	3	4	5	5	5	5	5	5	3
27	2	2	2	1	3	3	4	3	4	4	5	5	4	5
65	2	3	2	1	2	2	2	2	5	2	5	5	2	2
232	2	0	3	2	3	5	1	1	5	4	1	5	3	2
23	2	1	2	1	4	2	5	5	5	3	4	5	5	2
98	2	2	2	1	3	3	2	2	1	1	2	1	5	1
8	2	2	2	1	3	3	3	3	4	4	5	4	4	4
222	2	3	2	1	2	3	2	3	2	5	5	5	5	3
55	2	2	2	1	3	2	4	4	5	4	4	5	4	4
166	2	2	2	1	3	3	3	5	5	3	2	5	5	3
197	2	0	2	2	4	2	4	5	4	5	4	4	5	3
199	2	0	2	2	4	5	5	5	6	6	5	5	6	5
250	2	1	2	1	4	3	3	4	5	4	4	5	5	5
249	3	2	2	1	2	2	5	5	5	5	5	5	5	5
56	2	2	2	1	4	4	3	4	5	4	2	4	5	3
13	2	2	2	2	3	4	3	3	3	3	5	4	4	3
42	3	2	2	1	3	2	3	3	3	4	4	3	4	3
118	3	0	2	2	4	3	4	4	3	3	2	3	4	2
143	3	0	2	2	4	3	5	5	5	4	5	5	5	1
184	2	1	2	2	4	4	4	5	5	5	5	5	5	5
59	2	2	2	1	4	2	4	4	4	4	4	4	4	4
18	3	1	2	1	4	2	4	4	5	5	4	4	4	5
164	2	2	2	2	3	4	3	3	4	2	3	3	4	5
156	2	1	2	2	4	5	5	5	5	4	4	5	5	4
187	2	2	2	1	4	2	4	4	4	5	4	4	4	4
202	3	4	2	1	1	2	4	3	5	5	3	4	3	3
193	2	1	2	1	5	2	4	5	5	5	4	6	5	4
272	2	1	2	1	5	6	4	5	5	3	4	4	5	4
227	2	1	2	1	5	1	5	5	5	5	5	5	5	4
171	2	2	2	1	4	3	5	5	5	5	5	4	4	5
131	2	2	2	2	3	3	5	5	5	4	4	5	5	5
72	2	2	2	2	3	5	5	5	5	5	5	5	5	5
259	2	3	2	1	3	2	3	5	5	5	5	4	5	2
243	3	0	2	1	5	3	5	5	5	5	5	5	5	4
149	2	1	2	2	4	5	3	2	4	5	5	4	5	4
240	2	3	2	1	3	3	6	4	6	6	5	6	3	6
104	3	1	2	1	5	2	2	2	5	4	3	3	4	5
40	2	3	3	1	3	2	4	4	3	2	2	3	4	3
201	2	3	2	2	3	3	4	4	4	4	4	1	5	5
165	2	2	2	2	4	3	4	4	3	3	3	3	4	2
162	3	1	2	1	5	3	3	4	4	3	3	3	3	3
163	3	2	3	1	3	2	4	4	4	5	3	4	3	4
176	2	4	3	1	2	5	4	5	5	5	4	5	5	5
19	3	0	2	2	5	3	3	3	5	3	4	3	4	3
82	2	2	2	2	4	2	3	4	4	4	4	4	5	2
177	2	2	2	2	4	6	5	5	4	4	5	4	4	5
155	2	0	3	3	4	5	5	5	6	5	4	5	5	5
114	3	1	2	1	5	3	4	3	4	3	4	3	5	3
203	3	0	2	2	5	3	2	5	5	4	2	3	4	2
38	2	2	2	2	4	4	4	5	5	5	5	4	4	3

Appendix Database (SEC & CWE)

ID	SEC1	SEC2	SEC3	SEC4	SEC5	SEC6	CWE1	CWE2	CWE3	CWE4	CWE5	CWE6	CWE7	CWE8
122	3	0	2	2	5	3	5	5	5	5	5	5	5	5
231	1	3	2	2	4	2	5	5	5	5	5	5	5	3
107	2	1	2	2	5	4	4	5	6	5	4	5	5	3
248	2	1	3	2	4	6	5	6	6	6	5	5	5	6
154	3	1	2	2	4	4	6	5	6	5	5	6	5	5
213	3	2	3	2	2	6	6	6	6	6	6	6	6	6
33	3	2	2	1	5	2	4	4	5	2	2	3	4	2
234	2	0	3	3	5	3	4	4	5	5	4	4	4	4
28	3	1	2	2	5	3	4	4	4	4	3	3	4	3
64	3	0	2	3	5	6	4	4	4	4	4	4	4	2
256	3	3	3	1	3	2	3	3	3	3	2	3	3	3
95	4	0	2	3	4	6	3	5	3	2	3	3	5	3
205	3	2	2	1	5	2	4	4	5	5	4	4	4	1
101	3	4	2	1	3	2	4	4	5	4	5	5	4	3
220	3	3	2	1	4	4	3	3	5	4	4	4	3	4
151	2	2	3	2	4	4	4	4	4	4	4	4	4	4
175	2	2	2	2	5	3	4	4	4	4	4	4	4	4
121	3	2	2	2	4	4	4	5	4	4	5	5	4	5
134	2	2	3	2	4	3	5	4	6	4	4	4	5	5
109	2	1	2	3	5	3	1	2	3	1	2	2	4	2
238	2	2	2	2	5	5	4	4	5	4	4	4	4	2
44	2	2	2	3	4	6	6	5	5	5	4	5	5	4
77	3	1	2	2	5	4	4	5	5	5	5	5	5	5
189	2	0	3	3	5	2	3	3	5	3	4	3	4	1
179	2	0	3	3	5	2	3	3	5	3	4	3	4	4
241	2	2	2	3	4	3	5	5	4	5	5	4	5	5
160	2	1	2	3	5	6	3	3	3	3	3	3	3	3
253	2	2	2	2	5	3	4	4	4	5	4	4	5	3
257	2	2	2	2	5	3	4	4	4	4	4	4	5	4
174	4	1	3	2	3	4	5	6	5	3	5	5	5	5
60	2	1	2	3	5	5	3	4	4	4	3	4	5	3
195	3	3	2	2	3	3	4	4	4	5	4	4	5	4
140	3	2	2	2	4	3	5	5	5	5	3	3	5	2
267	4	3	2	1	3	3	6	6	6	6	6	6	6	6
265	3	1	2	2	5	6	6	6	6	6	6	6	6	6
255	3	1	2	2	5	5	6	6	6	6	6	6	6	6
21	3	1	2	3	5	2	2	2	2	2	2	1	3	1
47	3	2	2	2	5	5	2	2	3	4	2	3	6	3
100	3	2	2	2	5	3	1	3	1	2	1	1	5	3
182	4	0	2	3	5	3	4	4	5	5	3	5	5	5
99	3	2	2	2	5	3	1	3	1	2	1	1	5	2
145	3	0	3	3	5	2	3	2	3	3	3	3	3	4
216	3	3	2	1	5	4	4	4	4	4	3	3	5	4
46	3	2	3	1	5	2	5	5	5	4	5	5	5	4
54	3	2	2	2	5	5	3	3	4	5	4	4	3	4
224	2	2	2	3	5	4	3	5	4	4	4	4	5	6
167	3	2	2	2	5	2	3	4	4	4	4	4	5	1
161	4	0	2	3	5	6	3	5	3	4	3	4	5	4
135	2	2	2	3	5	5	4	4	4	3	4	4	4	3
96	3	2	2	2	5	4	1	5	3	5	4	3	5	2
90	3	2	3	2	4	6	4	4	4	4	4	4	4	4
124	3	1	2	3	5	3	3	5	6	1	1	1	6	2
218	3	2	2	2	5	4	2	4	2	3	2	2	3	2
209	3	3	2	1	5	3	6	6	5	5	6	6	6	6
271	2	3	2	2	5	6	3	4	4	4	5	4	4	5
71	2	3	2	2	5	4	5	5	6	5	5	5	5	5

Appendix Database (SEC & CWE)

ID	SEC1	SEC2	SEC3	SEC4	SEC5	SEC6	CWE1	CWE2	CWE3	CWE4	CWE5	CWE6	CWE7	CWE8
173	3	2	2	2	5	5	2	3	5	3	2	5	4	2
125	3	3	2	1	5	2	5	5	5	5	5	6	5	5
236	3	1	2	3	5	5	5	5	6	5	6	5	5	5
153	3	1	3	2	5	4	4	4	5	5	5	5	5	5
266	3	2	2	2	5	3	5	5	5	4	5	5	5	5
229	3	2	3	3	3	3	6	6	6	5	5	5	5	6
217	3	3	2	2	5	3	4	4	5	5	4	4	5	4
57	3	1	3	3	5	3	4	3	4	4	3	4	4	4
79	3	2	3	2	5	3	2	4	6	4	3	3	4	3
11	3	3	2	2	5	3	5	5	2	5	5	5	5	5
50	3	3	3	1	5	6	1	1	5	2	2	3	2	3
196	3	3	2	2	5	2	3	3	4	4	3	3	4	3
76	3	3	2	2	5	3	4	4	4	3	4	3	4	4
37	3	2	2	3	5	5	5	5	5	5	5	5	5	4
88	3	4	2	1	5	3	5	4	5	5	5	5	4	5
68	2	3	2	3	5	3	2	3	4	4	4	3	4	3
97	3	2	2	3	5	5	1	3	3	4	3	3	5	1
48	3	2	3	2	5	3	4	5	5	5	5	4	5	5
129	3	2	3	2	5	3	3	3	3	4	3	3	5	3
63	3	2	3	2	5	4	4	4	3	4	3	5	4	1
36	3	3	2	2	5	3	5	5	5	5	5	5	5	5
105	3	2	3	2	5	3	4	3	4	3	3	4	3	4
178	4	3	2	2	4	5	5	5	6	5	5	5	5	5
73	3	3	2	2	5	5	5	5	5	5	5	5	5	5
126	3	2	3	2	5	6	6	6	6	5	6	6	5	5
239	3	3	2	2	5	5	5	4	6	5	5	5	5	5
170	3	3	2	2	5	4	6	5	6	5	6	5	5	5
190	4	2	3	3	3	3	6	5	5	6	5	6	6	6
226	3	2	2	3	5	3	6	5	6	5	5	6	4	6
261	3	1	3	3	5	3	5	6	5	6	6	6	6	6
210	4	3	2	2	5	1	4	2	1	1	2	3	3	3
138	3	1	3	4	5	4	3	2	5	3	3	2	3	4
264	5	0	3	3	5	1	2	4	5	4	4	4	6	5
254	4	2	2	3	5	4	5	4	5	5	4	3	4	4
139	3	2	3	3	5	4	4	4	5	5	4	5	5	3
78	3	3	2	3	5	6	2	2	2	2	2	2	2	2
221	3	2	3	3	5	3	4	4	4	4	3	4	3	3
69	3	3	3	2	5	6	5	5	3	5	2	5	3	4
251	3	3	2	3	5	3	2	3	3	2	5	2	4	5
252	4	2	3	2	5	3	5	5	5	4	6	5	5	6
172	3	4	2	2	5	5	4	4	4	4	4	3	4	3
25	4	3	2	2	5	5	4	3	2	2	2	2	3	3
67	3	3	3	2	5	6	3	3	2	3	2	3	2	2
159	3	2	3	3	5	5	3	3	4	5	4	6	4	3
192	4	2	3	2	5	4	5	4	5	4	4	4	4	4
258	2	4	3	2	5	4	3	4	6	4	3	6	4	4
211	3	4	2	2	5	4	6	5	6	6	6	6	6	4
214	3	3	3	2	5	5	4	3	6	3	5	5	3	4
215	3	3	2	3	5	6	5	5	6	6	4	5	5	5
45	3	4	3	2	5	3	3	2	2	2	3	3	2	2
15	3	3	3	3	5	3	1	4	3	4	2	2	5	4
66	4	4	2	2	5	5	3	4	6	3	5	5	4	3
58	4	2	3	3	5	3	4	5	3	4	4	4	5	2
89	4	3	2	3	5	4	3	4	5	4	4	4	5	4
146	4	4	2	2	5	2	4	4	5	4	4	4	3	3
191	4	4	2	2	5	3	4	4	4	4	4	4	4	4

Appendix Database (SEC & CWE)

ID	SEC1	SEC2	SEC3	SEC4	SEC5	SEC6	CWE1	CWE2	CWE3	CWE4	CWE5	CWE6	CWE7	CWE8
80	4	3	2	3	5	6	3	3	4	4	4	3	3	3
212	3	3	3	3	5	3	4	4	4	4	4	6	5	5
219	3	3	3	3	5	6	2	2	1	2	2	4	4	1
158	3	3	3	3	5	3	5	5	6	5	5	5	5	5
269	3	4	2	3	5	5	5	6	6	6	5	5	5	6
168	3	3	3	3	5	3	5	4	5	5	6	6	5	1
152	4	2	3	3	5	6	6	6	6	6	6	6	6	6
53	4	3	2	3	5	5	6	6	6	5	5	5	4	4
194	4	4	3	2	5	5	3	2	4	4	3	3	4	4
110	4	3	3	3	5	4	4	4	3	3	3	3	5	4
39	4	4	2	3	5	5	3	3	4	2	3	3	5	2
70	3	4	3	3	5	6	4	4	4	4	4	4	4	4
147	2	4	3	4	5	6	2	2	2	3	3	2	3	4
120	3	4	3	3	5	3	4	3	3	4	3	3	3	4
52	5	3	2	3	5	3	4	5	5	4	5	5	5	3
204	4	3	3	3	5	3	4	4	6	4	4	4	5	2
74	3	4	3	3	5	2	4	4	4	5	5	4	5	5
150	3	3	3	4	5	2	5	6	6	6	6	6	5	5
41	4	4	2	3	5	3	5	5	5	5	5	5	5	5
237	5	3	2	3	5	1	5	6	6	5	5	6	6	6
148	4	3	3	4	5	6	5	5	5	5	4	5	5	4
137	4	4	3	4	5	6	5	5	4	4	5	5	4	4

Appendix 7 Database 2 (Conflict, Stress, Leadership support, SWB, & Life Satisfaction)

ID	Cnf 1	Cnf 2	Str 1	Str 2	Str 3	Str 4	Str 5	Ldr 1	Ldr 2	Ldr 3	swb 1	swb 2	swb 3	LS 1	LS 2	LS 3	LS 4
103	2	2	5	5	3	1	1	3	5	4	4	4	6	4	6	4	5
225	1	2	4	5	3	1	1	3	5	5	6	5	6	5	5	5	5
185	1	1	4	5	3	3	3	3	5	2	5	5	6	4	4	6	5
268	3	3	1	1	1	1	1	5	5	3	6	6	6	6	6	6	6
84	2	2	3	4	2	2	2	5	2	3	6	5	5	2	3	5	5
83	2	2	2	4	2	3	4	5	4	5	4	4	4	4	5	5	6
142	1	1	3	5	2	1	1	4	4	5	3	3	5	5	5	5	6
233	1	2	3	4	4	3	3	3	3	4	4	5	5	5	6	6	6
180	2	4	5	5	4	4	4	5	5	4	6	5	6	4	4	6	4
206	2	3	1	1	1	3	4	4	3	3	6	5	5	4	4	6	6
85	3	2	2	5	5	4	4	3	5	4	6	6	6	2	2	4	4
244	4	4	2	4	1	4	3	6	4	4	6	6	6	5	5	5	6
141	2	3	3	4	2	1	1	4	4	5	5	4	4	6	5	5	5
22	2	3	1	1	1	4	3	3	2	3	5	5	5	4	4	4	4
235	3	3	2	3	2	2	4	5	5	5	6	5	5	5	5	5	6
117	2	2	2	3	3	3	4	5	5	4	5	5	5	5	4	4	5
136	3	3	3	5	3	4	3	4	4	4	6	5	5	3	6	6	4
223	4	3	4	5	5	5	5	2	5	6	6	6	6	5	5	4	5
113	4	4	5	5	5	2	2	3	5	5	5	5	5	4	4	6	4
94	2	4	4	5	4	3	3	5	5	5	5	5	4	4	4	5	5
132	3	3	3	4	5	2	2	5	5	5	5	5	5	5	5	5	5
133	2	4	3	3	3	3	3	4	4	4	5	5	4	5	5	6	5
260	2	1	3	5	4	2	4	4	1	1	6	5	6	5	6	6	5
262	2	5	3	3	2	4	5	4	4	5	6	6	6	6	6	5	6
9	4	2	4	5	4	1	1	5	2	2	4	3	4	4	3	3	3
26	3	4	3	3	3	3	3	5	4	3	4	5	4	4	4	4	4
49	4	4	4	5	4	3	3	5	3	3	5	5	5	4	4	4	4
270	2	2	3	4	4	2	2	2	4	4	6	6	6	6	6	6	6
119	3	2	4	5	3	3	3	5	2	3	6	5	4	4	4	5	5
115	2	3	4	5	5	3	4	5	5	4	4	6	6	5	3	5	5
245	2	4	3	3	3	4	3	6	5	5	6	6	6	5	5	6	6
130	2	4	3	4	3	5	5	3	5	3	6	4	6	4	4	4	4
246	4	5	3	3	3	1	1	5	6	6	6	6	6	5	6	6	6
20	1	2	2	3	2	3	4	4	2	1	3	5	4	4	4	4	4
169	1	1	1	1	1	2	2	2	4	2	5	5	4	5	5	5	5
32	3	3	4	5	3	2	2	6	4	3	4	4	4	4	4	4	5
128	2	3	3	5	5	2	2	4	4	4	4	5	5	5	5	5	5
263	1	2	2	2	3	2	2	5	2	3	6	5	5	6	6	6	6
247	4	5	3	4	3	3	3	5	4	4	5	6	5	6	6	6	6
188	2	4	1	1	1	2	2	3	3	6	5	5	5	5	5	5	5
198	3	4	3	3	3	2	5	2	5	5	5	5	5	5	6	6	5
181	2	3	2	3	3	1	2	3	2	4	5	5	5	5	5	5	5
127	4	4	2	4	3	4	5	2	2	2	4	5	5	5	5	5	5
34	3	3	5	5	2	1	1	3	2	4	6	4	5	2	4	4	2
144	1	1	3	3	3	3	4	3	5	5	5	4	5	5	5	4	5
43	3	2	4	5	4	4	4	4	3	4	5	3	4	4	4	4	3
51	3	4	2	3	1	2	3	5	3	3	5	4	4	4	3	3	5
35	3	3	5	5	4	5	5	3	4	3	5	5	6	2	3	3	4
111	3	3	2	3	2	3	3	4	2	4	5	5	5	4	5	5	4
93	5	5	3	5	3	2	2	3	3	3	5	4	4	4	5	4	5
87	4	5	4	4	4	4	4	4	5	5	6	4	4	4	4	5	6
157	3	4	4	5	5	4	2	1	5	3	4	6	5	4	5	5	6
186	2	1	4	5	3	3	3	3	2	2	5	5	5	5	5	5	5
123	3	3	3	4	3	5	5	3	4	4	5	5	6	5	4	4	5
200	3	4	3	3	4	4	4	5	4	3	5	6	6	5	5	5	5

Appendix Database (Conflict, Stress, Leadership support, SWB, & Life Satisfaction)

ID	Cnf 1	Cnf 2	Str 1	Str 2	Str 3	Str 4	Str 5	Ldr 1	Ldr 2	Ldr 3	swb 1	swb 2	swb 3	LS 1	LS 2	LS 3	LS 4
29	3	4	3	2	2	3	2	6	5	5	5	4	3	4	3	5	4
208	3	4	5	5	5	4	3	6	5	4	5	6	5	4	5	5	6
108	2	4	5	5	5	3	4	4	4	4	4	4	4	5	5	5	5
242	2	2	2	2	2	3	3	2	5	5	6	6	6	5	5	5	5
102	3	2	2	3	3	2	2	4	2	3	5	5	5	4	5	6	5
92	3	3	4	5	3	2	5	4	2	2	5	3	5	4	5	4	5
112	3	3	5	5	3	3	3	6	4	4	4	5	5	5	5	5	5
27	3	4	3	4	4	4	3	3	3	3	6	4	3	4	1	4	4
65	2	2	3	4	4	2	2	5	2	2	5	5	5	1	5	5	5
232	5	5	3	4	3	5	5	3	5	4	5	6	5	6	6	6	6
23	2	4	3	3	2	3	3	4	4	5	5	4	4	4	1	4	3
98	5	5	3	4	3	2	2	2	1	1	5	5	5	4	3	5	5
8	3	4	3	5	3	3	3	4	4	4	4	3	3	3	3	3	3
222	2	3	4	5	3	2	2	3	1	2	6	5	6	5	5	5	5
55	4	4	4	4	4	4	4	5	4	4	4	4	6	4	4	4	4
166	2	1	3	3	3	2	2	5	2	4	6	6	6	4	4	4	4
197	3	3	5	5	5	5	2	3	3	3	6	6	6	4	3	5	5
199	4	4	4	5	3	1	1	6	5	5	5	5	6	5	5	5	5
250	1	1	3	4	4	2	2	5	3	4	5	5	5	6	6	6	6
249	2	3	4	5	5	1	1	5	5	5	6	6	6	5	5	5	5
56	2	1	5	5	5	2	2	4	3	2	5	5	4	5	4	4	5
13	4	5	2	3	2	4	2	4	5	4	5	4	4	2	2	3	4
42	3	2	2	2	2	1	3	6	5	5	5	3	3	4	5	5	4
118	2	2	4	4	3	4	4	2	1	1	5	4	4	5	5	5	5
143	2	1	4	5	3	2	2	5	4	4	6	4	5	4	5	4	5
184	1	2	2	4	3	1	1	3	3	2	5	5	5	5	5	5	5
59	2	4	5	5	4	4	4	5	4	4	6	4	4	3	3	4	5
18	3	3	1	2	1	3	3	6	5	5	5	3	3	5	3	3	3
164	1	2	3	4	3	2	2	1	4	4	5	5	5	5	5	5	5
156	2	5	3	4	4	5	5	5	4	4	5	6	6	4	4	5	5
187	5	3	4	5	4	4	4	3	4	2	6	6	6	4	3	4	5
202	2	2	2	4	3	1	1	6	3	5	4	3	5	6	6	6	6
193	3	4	4	3	5	2	2	5	4	4	5	6	5	4	5	5	5
272	1	1	5	5	5	1	1	4	2	2	6	6	6	6	6	6	6
227	1	4	2	2	1	2	2	5	4	4	6	6	6	4	4	5	5
171	1	5	3	4	2	2	2	2	5	5	5	6	6	5	4	5	5
131	4	5	2	4	3	3	3	5	5	5	5	4	4	5	5	5	5
72	3	4	5	5	5	4	4	3	5	5	6	4	4	4	4	4	4
259	2	3	3	4	2	1	1	4	1	3	5	5	6	6	6	6	6
243	3	3	3	4	4	4	4	5	4	4	6	6	6	4	5	6	6
149	3	5	3	3	2	4	4	4	4	4	4	5	5	5	5	5	5
240	4	4	5	5	4	3	2	4	6	5	6	5	6	5	5	5	6
104	3	4	2	5	3	4	4	2	3	4	6	6	6	3	4	3	4
40	1	2	3	4	4	2	3	5	1	2	4	4	4	4	3	5	3
201	2	2	3	4	2	2	2	4	5	4	4	4	4	6	6	6	6
165	2	3	3	5	4	3	3	5	5	3	4	6	6	4	4	5	5
162	2	2	2	3	3	3	4	4	4	3	6	5	5	4	5	5	5
163	2	3	5	5	1	4	4	6	5	4	5	5	5	5	5	5	5
176	3	3	2	3	3	3	3	5	5	5	5	5	5	5	5	5	5
19	2	1	2	3	3	2	3	3	4	5	6	3	4	3	3	3	4
82	4	4	3	4	3	3	4	4	3	5	6	6	6	3	3	4	3
177	3	3	3	4	3	2	2	3	5	5	5	5	5	4	5	5	5
155	2	4	3	3	3	5	5	5	5	5	5	6	5	4	4	5	6
114	4	4	2	3	2	3	3	5	3	3	5	5	5	4	4	5	5
203	3	2	3	2	2	1	2	1	5	4	5	6	5	5	5	5	5
38	4	5	5	5	4	3	4	3	3	3	5	4	5	4	3	3	4

Appendix Database (Conflict, Stress, Leadership support, SWB, & Life Satisfaction)

ID	Cnf1	Cnf2	Str1	Str2	Str3	Str4	Str5	Ldr1	Ldr2	Ldr3	swb1	swb2	swb3	LS1	LS2	LS3	LS4
122	2	3	2	3	2	2	2	5	5	5	6	6	6	4	3	4	4
231	3	4	3	3	3	4	4	3	3	3	5	4	6	5	5	6	6
107	4	5	4	5	4	5	4	2	3	3	6	5	6	4	4	4	4
248	2	4	1	1	2	2	2	2	6	6	5	6	6	6	5	5	5
154	4	5	5	5	2	4	3	4	5	6	6	5	5	5	5	5	5
213	1	4	3	4	2	5	5	3	6	6	6	6	6	5	4	5	5
33	1	1	4	5	4	2	2	4	3	4	5	5	5	3	1	4	4
234	1	1	3	5	4	3	3	5	4	4	5	5	5	5	6	6	6
28	3	4	5	5	3	2	2	5	4	3	5	4	4	3	3	4	4
64	1	2	4	5	2	4	4	3	2	3	5	5	5	4	4	4	4
256	3	5	2	3	3	3	3	4	3	3	6	6	6	5	5	5	6
95	5	5	2	3	3	5	2	2	3	2	5	5	5	4	4	5	5
205	2	1	3	4	4	2	2	4	2	2	5	5	5	5	5	6	5
101	2	2	5	5	4	1	2	5	5	4	6	4	4	4	3	5	5
220	3	4	4	5	3	2	2	6	6	5	5	5	4	6	6	6	6
151	3	3	3	4	2	3	3	4	4	4	5	6	5	5	4	5	5
175	3	4	5	5	5	2	2	3	4	4	6	6	6	4	4	4	4
121	2	2	2	2	2	2	2	5	5	4	6	5	6	4	4	4	5
134	2	3	3	3	2	4	3	5	5	5	6	3	6	5	5	5	6
109	5	5	5	5	3	3	4	4	1	1	6	5	6	4	4	4	4
238	2	1	3	3	2	4	4	6	1	3	6	6	6	5	5	5	5
44	2	2	5	5	5	3	2	1	5	5	5	4	4	5	5	3	6
77	2	4	5	5	5	2	2	5	4	5	5	5	4	4	4	5	4
189	4	4	3	4	2	2	2	3	2	1	5	5	6	4	5	5	6
179	4	4	3	4	2	2	2	5	4	4	5	5	6	4	5	5	6
241	4	5	4	5	2	3	4	4	4	5	6	6	6	5	6	5	5
160	5	5	5	5	2	6	6	6	3	3	4	5	4	6	5	5	5
253	2	3	4	5	2	5	3	2	4	5	6	6	6	5	6	6	4
257	2	3	4	5	2	5	3	4	4	4	6	6	6	5	6	6	5
174	2	3	5	5	5	4	5	4	5	5	5	5	6	5	5	5	5
60	4	5	5	5	2	6	6	4	3	3	4	3	4	5	5	5	5
195	4	4	5	5	3	4	4	2	4	6	5	6	5	5	5	5	6
140	3	3	3	3	2	1	1	4	4	5	4	3	6	5	5	5	5
267	1	2	2	2	3	5	5	5	4	5	6	6	6	5	6	6	6
265	1	5	3	4	2	3	3	4	6	6	6	6	6	6	6	6	6
255	3	4	2	3	2	1	1	6	6	6	5	5	6	6	6	6	6
21	2	3	2	4	4	3	6	3	3	2	5	5	5	2	2	4	3
47	3	4	2	3	2	2	2	3	2	3	5	6	6	3	3	3	3
100	1	1	3	5	4	2	2	1	3	3	5	4	5	3	4	5	5
182	1	2	3	3	3	2	2	4	3	3	5	5	5	5	5	5	5
99	3	3	3	5	4	1	1	1	2	2	5	4	5	3	4	5	5
145	2	4	3	3	3	5	5	4	4	4	5	4	4	5	5	5	5
216	2	4	5	5	5	4	4	2	4	4	4	5	5	5	6	6	5
46	3	3	3	3	3	4	4	5	4	4	5	5	4	4	4	4	4
54	3	5	1	2	2	4	4	6	4	4	5	4	4	4	4	4	5
224	1	2	2	3	3	2	2	4	5	5	6	6	6	4	5	5	5
167	3	2	4	5	1	3	4	3	4	2	5	5	5	4	5	4	6
161	3	3	4	5	2	2	2	3	3	3	5	5	5	4	5	5	5
135	3	3	3	4	3	3	3	4	3	3	6	6	6	3	4	4	4
96	4	4	4	5	1	3	2	2	3	2	5	5	4	2	5	5	5
90	3	3	5	5	5	4	4	6	4	4	6	4	5	4	4	5	4
124	3	4	5	5	4	2	2	4	1	2	6	6	6	3	2	5	5
218	5	5	4	5	3	5	2	4	2	2	3	5	5	6	6	6	6
209	2	4	4	4	3	3	3	4	5	5	6	3	6	5	5	5	5
271	5	5	5	5	2	6	3	4	2	3	6	6	6	6	6	6	6
71	2	4	5	5	4	1	1	4	6	5	3	2	4	6	5	5	6

Appendix Database (Conflict, Stress, Leadership support, SWB, & Life Satisfaction)

ID	Cnf1	Cnf2	Str1	Str2	Str3	Str4	Str5	Ldr1	Ldr2	Ldr3	swb1	swb2	swb3	LS1	LS2	LS3	LS4
173	4	5	5	5	5	2	2	5	2	2	5	5	5	6	6	5	5
125	4	5	5	5	5	3	4	5	5	5	6	6	6	4	3	4	4
236	2	3	4	4	1	2	2	4	6	4	6	6	6	4	5	5	5
153	3	3	2	2	2	4	4	4	4	4	5	4	5	5	5	5	5
266	3	4	5	5	5	4	3	5	5	5	6	6	6	6	6	6	6
229	3	4	2	2	2	1	1	3	6	6	5	5	5	6	6	6	6
217	3	3	3	4	4	2	2	6	4	4	6	6	6	5	5	5	5
57	3	3	3	3	2	2	2	5	4	3	5	6	5	4	3	4	3
79	2	1	3	3	3	1	1	5	2	1	4	5	5	3	5	5	5
11	2	4	2	3	3	3	3	5	5	4	5	2	2	4	4	3	5
50	3	3	3	4	4	1	1	5	3	2	5	4	3	4	3	5	5
196	3	3	2	3	3	3	3	6	3	3	6	5	5	5	5	5	5
76	4	5	5	5	3	2	3	5	3	3	6	4	4	4	4	4	4
37	2	3	3	3	2	3	3	6	4	4	4	5	4	5	4	4	4
88	2	5	2	4	2	3	3	4	5	4	5	4	4	5	5	5	5
68	4	5	4	5	4	1	1	2	3	3	4	6	5	4	4	4	4
97	5	5	4	5	2	6	5	6	2	1	6	5	5	4	3	4	4
48	3	3	3	3	3	3	3	1	5	5	5	4	5	4	4	4	4
129	5	5	2	3	2	3	3	4	3	3	5	6	5	4	3	5	6
63	3	2	3	3	2	2	5	2	2	1	6	6	5	3	5	3	3
36	3	3	4	4	3	5	4	6	5	5	5	3	4	5	4	4	5
105	4	4	5	5	4	3	5	5	4	4	5	6	4	4	4	6	4
178	2	3	4	4	4	4	4	6	5	5	5	5	5	5	5	5	5
73	2	3	2	2	2	2	2	2	5	5	4	4	4	5	5	5	6
126	2	5	2	2	2	2	2	2	5	5	5	3	5	5	5	6	5
239	4	4	1	5	3	4	4	4	4	5	5	5	5	6	5	6	6
170	4	4	2	3	2	2	3	5	5	5	6	4	4	5	5	5	5
190	2	4	3	4	4	2	2	6	6	5	6	5	5	5	5	5	5
226	4	4	2	3	3	2	1	4	5	5	5	5	5	5	5	6	6
261	1	1	3	4	2	1	2	5	6	5	6	5	5	6	6	6	6
210	2	2	1	2	2	2	5	6	1	2	4	6	6	4	5	5	5
138	2	2	3	4	4	5	4	6	3	4	5	5	5	4	4	5	5
264	2	2	1	1	1	1	2	1	5	6	6	5	6	6	6	5	6
254	4	5	1	1	1	3	2	3	4	4	5	5	6	6	6	6	6
139	1	2	3	3	3	2	2	6	5	5	5	5	5	4	5	5	5
78	4	5	4	5	3	5	5	3	2	2	4	5	3	4	5	5	4
221	3	4	4	5	3	2	3	5	2	2	5	6	6	5	5	5	5
69	2	3	4	5	5	5	5	1	3	4	5	5	4	3	5	4	5
251	2	3	2	3	3	3	2	5	5	6	6	6	6	5	5	5	5
252	2	5	3	4	2	3	3	3	5	5	6	5	6	5	5	5	6
172	3	4	3	5	2	4	4	4	3	3	5	5	5	5	5	5	5
25	4	5	2	3	3	4	4	2	4	4	4	3	4	4	5	5	5
67	3	5	3	4	4	5	3	4	3	3	5	4	4	5	5	4	5
159	3	3	2	3	3	2	2	2	3	3	5	5	5	5	5	5	5
192	3	4	2	2	2	1	1	4	6	4	3	3	6	6	6	6	6
258	3	3	2	4	2	1	4	2	5	6	4	6	6	6	6	6	6
211	2	2	4	5	4	1	1	1	2	3	6	6	6	6	5	4	4
214	5	5	5	5	4	5	5	5	5	5	4	5	4	6	6	6	6
215	2	4	2	3	3	2	2	5	5	5	6	6	6	5	5	5	5
45	4	5	4	5	5	5	6	6	3	2	5	4	5	3	3	4	4
15	4	3	3	4	3	2	2	4	2	2	3	4	3	3	1	5	5
66	2	3	3	3	2	1	4	4	4	5	6	4	4	4	4	4	4
58	3	4	3	4	3	2	2	5	2	3	5	4	4	5	5	5	5
89	2	5	4	5	3	3	3	5	3	2	4	3	4	5	5	5	5
146	2	2	2	2	2	1	4	5	3	2	6	6	6	3	4	4	4
191	2	2	5	5	5	1	1	5	4	4	5	5	5	5	5	5	6

Appendix Database (Conflict, Stress, Leadership support, SWB, & Life Satisfaction)

ID	Cnf1	Cnf2	Str1	Str2	Str3	Str4	Str5	Ldr1	Ldr2	Ldr3	swb1	swb2	swb3	LS1	LS2	LS3	LS4
80	2	2	3	3	3	2	2	5	4	5	5	4	5	5	4	5	5
212	3	2	3	4	3	2	4	4	3	4	5	5	5	5	5	5	5
219	4	4	3	4	2	6	6	4	1	1	6	6	5	5	5	5	6
158	1	3	3	5	3	1	1	4	5	5	5	6	5	4	4	5	5
269	1	3	5	5	4	1	1	4	6	6	6	6	6	6	6	6	6
168	1	3	3	5	3	1	1	6	5	2	5	6	5	4	4	5	5
152	2	5	1	1	2	6	6	5	6	6	6	3	4	5	6	5	5
53	3	4	4	4	2	4	3	4	5	5	5	4	4	5	4	4	4
194	2	3	4	4	4	1	1	5	3	3	6	5	5	5	5	5	5
110	3	3	2	2	2	3	3	2	4	4	5	5	4	5	5	5	5
39	5	5	5	5	5	1	1	5	3	2	2	3	4	4	4	5	4
70	2	4	3	4	3	3	2	5	4	4	4	4	4	5	5	5	5
147	3	4	3	4	3	4	4	4	3	4	5	4	5	5	5	5	5
120	3	5	3	4	3	4	3	5	3	3	6	4	6	4	4	5	4
52	2	2	1	3	3	1	1	4	4	2	6	4	4	4	2	4	4
204	1	2	3	4	3	2	4	6	4	4	5	5	5	5	5	5	5
74	2	4	2	2	2	1	1	3	5	5	6	4	5	4	4	4	4
150	1	3	2	2	2	5	4	4	5	5	4	4	4	5	5	6	6
41	1	3	2	2	2	2	2	4	5	5	5	3	3	3	5	5	5
237	2	3	1	1	1	2	1	3	2	4	6	4	5	6	6	6	6
148	2	4	2	2	3	3	3	2	4	5	5	4	4	6	5	5	5
137	3	3	5	5	4	4	4	5	4	4	5	5	5	5	5	5	5

Appendix 8 Database 3 (Job Satisfaction, Organisational Concern, Religion, Family)

ID	JS1	JS2	JS3	JS4	JS5	JS6	OC1	OC2	OC3	OC4	Religion	Fam
103	6	6	6	1	1	5	3	5	5	6	6	5
225	4	5	4	5	5	5	5	5	6	6	6	6
185	6	6	5	4	4	4	6	2	6	6	6	6
268	6	6	6	4	4	4	1	6	6	6	6	6
84	3	4	3	2	2	3	4	2	5	6	6	6
83	4	2	3	2	3	3	4	4	4	3	6	6
142	6	6	6	2	2	1	3	1	6	6	6	6
233	5	5	4	5	4	5	3	5	4	5	6	6
180	6	6	6	4	4	3	3	4	6	6	6	6
206	6	5	6	5	4	4	2	6	6	6	6	6
85	5	5	5	5	5	5	3	3	6	6	6	6
244	6	6	6	4	4	4	3	4	5	6	6	6
141	6	4	5	5	5	6	6	1	6	6	6	6
22	4	4	3	4	3	4	5	3	5	5	4	3
235	6	5	4	2	2	3	2	2	6	5	6	6
117	4	3	3	4	4	5	2	5	5	4	6	6
136	4	3	4	4	4	4	5	4	5	5	6	6
223	4	4	4	4	4	4	3	3	5	4	6	6
113	4	4	3	5	5	5	3	5	4	5	5	5
94	5	4	4	5	4	5	3	4	5	6	6	5
132	5	5	5	5	4	5	4	4	5	4	5	5
133	6	5	6	3	5	4	2	6	6	6	5	6
260	6	6	6	5	4	4	1	3	6	6	6	6
262	6	6	6	5	6	6	5	5	5	5	6	6
9	4	4	5	2	3	3	4	5	4	4	4	4
26	4	4	4	3	3	3	4	4	4	4	5	5
49	4	4	4	3	3	4	2	3	4	5	5	6
270	6	6	6	1	1	4	6	6	6	6	6	6
119	5	5	5	4	4	4	4	4	5	5	6	6
115	6	6	6	4	4	4	1	5	5	5	6	6
245	5	4	5	5	5	6	4	2	6	6	6	6
130	6	6	5	4	5	6	1	2	6	6	6	6
246	6	6	6	6	6	6	5	6	5	6	4	6
20	3	3	3	2	3	4	4	3	5	3	5	5
169	1	1	5	5	5	4	1	2	4	5	6	6
32	4	6	5	2	2	5	3	3	5	5	5	5
128	3	6	2	4	3	6	2	2	5	1	6	6
263	6	5	6	4	4	3	2	4	6	6	6	6
247	5	6	6	3	5	5	1	4	5	4	6	6
188	6	5	5	5	5	5	2	4	6	6	6	6
198	6	6	6	5	5	5	6	6	6	6	5	6
181	4	5	5	3	2	2	4	3	5	5	6	6
127	5	6	5	2	1	2	3	3	4	4	6	6
34	5	3	3	3	3	5	5	6	6	5	6	6
144	4	3	3	5	4	4	5	6	6	6	6	6
43	4	4	4	4	4	4	3	4	5	5	6	5
51	5	4	5	3	3	4	4	4	4	3	6	6
35	6	5	6	3	2	3	2	3	4	5	6	6
111	6	5	6	2	1	5	6	5	6	6	6	6
93	5	4	4	4	3	5	2	3	6	6	6	6
87	4	5	4	4	5	4	3	2	5	6	5	5
157	5	6	6	2	4	4	2	2	6	6	6	6
186	5	5	5	4	4	5	2	2	5	5	6	6
123	5	5	4	5	5	5	3	3	4	4	5	6
200	5	5	6	4	4	5	2	1	5	6	6	6

Appendix Database (Job Satisfaction, Organisational Concern, Religion, Family)

ID	JS1	JS2	JS3	JS4	JS5	JS6	OC1	OC2	OC3	OC4	Religion	Fam
29	5	5	5	5	5	5	5	5	6	3	4	5
208	6	6	6	4	4	4	4	3	6	6	6	6
108	6	6	6	4	4	4	4	1	2	6	6	6
242	5	5	5	5	6	5	2	5	5	5	6	6
102	6	6	5	5	5	5	5	5	6	6	3	5
92	4	4	4	2	2	2	1	1	6	6	6	6
112	3	3	3	4	4	4	4	4	4	5	5	5
27	5	3	5	2	4	2	3	3	6	6	6	6
65	5	5	6	2	2	2	5	2	6	6	6	6
232	5	5	5	1	4	3	3	2	5	5	6	5
23	5	5	6	3	3	2	3	3	5	6	6	6
98	5	3	5	3	4	4	1	1	5	5	5	6
8	5	5	5	3	3	4	2	5	3	4	4	4
222	5	4	6	2	6	2	5	5	6	6	6	6
55	4	6	4	5	4	4	5	1	6	6	6	6
166	6	6	6	4	4	4	2	4	5	5	6	6
197	6	6	6	5	4	4	2	3	6	5	6	6
199	6	4	5	4	6	6	4	6	1	6	6	6
250	6	6	6	4	6	5	5	5	6	6	6	6
249	6	6	6	5	5	5	1	6	6	6	6	6
56	4	4	4	2	3	2	3	3	5	5	4	6
13	5	3	2	5	4	2	2	3	5	5	6	6
42	4	4	4	3	3	4	5	5	6	3	6	6
118	4	4	4	3	4	4	4	4	6	6	6	4
143	4	4	5	4	4	4	3	5	4	5	6	6
184	5	4	4	4	3	5	2	5	6	5	6	6
59	5	5	5	3	3	4	5	4	5	6	6	6
18	5	4	6	4	4	3	2	3	5	6	5	5
164	5	5	6	3	4	4	2	4	3	3	5	6
156	4	5	4	5	4	5	2	3	5	5	5	6
187	5	5	5	4	4	4	2	5	5	5	6	6
202	5	4	5	5	5	4	2	5	6	6	6	5
193	5	6	6	3	4	4	3	2	5	5	6	6
272	6	6	6	3	3	6	1	3	6	4	6	6
227	5	5	5	5	5	5	3	5	5	6	6	6
171	6	6	6	5	4	3	2	6	6	6	6	6
131	6	4	5	5	5	5	3	5	5	6	6	6
72	6	5	5	5	5	5	2	2	5	5	6	6
259	6	5	6	5	5	6	2	3	6	6	6	6
243	6	6	6	5	5	5	6	3	6	6	6	6
149	6	6	6	5	6	6	3	5	6	5	6	6
240	6	6	6	6	6	6	6	6	6	6	6	6
104	4	4	4	2	3	3	3	4	5	4	6	6
40	6	4	4	2	2	3	1	2	5	4	6	6
201	4	4	4	4	4	1	5	5	4	4	6	6
165	4	4	4	3	3	4	4	3	4	5	6	6
162	5	4	5	3	3	3	2	3	5	5	6	6
163	6	5	5	3	2	4	2	5	6	6	5	6
176	6	3	4	4	4	4	6	5	6	6	6	6
19	6	5	6	3	3	3	4	5	4	5	6	4
82	4	6	6	3	4	4	3	2	5	6	6	6
177	5	5	4	5	5	4	3	5	5	5	6	6
155	5	4	5	5	4	5	3	5	5	6	5	6
114	5	5	5	4	4	5	1	1	0	0	6	6
203	6	5	5	3	5	5	2	2	5	5	6	6
38	4	6	5	5	4	5	2	5	5	6	6	6

Appendix Database (Job Satisfaction, Organisational Concern, Religion, Family)

ID	JS1	JS2	JS3	JS4	JS5	JS6	OC1	OC2	OC3	OC4	Religion	Fam
122	5	5	5	5	5	5	4	5	5	5	6	6
231	6	6	6	4	5	5	4	4	6	6	6	6
107	6	6	6	5	5	5	3	4	6	5	6	6
248	6	6	5	6	6	5	3	5	6	6	6	6
154	6	5	6	6	6	5	4	6	6	5	5	5
213	6	6	6	6	6	5	3	2	6	6	6	6
33	6	6	6	1	1	1	2	4	6	6	6	6
234	4	4	4	3	3	4	4	4	6	6	6	6
28	4	4	5	2	3	4	5	4	6	6	5	5
64	4	4	4	3	4	4	3	3	5	5	5	5
256	5	5	5	2	4	2	1	1	6	6	6	6
95	5	5	4	2	3	4	2	3	5	4	6	5
205	5	5	4	3	3	4	4	5	6	6	6	6
101	5	4	4	4	4	3	4	4	6	6	6	6
220	3	5	5	3	3	5	4	6	6	6	6	6
151	5	4	4	4	4	4	3	4	5	5	6	6
175	4	4	5	4	4	4	3	2	5	5	6	6
121	5	4	4	5	4	4	3	3	4	4	6	5
134	5	5	5	4	4	3	5	6	5	6	3	6
109	6	6	6	2	4	2	1	2	4	6	6	6
238	5	5	5	4	4	4	2	2	5	5	6	6
44	4	4	5	5	4	5	3	4	4	5	4	5
77	6	4	4	4	5	4	3	5	6	6	6	6
189	5	5	4	4	4	5	2	5	5	5	5	6
179	5	5	4	4	4	5	2	5	5	5	5	6
241	5	4	4	5	4	5	3	3	5	5	6	6
160	6	6	6	3	3	3	2	2	6	6	6	6
253	6	4	6	4	4	4	2	6	6	6	6	6
257	6	4	6	4	4	4	6	6	6	6	6	6
174	5	6	5	3	4	5	2	5	6	5	6	6
60	6	6	6	2	4	4	1	1	5	5	4	6
195	6	6	6	4	4	4	4	4	5	6	6	6
140	6	5	5	5	5	5	6	1	6	6	6	6
267	6	6	6	6	5	6	1	3	6	6	6	6
265	6	6	6	6	6	6	1	4	6	6	6	6
255	6	6	6	6	6	6	6	6	6	6	6	6
21	3	4	3	1	3	2	6	3	4	3	6	5
47	4	2	5	3	3	3	5	4	6	5	5	6
100	6	3	6	1	1	5	1	1	6	6	6	6
182	5	4	5	2	2	4	4	4	6	5	6	6
99	6	3	6	1	1	5	1	1	6	6	6	6
145	5	5	5	2	4	2	2	2	5	6	6	6
216	4	4	6	3	3	3	1	4	6	6	6	6
46	4	4	3	5	3	4	2	4	4	6	5	6
54	5	4	4	3	5	4	4	4	5	6	6	6
224	5	5	5	3	3	5	3	4	5	5	6	6
167	5	5	5	3	4	4	2	5	5	6	6	6
161	5	5	5	3	4	4	2	3	6	6	6	6
135	4	6	4	4	3	5	1	4	5	5	6	6
96	6	6	5	2	2	5	1	1	4	3	6	6
90	5	4	5	5	4	4	4	4	5	6	6	6
124	5	4	6	3	4	5	2	2	6	6	6	6
218	6	6	6	3	3	3	1	2	5	6	6	6
209	5	3	5	5	5	5	4	4	6	6	6	6
271	6	6	6	4	4	4	1	1	6	6	6	6
71	6	5	5	4	5	6	5	5	5	6	6	5

Appendix Database (Job Satisfaction, Organisational Concern, Religion, Family)

ID	JS1	JS2	JS3	JS4	JS5	JS6	OC1	OC2	OC3	OC4	Religion	Fam
173	5	5	6	5	5	5	1	2	5	5	5	6
125	6	6	5	5	5	5	2	6	6	6	6	6
236	6	6	5	5	6	5	2	6	5	6	6	6
153	6	6	6	5	5	5	2	5	6	6	6	6
266	6	6	6	6	5	5	2	5	6	6	6	6
229	6	6	6	6	6	5	2	5	6	5	5	6
217	4	3	3	2	2	3	2	3	5	6	6	6
57	4	4	3	4	4	3	3	4	3	6	6	6
79	5	5	5	3	3	3	5	5	6	6	4	6
11	5	3	4	4	4	4	3	4	3	4	5	4
50	6	5	5	1	2	5	1	1	6	6	6	6
196	6	3	5	3	4	3	6	5	5	6	6	6
76	4	4	4	4	4	4	1	3	6	6	6	6
37	3	3	4	5	5	5	4	4	3	3	4	5
88	4	3	4	5	5	5	2	3	5	5	5	5
68	6	5	4	3	4	4	3	2	5	5	6	6
97	6	6	6	2	3	3	4	2	6	6	6	6
48	5	5	4	5	4	4	4	6	6	6	6	6
129	6	6	4	3	4	4	5	4	6	6	6	6
63	6	5	6	3	3	6	2	4	6	6	6	6
36	5	5	5	5	5	5	4	3	5	5	5	5
105	5	5	5	5	5	5	3	3	6	6	6	5
178	5	5	5	5	5	6	3	2	6	6	6	6
73	6	5	5	6	5	4	2	5	5	6	5	5
126	6	5	5	5	5	5	2	5	6	6	5	6
239	6	6	5	4	5	5	2	3	6	6	6	6
170	5	5	5	6	5	5	4	4	4	5	6	6
190	6	5	6	5	5	5	6	5	5	6	6	6
226	5	4	6	5	6	6	2	5	6	6	6	6
261	6	6	6	5	6	6	2	4	6	6	6	6
210	5	6	2	1	1	3	6	5	6	6	6	6
138	5	5	5	1	1	3	2	3	6	6	6	6
264	6	5	6	2	1	2	1	1	6	1	6	6
254	5	4	5	3	2	3	2	5	6	6	6	6
139	5	3	5	3	3	4	3	3	6	5	5	6
78	5	6	5	2	3	2	1	4	5	3	6	6
221	5	5	4	3	3	4	3	5	6	6	6	6
69	5	4	5	5	4	2	5	4	5	4	6	6
251	6	3	5	3	5	4	5	4	6	6	6	6
252	5	4	5	4	4	4	3	5	6	6	6	6
172	5	5	4	5	4	5	2	3	5	5	6	6
25	5	5	5	5	4	2	2	3	5	5	4	4
67	4	4	4	5	5	5	1	1	6	6	4	6
159	6	5	6	3	4	4	4	4	6	6	6	6
192	6	6	3	4	4	5	4	3	6	6	6	6
258	6	6	6	1	4	5	4	6	1	6	6	6
211	4	2	5	6	6	6	4	6	6	6	6	6
214	6	6	4	5	5	4	2	3	6	5	6	6
215	6	5	6	5	5	6	2	2	6	6	6	6
45	4	3	3	2	3	2	2	2	6	5	6	6
15	3	5	5	1	3	4	2	1	5	6	6	6
66	5	4	5	3	3	3	4	3	5	6	6	6
58	5	4	5	3	2	4	5	5	6	6	4	5
89	4	4	4	4	4	4	1	3	6	4	6	6
146	6	4	6	3	3	5	3	3	6	3	6	6
191	5	5	5	4	4	4	1	1	6	4	6	5

Appendix Database (Job Satisfaction, Organisational Concern, Religion, Family)

ID	JS1	JS2	JS3	JS4	JS5	JS6	OC1	OC2	OC3	OC4	Religion	Fam
80	6	5	5	4	4	3	2	3	5	4	4	6
212	5	5	5	4	4	4	1	2	6	6	6	6
219	6	4	6	3	4	6	3	1	6	1	6	6
158	6	6	5	4	5	5	5	6	6	6	6	6
269	6	3	6	6	5	5	6	6	6	6	6	6
168	6	6	5	5	5	5	5	6	6	6	6	6
152	6	5	5	6	6	4	6	6	6	6	6	6
53	6	5	6	5	6	6	1	2	6	6	5	6
194	5	4	5	2	3	4	2	3	4	5	6	6
110	5	4	5	3	4	4	4	4	5	5	5	5
39	6	4	4	2	4	5	2	2	6	6	6	6
70	5	4	5	4	4	4	4	5	5	5	6	5
147	5	5	5	4	4	3	3	5	3	5	6	6
120	6	5	4	4	4	3	3	5	6	6	6	6
52	5	4	4	4	5	5	4	4	6	6	6	6
204	5	5	5	4	5	4	1	2	6	6	6	6
74	5	4	6	5	4	4	6	5	6	6	6	6
150	5	4	6	6	5	4	2	2	6	6	6	6
41	5	5	5	5	5	5	5	5	5	5	5	5
237	6	6	6	2	5	6	2	2	6	6	5	6
148	6	4	4	5	5	4	2	4	5	6	6	6
137	4	4	4	5	4	5	3	3	5	5	5	5

Appendix 9 Database 4 (PWB & Organisational Virtuousness)

ID	PWB1	PWB2	PWB3	PWB4	PWB5	PWB6	OV1	OV2	OV3	OV4	OV5
103	4	4	5	4	4	4	5	5	6	6	5
225	5	5	5	5	5	5	5	4	5	5	5
185	5	5	4	4	4	6	5	3	3	4	6
268	5	4	4	4	4	4	4	4	4	3	4
84	4	4	3	4	4	5	6	6	6	4	5
83	3	3	3	3	4	2	3	3	3	4	3
142	6	6	3	6	6	6	3	5	6	4	6
233	6	5	5	5	5	4	4	3	4	5	5
180	5	4	3	4	4	4	5	4	5	5	3
206	5	6	4	4	4	6	5	6	6	4	6
85	5	5	4	5	5	5	5	5	5	2	5
244	5	5	4	5	5	5	4	5	6	2	5
141	4	6	6	6	6	1	6	5	6	6	6
22	3	4	3	4	4	3	4	3	4	3	5
235	6	5	3	4	5	6	5	5	6	4	6
117	4	5	5	4	5	3	3	4	4	4	4
136	3	5	4	5	5	4	4	2	5	5	5
223	5	5	4	4	4	4	5	5	4	3	4
113	6	5	5	5	5	4	5	5	5	3	5
94	5	5	5	5	6	6	3	4	6	4	5
132	5	4	4	5	5	4	5	5	4	3	5
133	4	4	4	4	4	6	4	6	6	3	6
260	6	4	4	5	5	5	3	5	5	3	5
262	5	6	6	6	5	5	4	5	5	5	6
9	4	4	4	4	4	4	2	3	4	5	4
26	3	4	4	4	4	4	4	4	4	4	4
49	3	4	4	4	4	5	5	5	4	4	5
270	6	4	6	6	6	6	1	4	6	6	6
119	4	4	3	4	4	2	3	4	4	3	4
115	3	4	6	5	5	5	4	4	5	2	4
245	4	5	5	5	6	6	5	6	5	3	5
130	6	6	5	5	5	4	4	4	5	3	5
246	5	6	6	6	6	6	6	6	6	1	6
20	3	4	2	3	3	3	3	5	6	5	6
169	5	5	5	5	4	5	2	3	6	2	6
32	4	4	4	5	5	5	3	4	4	4	3
128	4	3	6	5	6	1	4	4	4	5	4
263	6	5	2	5	5	3	6	5	5	3	6
247	4	3	2	4	4	3	4	4	4	6	4
188	5	4	5	5	5	5	3	4	5	5	6
198	5	5	5	5	5	6	5	3	5	5	6
181	5	4	4	4	4	3	3	3	4	5	3
127	4	2	4	4	4	4	3	2	4	3	4
34	5	6	4	6	6	6	6	6	6	5	5
144	5	5	5	5	5	5	4	5	5	4	6
43	6	5	4	4	5	5	5	4	6	2	5
51	5	4	4	5	5	4	4	4	6	4	5
35	4	2	4	4	4	4	6	6	5	1	6
111	4	5	5	3	4	1	3	2	4	3	3
93	5	3	3	4	4	5	4	3	6	2	5
87	5	5	4	4	5	6	4	4	5	3	5
157	4	4	5	5	5	5	6	6	6	4	5
186	5	5	5	5	5	4	3	3	3	4	3
123	5	5	5	5	5	3	4	4	3	3	3
200	4	4	5	4	5	6	5	6	6	2	6

Appendix Database (PWB & Organisational Virtuousness)

ID	PWB1	PWB2	PWB3	PWB4	PWB5	PWB6	OV1	OV2	OV3	OV4	OV5
29	5	6	5	5	5	3	5	2	4	2	5
208	5	4	4	4	4	4	4	4	4	5	4
108	5	4	4	5	5	4	5	4	4	4	5
242	6	5	6	4	5	3	3	3	3	4	3
102	5	5	5	4	4	4	3	4	3	4	4
92	5	2	6	6	6	6	2	1	6	2	1
112	5	5	5	5	4	3	4	4	5	2	5
27	4	5	4	5	5	6	3	4	5	4	6
65	3	2	2	2	2	4	2	2	2	5	4
232	4	1	1	2	2	6	6	6	6	1	6
23	4	5	2	2	2	5	3	5	5	4	5
98	5	4	5	4	4	2	2	5	5	2	2
8	5	4	3	4	4	4	4	4	3	5	4
222	5	3	4	4	5	2	5	5	5	5	6
55	4	5	4	4	4	4	4	4	4	3	4
166	5	5	4	4	4	5	5	5	6	3	5
197	6	4	5	5	5	4	1	3	6	3	6
199	5	5	6	6	6	6	3	4	6	6	6
250	5	5	5	5	5	4	4	4	4	5	4
249	6	6	5	5	5	6	6	2	6	5	6
56	4	5	2	2	3	4	4	4	5	3	4
13	3	5	2	3	3	5	3	4	5	5	4
42	3	3	5	4	4	3	5	5	5	3	3
118	6	5	4	4	4	4	3	3	3	3	5
143	5	5	4	5	5	4	4	4	5	5	5
184	5	5	5	5	5	5	5	5	5	5	2
59	5	4	4	4	5	3	4	4	5	3	4
18	5	5	3	4	4	6	5	5	5	3	6
164	5	4	5	4	4	4	5	4	3	3	6
156	5	5	5	5	5	5	5	5	5	3	5
187	6	5	4	4	4	5	3	3	5	3	5
202	6	5	5	5	5	5	6	4	4	3	5
193	6	5	3	4	4	5	4	3	5	3	4
272	6	5	5	5	5	2	6	6	6	5	6
227	6	5	5	5	5	5	5	5	5	2	5
171	4	4	1	5	4	6	5	5	6	5	6
131	5	5	6	5	5	6	4	4	5	3	6
72	5	5	2	5	5	4	4	4	4	3	4
259	5	5	6	5	6	6	6	6	6	5	6
243	5	5	5	5	5	4	4	4	4	3	4
149	5	5	5	5	5	6	5	3	6	4	4
240	6	4	6	4	6	6	6	6	6	2	6
104	4	4	3	4	5	5	4	4	5	2	5
40	5	4	3	3	3	4	4	4	4	3	5
201	5	4	2	2	3	4	2	4	5	3	3
165	5	4	4	4	4	6	4	3	6	6	1
162	4	4	4	4	4	1	4	6	6	1	1
163	5	4	3	4	4	5	5	5	5	4	5
176	5	5	3	5	5	6	6	5	5	4	6
19	4	3	4	3	5	4	3	3	3	4	4
82	4	5	5	5	5	5	4	4	5	3	5
177	6	4	4	4	4	4	4	4	4	3	4
155	5	5	5	5	6	6	3	4	6	3	5
114	4	4	4	3	3	4	4	4	6	3	6
203	5	5	5	5	5	2	5	5	5	3	5
38	4	4	4	5	5	4	4	4	3	3	4

Appendix Database (PWB & Organisational Virtuousness)

ID	PWB1	PWB2	PWB3	PWB4	PWB5	PWB6	OV1	OV2	OV3	OV4	OV5
122	5	5	5	5	5	5	2	5	5	5	5
231	6	5	5	5	5	3	1	2	3	3	5
107	4	5	4	5	5	6	2	6	6	1	6
248	6	5	5	5	6	6	5	5	6	5	5
154	5	5	5	5	5	6	6	5	6	4	5
213	5	6	6	6	6	6	6	6	6	5	6
33	4	3	4	4	4	5	6	5	5	2	6
234	5	4	4	4	5	4	2	4	4	5	4
28	5	5	4	5	5	5	4	4	5	2	5
64	5	4	4	4	4	3	3	3	3	4	3
256	6	4	2	4	5	3	4	4	5	2	5
95	4	5	4	5	6	4	4	5	5	6	4
205	5	4	4	4	5	4	2	4	4	5	4
101	5	5	4	5	5	6	4	4	5	4	5
220	4	5	5	5	5	5	1	3	3	6	6
151	4	4	4	4	4	4	3	4	4	3	5
175	6	4	4	4	4	4	4	4	4	3	4
121	5	5	4	4	4	5	5	5	5	2	5
134	5	5	3	5	4	5	5	4	6	5	5
109	4	5	2	4	5	5	4	4	6	5	6
238	5	5	4	5	4	4	4	5	5	3	4
44	4	5	5	4	5	4	5	5	4	3	5
77	4	4	4	5	4	1	5	5	4	5	5
189	5	5	5	5	5	6	6	6	6	3	6
179	5	5	5	5	5	6	6	6	6	3	6
241	5	5	2	4	3	5	4	5	6	2	4
160	5	3	3	3	3	4	6	6	6	3	6
253	5	4	5	5	5	5	4	5	5	4	6
257	5	4	5	5	5	5	4	5	5	4	6
174	4	5	3	5	5	6	5	5	6	5	6
60	5	3	4	2	5	2	2	5	6	2	4
195	4	4	4	5	5	4	3	4	4	3	4
140	5	5	4	5	5	6	6	6	6	5	6
267	6	6	5	6	6	6	6	6	6	1	6
265	5	6	6	6	6	6	6	6	6	1	6
255	5	6	6	6	6	6	6	6	6	1	6
21	4	2	4	3	3	3	6	6	5	4	6
47	5	4	3	4	4	6	3	3	5	2	3
100	5	3	4	5	5	2	5	6	6	6	3
182	5	5	4	5	5	4	5	5	6	5	5
99	5	3	4	5	5	2	5	6	6	6	3
145	5	4	4	4	4	4	5	5	5	4	6
216	6	5	4	5	5	4	4	4	4	3	4
46	4	5	4	4	4	5	3	4	4	3	5
54	4	5	3	3	3	4	5	5	6	3	5
224	5	5	5	5	5	5	5	3	3	2	4
167	5	5	5	5	5	5	4	4	5	3	5
161	5	4	5	5	5	4	5	5	5	3	5
135	5	4	5	4	4	3	4	3	3	4	3
96	5	5	5	5	5	1	6	5	6	4	5
90	4	5	3	4	4	4	5	5	6	3	6
124	5	6	5	5	5	6	3	4	6	1	5
218	5	3	2	2	2	3	6	4	6	2	3
209	6	6	5	5	5	3	1	3	6	6	6
271	6	4	4	2	4	4	0	6	6	1	5
71	5	6	5	5	6	5	5	6	6	5	5

Appendix Database (PWB & Organisational Virtuousness)

ID	PWB1	PWB2	PWB3	PWB4	PWB5	PWB6	OV1	OV2	OV3	OV4	OV5
173	4	5	5	4	4	4	5	5	5	4	4
125	5	5	4	5	5	6	5	5	6	5	6
236	6	6	6	5	5	6	5	5	5	4	5
153	5	5	4	5	5	5	4	4	5	2	6
266	5	5	5	5	6	6	5	5	5	3	6
229	5	6	6	6	5	5	6	5	5	5	6
217	4	5	5	4	4	5	4	4	5	3	5
57	4	4	4	3	4	3	4	3	3	4	3
79	5	6	3	3	4	2	6	1	5	6	3
11	4	2	4	5	5	5	5	5	5	3	5
50	4	5	6	5	5	1	5	5	5	2	5
196	5	4	4	4	4	4	4	4	4	3	4
76	5	4	4	4	4	2	5	4	3	4	4
37	5	5	5	5	5	3	4	4	3	4	3
88	5	5	5	5	5	4	5	5	5	3	5
68	4	4	4	4	4	3	3	3	3	4	3
97	5	5	1	4	5	2	1	6	6	5	6
48	3	5	5	5	5	4	4	4	4	3	4
129	4	4	4	5	5	3	6	6	6	4	6
63	3	5	4	4	5	4	6	6	5	4	5
36	4	5	4	5	5	5	5	5	5	4	5
105	5	5	5	5	5	6	2	5	5	2	6
178	5	5	5	6	6	5	5	5	5	3	5
73	4	5	5	5	5	5	4	5	4	5	6
126	5	5	4	6	5	1	6	6	6	6	6
239	6	4	5	5	5	5	6	5	5	1	5
170	6	5	5	5	6	6	5	5	5	2	5
190	5	5	5	6	5	6	1	6	5	6	6
226	5	6	5	5	4	5	1	4	5	3	6
261	6	6	6	6	6	5	6	6	5	2	6
210	6	3	4	3	4	4	5	6	5	1	6
138	5	5	3	3	3	5	6	3	6	4	4
264	6	6	5	5	6	6	6	6	6	1	6
254	5	5	2	5	5	5	6	5	5	3	6
139	5	5	4	5	5	4	5	5	6	5	5
78	5	3	2	2	2	3	3	3	3	4	3
221	5	5	4	3	3	4	4	4	4	4	4
69	4	5	5	4	4	2	4	5	5	5	5
251	6	5	1	5	5	3	4	3	5	2	4
252	6	5	2	4	6	6	6	5	6	3	6
172	5	5	2	4	4	5	6	5	5	4	6
25	4	4	2	2	4	3	5	5	4	3	5
67	5	5	2	4	5	4	3	5	6	3	4
159	4	5	4	4	6	3	5	4	4	3	3
192	5	4	5	5	4	3	6	2	6	4	3
258	5	5	4	4	4	6	6	6	6	1	6
211	4	6	6	6	6	6	6	6	6	6	6
214	5	5	4	5	5	4	5	5	6	2	6
215	4	6	6	6	5	2	5	5	4	5	5
45	5	3	3	3	2	3	3	3	6	1	3
15	3	6	6	4	5	6	6	6	6	1	6
66	4	4	2	4	4	5	4	5	6	4	5
58	4	4	5	5	5	5	5	5	6	2	6
89	5	4	4	5	4	6	5	3	6	4	5
146	5	4	4	4	5	3	4	5	4	2	5
191	6	4	4	4	4	6	2	2	2	5	2

Appendix Database (PWB & Organisational Virtuousness)

ID	PWB1	PWB2	PWB3	PWB4	PWB5	PWB6	OV1	OV2	OV3	OV4	OV5
80	4	5	3	4	4	3	4	3	3	4	3
212	6	5	5	5	5	4	4	4	4	4	5
219	4	4	6	5	6	3	4	6	6	6	4
158	5	5	5	5	5	5	6	5	5	5	5
269	6	5	5	5	6	6	5	5	5	5	6
168	5	5	5	5	5	5	6	5	5	5	5
152	5	6	5	6	6	6	6	5	6	5	6
53	5	6	3	5	5	5	5	5	6	2	5
194	5	4	4	4	4	4	6	4	5	4	4
110	5	4	4	5	5	4	4	4	4	5	4
39	6	4	4	5	5	6	1	6	6	1	1
70	4	4	4	4	4	4	4	4	5	3	4
147	5	4	2	2	2	4	4	4	4	3	4
120	5	4	3	3	3	5	4	4	5	5	5
52	5	5	4	4	4	3	5	5	5	4	5
204	6	4	4	5	5	5	4	4	4	3	4
74	4	4	4	4	5	3	4	5	4	6	6
150	5	6	4	5	4	5	5	6	5	5	6
41	5	5	5	5	5	5	6	6	6	5	6
237	5	6	6	6	6	6	6	2	6	5	6
148	5	5	4	5	5	5	5	5	6	3	6
137	5	4	5	4	4	5	5	5	5	2	5

Appendix 10 Database Dictionary

Variable Name	Variable Label	Questions	Latent Construct
ID	Respondent		
CWE1	Managerial structure	B15i	Communicative Working Environment
CWE2	Working environment	B15ii	Communicative Working Environment
CWE3	Academic freedom	B15vii	Communicative Working Environment
CWE4	Clarity and timeliness	B15xv	Communicative Working Environment
CWE5	Communication within university	B15iv	Communicative Working Environment
CWE6	Communication from management	B15during	Communicative Working Environment
CWE7	Cooperation among academics	B15xiv	Communicative Working Environment
CWE8	Connection from managers	B15vi	Communicative Working Environment
Ldr1	Management support career	B15v	Leadership support
Ldr2	Level of support	B15 during	Leadership support
Ldr3	Level of leadership	B15 during	Leadership support
Cnf1	Number of conflicts	B19i	Conflict
Cnf2	Amount of rules	B19ii	Conflict
SEC1	Age	A4	Socioeconomic factors
SEC2	Number of children	A5	Socioeconomic factors
SEC3	Education	A6	Socioeconomic factors
SEC4	Academic level of employment	A7	Socioeconomic factors
SEC5	Years of service	A9	Socioeconomic factors
SEC6	Monthly Income	A11	Socioeconomic factors
JS1	Your job satisfaction	A23i	Job Satisfaction
JS2	Taking annual leave	A23ii	Job Satisfaction
JS3	Your income	A23iii	Job Satisfaction
JS4	Reward structure	B15iii	Job Satisfaction
JS5	Teaching income	B15ix	Job Satisfaction
JS6	Ability of annual leave	B15x	Job Satisfaction
Str1	Credits	A13	Stress
Str2	Subjects	A15	Stress
Str3	Classes	A14	Stress
Str4	Working load	B24i	Stress
Str5	Current working environment	B24ii	Stress
OV1	Adjust beliefs and culture	B27i	Organisational Virtuousness
OV2	Changes affect well-being	B27ii	Organisational Virtuousness
OV3	Consider workers' well-being	B27iii	Organisational Virtuousness
OV4	Best results in future	B27v	Organisational Virtuousness
OV5	Forgiven	B27vi	Organisational Virtuousness
Source: Survey			

Appendix Database Dictionary

Variable Name	Variable Label	Questions	Latent Construct
OC1	Vested interests and welfare	A24i	Organisational Concern (Control variable of OV)
OC2	Difficult to trust	A24ii	Organisational Concern (Control variable of OV)
OC3	Concern quantity and quality	A24iii	Organisational Concern (Control variable of OV)
OC4	Honesty and trustworthiness	A24iv	Organisational Concern (Control variable of OV)
SWB1	Work	A20ii	Subjective Well-being
SWB2	Work colleagues	A20v	Subjective Well-being
SWB3	Leisure time	A20iv	Subjective Well-being
LS1	Family total income	A21 i	LifeSat (Control variable of SWB)
LS2	Family housing	A21 ii	LifeSat (Control variable of SWB)
LS3	Family food consumption	A21 iii	LifeSat (Control variable of SWB)
LS4	Life overall	A21 v	LifeSat (Control variable of SWB)
Family	Family	A20i	Control variable of SWB
Religion	Religion	A20iii	Control variable of SWB
PWB1	Health	A19	Psychological Well-being
PWB2	Performance	B15viii	Psychological Well-being
PWB3	Outside work for leisure	B15xi	Psychological Well-being
PWB4	Control personal well-being	B15xii	Psychological Well-being
PWB5	Control overall situation	B15xiii	Psychological Well-being
PWB6	Forgiven	B27vi	Psychological Well-being
Source: Survey			

Coding Summary By Node

Well-being10032015

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Node

Nodes\\AcademicFreedom

Document

Internals\\Interviews\\812_0011-NCT

No		0.0098	1			
				1	LT	27/04/2015 5:34 AM

I do not think so. There is no limitation; in fact, I think it is a challenge that you must face it. Only one thing that we need to consider are we ready or not to meet the changes.

Internals\\Interviews\\812_0014-NCT

No 0.0054 2
1 LT 27/04/2015 12:05 PM

Yes, I did ask question implicitly about that. I told that lecturers are similar to artists that are hard to manage. They are freedom persons because they can decide on their own life.

2 LT 27/04/2015 12:05 PM

Such as we cannot give mark D for the student. That means we lost our freedom.

Internals\\Interviews\\812_0025-NC

No 0.0023 1
1 LT 17/04/2015 8:58 AM

Academic freedom? Yes, we are free, but only we don't receive competency appreciation.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0030-NC

No		0.0148	1	1	LT	6/05/2015 2:34 PM
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Well, the implementation of ISO, there are two sides of a coin, can't be positive and positive; it should be a consequence in the long run. The Indonesian motivation expert talked that this country is popular with friendliness but not hardworking because these two sides are hard to be united. Well, honestly, ISO tends to make us more focus to work, focus to target. People who used to work in the office feel no problem with reaching the goal. As lecturers who never worked in the outside academic environment, it would be a problem, so they think their celibacy academic freedom etc

Internals\\Interviews\\file38

No		0.0008	1	1	LT	18/05/2015 12:15 PM
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There is no problem with academic freedom.

Memo

Memos\\Memo Rec 0014

No 0.0567 2

1 LT 14/09/2016 8:22 PM

Yes, I did ask question implicitly about that. I told that lecturers are similar to artists that are hard to manage. They are freedom persons because they can decide for their own life.

2 LT 14/09/2016 8:22 PM

Such as we cannot give mark D for the student. That means we lost our freedom.

Nodes\\Agent of change

Document

Internals\\Interviews\\812_0031-NC

No 0.0215 3

1 LT 9/05/2015 6:06 AM

The agent of change put an example of the toilet, classrooms, working rooms, etc. That all rooms need to change; classrooms and buildings need to modify because they were not in fashion. The building of Rector was not appropriate. He put comments on all facilities. Finally, in one year, this consultant set one change program on this campus with suitable funds.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			2		LT	9/05/2015 6:13 AM
			3		LT	9/05/2015 6:14 AM

Yes, that's it. We had money of 40 billion rupiahs, with that 40 billion we changed all facilities and others. After that according to the change agent, we have to renew our promotion strategy, to increase student's enrolment f regular classes and extension classes.

So, we have to create a marketing division, not a committee of student enrolment.

Nodes\\Benefits of employment

Document

Internals\\Interviews\\812_0014-NCT

No 0.0055 1
1 LT 27/04/2015 7:18 AM

Our students' fate is better than before they are studying. Some students needed a bachelor degree to become an employee. Then, one of the students phoned me and said Mr P, finally I accepted as an employee. That is a kind of happiness that we get as a teacher.

Internals\\Interviews\\812_0017-NCT

No 0.0282 1
1 LT 4/04/2015 9:53 AM

Yes, automatically we feel a lot of friends, I mean a sense of comfort, support each friend, maybe we can get our position, we can get money, but we feel stranger to the other or mutually suspicious. It is not convenient. It is called support of the partner. The name of satisfaction is that how the leaders treat us, how co-workers treat us, how our physical working environment as convenient place and so on.

Internals\\Interviews\\file38

No 0.0237 5
1 LT 17/05/2015 8:45 AM

First, it is self-actualization; in the past, I wanted to be lecturer and I found myself happy to be academic. In the time of interaction with other people, there was inside happiness, like that, it is happiness. However, if you ask me whether I am happy or not, I think I am happy because I knew my intention. Interacting with others is one of religious gathering.

2 LT 18/05/2015 10:21 AM

There is a proud of supervising Diploma3 students. They had not been attended the graduation ceremony, but they found a job already. I feel very happy; there are lots of students supervision they pass the examination. While they are waiting for the graduation ceremony, they said they found a job. I feel glad and satisfied.

3 LT 18/05/2015 10:24 AM

The benefit is to train the self-confidence to speak in front of people, then to socialize with others is much better than before.

4 LT 18/05/2015 10:56 AM

We could feel firstly is heart satisfaction; we could make students understanding with what we say and use it. That's is our extraordinary proud feeling – one of heart satisfaction that could not be replaced by the material.

Reports\\Coding Summary By Node Report

Page 3 of 56

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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5 LT 18/05/2015 11:02 AM

Secondly, it is communication. It is easy if it's only talking, but talking systematically, measurable, and directional is not everybody can do it. You can see people used to speak and not used to express differently.

Nodes\\Benefits of employment\\No benefits

Document

Internals\\Interviews\\812_0025-NC

No 0.0174 1

1 LT 16/04/2015 10:51 AM

There are other benefits we should accept, such as the benefit of health insurance. Health insurance here is limited. Now the question of why health insurance has been limited, it means that we should limit our sickness, right? At the moment, illness is not something that we want; then we work for our family, but the insurance for our family is none. Furthermore, the cover of insurance is only for being hospitalised. It means if you are sick, you should be ill and treated in the hospital. That should be our benefit, but we do not accept that benefit. Is that maybe the non-financial benefit? Non-financial compensation, such as attention and appreciation? Yes, we don't take that.

Nodes\\Changed Working Environment

Document

Internals\\Interviews\\812_0017-NCT

No 0.0501 2

1 LT 4/04/2015 10:08 AM

Now it cannot be like that anymore. It happened in a lot of things. Now, the actual performance you have to attend 14 times of teaching in one semester. If you do less, it is a bad performance. In this primary performance, it had already made people should work better.

2 LT 5/04/2015 9:47 AM

That is not reasons. The policy was made because there are regulations, for example, today, if not rank as a Lektor Kepala. Then it should stop being a lecturer, so become a staff in faculty, because in the accreditation if the lecturer is not Lektor Kepala was not calculated. For example, I have 1000 accounting students; Lektor Kepala just 20, 1000 divided by 20 means the number 50. One lecturer accommodates 50 students, now for accreditation A is the 1-to-30.

Internals\\Interviews\\812_0018-NCT

No	0.0601	2			
			1	LT	5/04/2015 10:03 AM

The first, begin with an employee of faculty that knows the responsibility of him precisely, so raising awareness of responsibility for the task, the most important, continue to the second, more disciplined.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	LT	5/04/2015 10:03 AM

Yes more disciplined, and automatically the performance is more increased.

Nodes\\Changed Working Environment\Facilitating of change (HOS&mgr)

Document

Internals\\Interviews\\812_0011-NCT

No 0.0942 6

1 LT 27/04/2015 5:34 AM

Yes, I think it is still less communicated. I mean the openness to information across all levels of all functions was still not yet optimum, especially for non-structural lecturers. They felt even less of information.

2 LT 27/04/2015 5:35 AM

So, what do think the heads of schools in implementing the changes? I mean after the changes, leaders of schools should facilitate the new changes, but in reality, they are promoting the changes for their own performance goals. As a result, not many people know about that new system, like when "kepangkatan", "serdos", etc. What do you think the heads of schools in facilitating those changes?

3 LT 27/04/2015 5:35 AM

Yes, I think he/she should have a 'thought' that any the information from the top manager should be informed to all people in the organisation, such as research projects, the new rules at work, and other projects from outside the university.

4 LT 27/04/2015 5:36 AM

Well, it is good, because she (current head of school) used to be my secretary (R is a former head of school). That is coincident. She is reasonable, she is kind. She can keep it running smoothly in communication with me.

5 LT 27/04/2015 5:36 AM

But I think that is not always in a good relationship; it must be a conflict with other individuals. I had an experience before, there were still some difficulties, and do you have any dispute in your faculty?

6 LT 27/04/2015 5:36 AM

Yes, sometimes there is a person who is sitting in the position of not being able to communicate well to all people. Maybe it is because of the characters. The leaders should understand this because there are many complaints about this person. The leaders should consider carefully; I think it should be feedbacks for leaders. It should be a notice of this kind of person from a leader to improve his communication.

Internals\\Interviews\\812_0029-NC

No	0.0268	6			
			1	LT	1/05/2015 2:49 PM

The problem is there in the research report; the report is not coming to HOS, to Dean. Dean keeps the stories than to the research department, so we don't know which people made research or not. Well, we received the report, then we initial it, and Dean signs it.

			2	LT	1/05/2015 2:55 PM
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Okay, firstly we need to spend lots of money for calling them, because every early semester, every mid-test, every mark submission, every final test, and every final test mark submission, I need to invite all lecturers and I could not give it to administration staffs because admin only texts them via SMS. If only text I don't think they received it or not.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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			3	LT	1/05/2015 2:58 PM
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I sent texts, emails, broadcast, Facebook, to inform something; however, sometimes the messages are between reading or unread.

			4	LT	3/05/2015 10:32 AM
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Now, HOS has more working loads. We are as HOS cannot facilitate it in the current condition. In the past, I felt happy. We did not clash with POP and others. Now, if one lecturer has not submitted the exam paper, HOS will be the person in charge, not that lecturer. In the past, it was not like that. As can be said that in the year 2000 till now this university has a target. The year 2005 up to now, the new leadership and ISO system have made the system messy, but the administration system is tidier, right? From the worker's perception, HOS is a manager. Well, as a manager, he/she is not in that position. He is only an administration. It's enough for administration staff, but now I see my friend, HOS, he is swamped. Every day he is working. I think it is because of the system. I see HOS should not be like that. Furthermore, the relationship of top management to sub-ordinate is not intense. That's an outcome.

5 LT 3/05/2015 11:03 AM

I find my heart hurt, but organizational perception I find it usual, I understand that. Sometimes I find HOS confused. The current HOSs are right, they can protect us, although they are new, the previous HOS has been gone, that's fine for me.

6 LT 3/05/2015 11:18 AM

In my school, I don't have a problem. I and my HOS have no problem, quite harmonious, in my opinion. First, as HOS, he perceived me as a senior. I was his lecturer in the past. So I can say there is no problem, as I am a lecturer or as I am a Head of Laboratory. No problem with me, but in academic matters, I saw HOS and other lecturers has a problem because a lot of work required to be on time so that he displacing downward. It ever a time of conflict, he would not understand what is happening here, and he is also frustrated too, right? So one day he did not realise there was a conflict, the conflict was sparked, eventually to the point that rises to the top.

Internals\\Interviews\\812_0030-NC

No 0.0071 1

1 LT 6/05/2015 2:36 PM

Yes, I give you an example, the necessary to fulfil TOEFL 500 standard. We gave academics a chance to take free English course one time and test twice. They did not all use that chance; only some people took the chance. Test condition was not full. How can we facilitate it?

Internals\\Interviews\\file38

No	0.0049	1			
<hr/>			1	LT	18/05/2015 12:01 PM

The problem is not in the system, not in the scheme of demand, is fulfilled. The question of how is facilitating that, the answer is not assisting, because not changed. If you can draw the environment with HOS, the working process of HOS and us is not the same.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Changed Working Environment\\Negative side changed WE

Document

Internals\\Interviews\\812_0011-NCT

No		0.0171	1			
				1	LT	27/04/2015 5:33 AM

At that time, the negative consequence is the beginning of ISO adoption. The cause of ISO direction was not clear firstly, so we did not know what and how to do. There was no clear job description, but after a few meetings in Menteng with Mr S and Mr P and lots of next meeting, so it started to be quite clear.

Internals\\Interviews\\812_0014-NCT

No		0.0577	15			
				1	LT	27/04/2015 7:21 AM

If centralized, we feel something we do not know what to do. It is because we think not involved; we believe the job is not belonging to us. In the faculty, we used to help such as if there was one exam class was empty nobody supervised it, we willing to monitor it. But today, we ignore it.

				2	LT	27/04/2015 7:23 AM
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In the past when our friend needs a favour to supervise his exam class, we willing to replace his exam class although we were busy, but today we always say sorry we cannot return you, even we do not want to supervise our examination.

				3	LT	27/04/2015 8:39 AM
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Yes, generally the impact is negative. It means it decreases motivation.

4 LT 27/04/2015 8:44 AM

Now, in 50% of the working hour, we can go home, you need to set only 50% of the working hour. It is not a problem.

5 LT 27/04/2015 8:44 AM

However, the vision and mission of UMB are creating UMB to be our own homes, but I see the structural lecturers (HOS) are more enjoyable because they have more activities. It is not because we are not busy, but I do not know what. It is not a motivation, so that is some negative impacts.

6 LT 27/04/2015 8:45 AM

In the past time, we had a job from university to go to Puncak, and we did not get lumpsum money, but we felt it was not a problem. The most important was our payment for meals could be reimbursed, but now we are more calculable persons. If we use the university's car for our duty, the money deducted by 50%. Finally, we do not have a sense of belonging to this university.

7 LT 27/04/2015 10:14 AM

Well, that is the negative consequence of quantitative measurement. Everything is measured into Rupiah currency; the result is like that. The appreciation is not only quantified, but how is a sad feeling when one of our friends is ill. There is homesickness of gathering, chatting, and other family activities which are very valuable, even in the past we had a money gathering only to create meeting among us.

8 LT 27/04/2015 10:14 AM

In the past time, we are willing together, but today we are being forced to be together. Sometimes it sounds like a pressure.

9 LT 27/04/2015 10:14 AM

I have the same experience too. I do not want to come gathering at the office; I must make a permission letter.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				10	LT	27/04/2015 10:15 AM
				When I had an exam at another university, short semester, then in UMB we had ESQ event. I asked for permission that I could not attend the game, and then you know who was calling me at that time. It was Rector.		
				11	LT	27/04/2015 10:15 AM
				So, we come to the event, not feeling happy, but we felt cranky.		
				12	LT	27/04/2015 10:16 AM
				Q: What is ESQ?		
				M: The cranky thing.		
				13	LT	27/04/2015 10:17 AM
				The person who was calling me is Rector. He said this person had never been whatever, he came to my room, and then I ran.		
				14	LT	27/04/2015 10:18 AM
				Yes, it cannot be created only for 1 or 2 hours or 1 or 2 days for the togetherness.		
				15	LT	27/04/2015 11:01 AM
				Then, from the current leadership of mind, if the employee obeys the command, he/she will be included in the assessment. If it is not, sorry you are not involved. That is the beginning.		

Internals\\Interviews\\812_0018-NCT

No 0.3122 4

1 LT 5/04/2015 10:04 AM

There are harmful as well because we are the measurement of performance, the measurements were made earlier, people tend to see, this has to do not with my performance.

2 LT 5/04/2015 10:04 AM

Yeah, that's right. If that will damage my performance, better I will not participate.

3 LT 5/04/2015 10:05 AM

So their orientation, you know performance-oriented, but in the old theories say that a person must be optimal performance and so on, there is a theory that is more excellent team performance than individual performance. That's the final, right. So what is for proper development but he does not support the performance of the team, because we do have a lot of work we were the work of organizations, there are some teams work there are some individual performances. so you know that.

4 LT 5/04/2015 10:05 AM

Yeah so there's a tendency associated with performance assessment and bonuses, for example, he performed well, overseen exam then present full time, for instance, he has been asked for another activity fit no scheduled working hours of teaching, he will think twice about there are not people that replaced him. Later they think: when I went there, I could not have time to replace my class. He would not want to. Meetings did not need to do coordinate meetings, severe, because they were not related to his performance, whereas in the academic activities of seminars and so on that the needs of lecturers' participation. As a result, the meeting was attended by structural lecturers only.

Internals\\Interviews\\812_0024-NC

No 0.0331 4

1 LT 14/04/2015 10:03 AM

there has been a transitional phase that is pressured us, but this phase is not long, it is only four years.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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2 LT 14/04/2015 10:17 AM

but we have to be careful with what we said outside about this university. Have we fulfil all as we promised? That is what made me worry. It means we knew there was a problem but we did not solve it, so this problem will be a time bomb.

3 LT 14/04/2015 11:23 AM

In faculty of Economic may be I do not know how is the feeling, but in our faculty we need a big loyal of lecturer such as we using our own cars to do outside activities. It is normal. Then, at the certain busy time of building the faculty, this lecturer does not have time to think about himself, does not have time to arrange his academic level of employment and further study. It is no time to do these until he will be grounded if he cannot reach this target.

4 LT 14/04/2015 11:31 AM

HOS is still very overload with his working; why is that overload? It is coming from big demand of university, as an example the position as a HOS, seretary of HOS, Dean, administration staff. It is only a position, but they do administration jobs not as a leader in their departments. The leading activity is may be only a few percentages; so the administration become a burden of HOS. HOS should think for his/her further study, but he/she does not have time for that. This university needs more academics as human resources.

Internals\\Interviews\\812_0025-NC

No 0.0202 2

1 LT 17/04/2015 8:44 AM

However, after the change (ISO), all cultural approach has been gone. All come into economics thought, old fashioned ideas, the economics of Adam Smith. That new system is such a problem. I mean we are social human beings, with that new system of ISO, how people interpret that ISO. We played the mindset input, output, but that input-output has not been seen of non-economics aspect. It is all economics, such as the particular amount of costs should pay back a specific outcome.

2 LT 17/04/2015 8:54 AM

In my opinion that it is a system framework, we can't blame the ISO system, but how the paradigm of people who design that system, so the transactional scheme becomes stronger. It has not to be transactional but transformational, how we change one condition into a new situation which is not destroying the value of relationship among academics.

Internals\\Interviews\\812_0029-NC

No 0.0279 6

1 LT 1/05/2015 12:26 PM

Honestly, I am not happy, especially as a lecturer the happiness is lack. However, because we want to be happy, yeah, I find satisfaction from another way. For example going around, karaoke; then, what I dislike is in recreation in the office. No happy, I feel compelled, I was forced. (Why?). I feel under pressure because next, I must do this to do that. Anyway, if there are words 'must', and participation in the picnic just be required. If we can't go, have any problem, we must obtain permission from Rector. That's pressure. At first, we wanted to be happy; then we came to the picnic with the feeling of inconvenient.

2 LT 1/05/2015 1:33 PM

Yes if you say happy or not, it's relative, but at least there is one perception that I worked here since the year of 91. Yes 91 to 2015, I was still happy, delighted, because my job was appreciated. I had something that was appreciated. We have seniority appreciated, but the next here the appreciation is reduced. Furthermore, after ISO, I feel that an older employee would be finished. That is very hurtful, yes our happiness and well-being would be decreased.

3 LT 1/05/2015 1:54 PM

Not 100%, so the point is because the most responsible for ourselves is ourselves. We could not depend on others, including to this university. Yes, we have to account to ourselves, including to the choices of consequences, in the meaning of security feeling. Well, we don't feel secure because of words such as 'oh this is a rule, if you don't like it, just walk out' That's the words out. Then, we decided, follow it but not in full heart."

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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4 LT 1/05/2015 2:29 PM

It's still a matter of positions; I think there is a tendency that employees and lecturers are lately demotivation because this is basically of the principle demands from the university. It has been created the condition inconveniently. They said that the salary would go up so-so, but then it's only a rumour. The fact it is not going up. The evidence is not real; it seems there is data manipulation or something, so the more uncomfortable situation.

5 LT 3/05/2015 10:42 AM

HOS is not a clerical person anymore

6 LT 3/05/2015 11:18 AM

In my school, I don't have a problem. I and my HOS have no problem, quite harmonious, in my opinion. First, as HOS, he perceived me as a senior. I was his lecturer in the past. So I can say there is no problem, as I am a lecturer or as I am a Head of Laboratory. No problem with me, but in academic matters, I saw HOS and other lecturers has a question because a lot of work required to be on time so that he displacing downward. It ever a time of conflict, he would not understand what is happening here, and he is also frustrated too, right? So one day he did not realize there was a conflict. the conflict was sparked eventually to the point that rises to the top.

Internals\\Interviews\\file 41

No 0.0419 2

1 LT 12/05/2015 12:50 PM

On last February there were academics with millions salary because of good performance. The tool of performance was questionnaires filled by students, and these lecturers received a high salary. Some colleagues checked these academics' mid-test and students' assignments; they found that these academics did not check the mid-test exam papers but gave students with the mark of 80 to 100 without studying student get 80 minimum.

2 LT 12/05/2015 2:41 PM

Yes, this is a subject of how the student has the ability to analyse and make a framework, and there are six classes combined with being one class with two lecturers. By the way, these six classes in small class are teaching by six lecturers. Now it is taught by two lecturers. How much is saving? The saving is for four academics' incentives, and that's half-semester six teaching times. You can imagine that.

Nodes\\Changed Working Environment\\New System

Document

Internals\\Interviews\\812_0011-NCT

No 0.0327 4

1 LT 27/04/2015 5:22 AM

Oh, no, I felt not happy and not comfort.

2 LT 27/04/2015 5:22 AM

Ok. Let me talk that I mean I did not have a hope that makes me satisfy; that makes me happy to live comfortably with family.

3 LT 27/04/2015 5:32 AM

Much better (looks over happy) since there was ISO in 2005 or 2006 I forget. That was changed totally, and it was many changes.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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4 LT 27/04/2015 5:43 AM

Finally, after the journey that we almost frustrated, and impact on the working environment, but because we have a link to the network with other friends, so by the time, we can be happy. We can accept that because we obey that system. Since you are working here, are you aware of the university goals?

Internals\\Interviews\\812_0014-NCT

No 0.0070 2

1 LT 27/04/2015 7:20 AM

If comfort, it was more comfortable before. Yes, compared to now. It is because we are all centralised if everything is centralized, we are not close to another lecturer.

2 LT 27/04/2015 8:37 AM

Happiness depends on the system. If the order is decentralized, we are happier. It is my opinion. If today we are not satisfied, it is because of the centralized system.

Internals\\Interviews\\812_0029-NC

No 0.0293 6

1 LT 29/04/2015 12:35 PM

Related to the new system that academic with two working days, there are some functional aspects like the performance is coming not only from the appearance but also from what academics' outcome. However, the problem is the structural position (HOS) with six working days from Monday to Saturday or Monday to Sunday with one day off. Lecturer with two working days in quotation mark with the working load as a non-structural 100% load, but for structural lecturer maybe 1000%, of course. Could I release it? I mean this condition happened in our faculty, next, please don't mention it. It may have occurred in some faculties, so this caused structural positions are not attractive, and people getting these positions usually are junior in a group. So, to say no, it is not easy, because he/she thinks it's not polite and there are no other people. Then, in the past people wanted to be in a structural position, but now people in a hurry to study further because they do not wish to be structural.

2 LT 3/05/2015 10:56 AM

When I come into a new system, and at the same time I have new HOS, the relationship is not a problem, but there is a problem in our jobs. He is unique, so that, all kinds related to his duties at the times until I am confused too. He asked me to the tasks; I need the data right because I am also still new. I see there are all sorts of data, where the data, now he is also confused. I even do not know why he is mistaken, it may be he is new. or maybe he does not know anything. I always do my duty. but that is a problem.

3 LT 3/05/2015 4:08 PM

So I think the current implementation has been excellent. There has been a system. Well, maybe the working of HOS will be more comfortable if there is a supporting system in doing their job to manage.

4 LT 3/05/2015 5:16 PM

It means that teaching should be appropriate, and the system should support it. In-class instruction, students should know the lecturer is coming or not. POP should not type it; it takes time. If he does not sort it for four weeks or two weeks, the working is much more significant. It seems that we need a system. The campus is getting bigger; it's hard. The problem is jobs of HOS are too administrative. It should be this big university need an integrated online system.

5 LT 3/05/2015 5:22 PM

Well, we have to understand the position as HOS how hard their working load. For instance, one lecturer has not submitted the exam paper, the exam result, then tomorrow he still can provide it. We need a support system to delicate our jobs.

6 LT 3/05/2015 5:38 PM

One system should make people easier working, so it makes it more comfortable in the matter of what, revise, decide, and decide something, so the information is more precise, quicker, without asking manually. Whenever we have not done an entry, we can see from the system, although we are outside the university. We can do other jobs outside this university, but we can still control from outside if we have a sound system.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Internals\\Interviews\\812_0030-NC						
No		0.0412	3			
				1	LT	6/05/2015 2:11 PM

In detail, I did not follow it, but the point is the Human Resources Department has a particular consideration in recruit new lecturer and related to need for accreditation etc. I think it should be empowerment such as employees who arranged the academic level of employment until at the end this organization become hostage because as a morality reason, they are not worthy for accreditation value. However, we faced with people who have been given/contributed to this university.

2 LT 6/05/2015 2:33 PM

So, what we want, of course, without reducing the respect to people who are contributed, we want to appreciate dynamically. To senior lecturers, I told them that not all challenge is the same every time. In the past, if they did not manage academic level of employment and only did teaching is not a matter. Now, it is not worthy in accreditation, minimum Lektor Kepala, and then TOEFL requirement etc. In the past, I told them, not to mention DIKTI regulation, UUD (Nation Basic Regulation) could be changed. President voted once for five years, next in reformation period could be twice in 5 years. It means previous regulation could be wrong; and same with us. So, the correctness in the past can be illegal in the present. We have been guided to fulfil the proper requirements fit for the future necessary. We hope that old friends (senior academics) could

3 LT 6/05/2015 2:35 PM

Yes, I think it is like at the beginning that takes a key perceived as a humiliation to the academic profession, like a mistrust.

Internals\\Interviews\\file 41

No 0.0082 1

1 LT 12/05/2015 12:41 PM

Yes ISO system disciplined us to create qualified works, but what we are facing now is attention to academics is lack and management system is not good.

Internals\\Interviews\\file38

No 0.0089 2

1 LT 18/05/2015 11:46 AM

I think there is no change; it means stable. Only now we have BKD (academic working load) and educational certification. In the past, we were relaxed, but now it is not comfortable anymore. Where the demands from three: teaching, research, and devotion, are more intense.

2 LT 18/05/2015 11:50 AM

It's only from the working environment, no change from the internal environment. The condition changed from external (government regulation). We can say it as a happy surprise, but not coming from an inside organization.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Changed Working Environment\\Positive side of change

Document

Internals\\Interviews\\812_0024-NC

No 0.0109 3

1 LT 14/04/2015 11:18 AM

After ISO there have been lots of changes; it was not discipline, then it should be more discipline?

2 LT 14/04/2015 10:07 AM

There has been a new thing that is growing; actually; it means I am happy here. It is more challenge, more measurable, and all are targeted.

3 LT 14/04/2015 10:11 AM

I mean the movement of this university is right, who are making this university good? We are. That such a feeling is essential. If we cannot keep it, this feeling can be lost.

Internals\\Interviews\\812_0030-NC

No 0.0112 1

1 LT 6/05/2015 2:35 PM

Well, in a long time it can be built in, because I also never asked people to help to take a key, or asked the student to return it, never. It's up to their perception; we have to do that so that it may be reduced human sense because of corporate cultural working. Well, ISO is starting, although, some of them still not perform well, it is better compared with a performance before ISO which was uncontrolled at all.

Internals\\Interviews\\812_0031-NC

No 0.0163 1

1 LT 9/05/2015 6:21 AM

That's a change in this university. We increased our student enrolment to 1800, from 1200 students, 1800 students and now more than 2000 students. That's all of the fundamental change in this university. The second change is the ISO system. ISO has made changed in the order from working culture. In that time, people worked without any clear targets and limitations; so that ISO changed working culture totally for lecturers and other staffs. ISO is a team. I had a course to learn ISO: then I became a team to set all regulations in this university.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Communication

Document

Internals\\Interviews\\file38

No		0.0058	1			
				1	LT	18/05/2015 12:08 PM

There is a channel by filtered email, but I mean the condition of email people are free. They can express their feeling in the environment. There are not many problems happened. This email is open to everybody. Everyone can ask for the change and can ask by sending an email which leaders also can read this email.

Nodes\\Compensation System

Document

Internals\\Interviews\\812_0014-NCT

No		0.0034	1			
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1 LT 27/04/2015 11:11 AM

Yes, the same thing happened for the incentive and salary of lecturers and Heads and Managers of administrative. Now, their pay is higher than us as a lecturer, right?

Internals\\Interviews\\812_0029-NC

No 0.0077 1

1 LT 1/05/2015 1:08 PM

Lecturers without positions, lecturers, at the time I've ever been a member of Leader Meeting. The previous Rector gave THR (religious celebration bonus) at that time he wanted to provide THR with, so it was not combined with 'kepangkatan' (academic level of employment bonus). Now, the current compensation system has a system that lecturers without positions compare with non-academic employees are very different. So, if the non-academic employees receive a regular salary plus PKK incentive. That's the salary they received. So, people who are retired before this compensation system would receive far smaller than people who are retired now. It is because of the double regular plus PKK. Well temporary. (Mr. P: do you have an example?) I don't want to tell a name

Internals\\Interviews\\812_0031-NC

No 0.0615 7

1 LT 9/05/2015 6:32 AM

Since two years ago, we have been adopted the compensation system for government official compensation system.

2 LT 9/05/2015 6:34 AM

Now, it has been two years we are using a new system. Well, at that time, we adopted at first is the compensation system. Before the extension class, we had a compensation system.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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3 LT 9/05/2015 6:37 AM

Two compensation systems at that time it was not a problem, but at the first implementation was a problem, then it has been years fine.

4 LT 9/05/2015 6:48 AM

That's a sound system, so two methods work well for the compensation system. Two years ago, this university tried to unify these two systems into one. Why we have to do that because we to follow the government regulation No. 13 Labor regulation. There is a pension, health cover, etc., all multipliers by salary. When we had two systems in our pay, we used multiplier from a regular salary. That's maybe a problem, so when people retired. we multiplv the monthlv salary. These problems made us set a new svstem to be one compensation system.

5 LT 9/05/2015 7:06 AM

When we set the system to be one we used the consultant, finally we found a deadlock, there was not an agreement in the middle of the process, so we finished it. Then, the second time, we got pressure from employees to unify the systems. If an employee retires, he wants to receive more money. Well, we tried to set all possibilities in all components into more simple. It was many components; basic salary, functional position salary, academic level of employment salary, meals and transport pay, all payment unified. It is changed all parts; basic wage, position salary, academic level of employment salary, that's correct if it is said that take-home pay is more increased around 15% in the new system. ~~System A and B unified, but the unification increased around 15% - 17.5% but there are some components decreased such as smaller basic~~

6 LT 9/05/2015 7:09 AM

Yes, it means that the difference maybe is not much, but not 200 thousand, perhaps that 200 thousand for the new lecturer with the high academic level of employment.

7 LT 9/05/2015 7:10 AM

Say Lektor Kepala, this university for Lektor Kepala up to the top, till professor; the incentive is big.

Memo

Memos\\Memo Rec 0014

No	0.0360	1			
			1	LT	14/09/2016 8:02 PM

Yes, the same thing happened for the incentive and salary of lecturers and Heads and Managers of administrative. Now, their pay is higher than us as a lecturer, right?

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Compensation System\\Extrinsic compensation

Document

Internals\\Interviews\\812_0025-NC

No		0.0140	1			
				1	LT	16/04/2015 10:33 AM

I agree that compensation in money form is not a motivator. It's only basics if it's fulfilled employee might be motivated. However, if it is not fulfilled, he would not be driven with whatever the way is. The money is not the basis of a motivator when it is applied to professions such as academics. The money is far away from the substance role. The pressure of employees pursuing the capital has caused academics to sacrifice their ideal position as lecturers. They sacrificed the part for compensation. At that time, they reached well-being but not happiness.

Internals\\Interviews\\812_0029-NC

No		0.0056	1			
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1 LT 29/04/2015 6:28 PM

If we don't ask we won't know, so I asked for some structural positions in my faculty. Recently, one new lecturer, not until two years, the status is still temporary, because not till three years. This status made his salary and incentive are only 80% from 80. So, if it is calculated, the motivation for the position is only 64%, but the working load is 100% with the incentive of 64%. So, I think yes I did not feel it, but I saw my friend and some other friends like that. ves. so I guess it is not fair. and it is until the end of the position.

Nodes\\Conflict

Document

Internals\\Interviews\\812_0011-NCT

No 0.0068 1

1 LT 27/04/2015 5:38 AM

I do not think so. The system is regulation. The regulation is I believe that the rules are not like that. It is the character.

Internals\\Interviews\\812_0014-NCT

No 0.0106 4

1 LT 27/04/2015 12:11 PM

We seldom have conflict because we are senior academics here. We talked to each other no problem, no conflict

2 LT 27/04/2015 12:16 PM

I think it's only a perception. If we see since the beginning, it's negatively, it challenging to change positively.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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3 LT 27/04/2015 12:17 PM

Image, yes, that's conflict. That's it what I think.

4 LT 27/04/2015 12:26 PM

Yes, conflict. Mr Y has been faced conflict; he has been asked why he did not teach correctly. At that time he did teaching less than 10 minutes, then Mr Y relaxed answering that question; usually, I did not do less than 10 minutes but one hour.

Internals\\Interviews\\812_0024-NC

No 0.0106 2

1 LT 14/04/2015 11:42 AM

There is no conflict because there has never been a conflict with others. I mean the context of the conflict in our job is when we have a discussion; what do we call it? An argument. I think it is normal, but what we called as conflict it is none.

2 LT 14/04/2015 11:46 AM

I called it an open family, so there was no conflict. If we had a problem, we discussed it. After I was going out from faculty to university, there were some conflicts in other faculties.

Internals\\Interviews\\812_0025-NC

No 0.0021 1

1 LT 17/04/2015 10:15 AM

As an individual I do not have a conflict, but as my role yes I find lots of conflicts.

Internals\\Interviews\\812_0029-NC

No 0.0069 1

1 LT 3/05/2015 11:18 AM

In my school, I don't have a problem. I and my HOS have no problem, quite harmonious, in my opinion. First, as HOS, he perceived me as a senior. I was his lecturer in the past. So I can say there is no problem, as I am a lecturer or as I am a Head of Laboratory. No problem with me, but in academic matters, I saw HOS and other lecturers has a problem because a lot of work required to be on time so that he displacing downward. It ever a time of conflict, he would not understand what is happening here, and he is also frustrated too, right? So one day he did not realise there was a conflict. the conflict was sparked eventually to the point that rises to the top

Internals\\Interviews\\812_0030-NC

No 0.0233 2
 1 LT 6/05/2015 2:39 PM

Yes, conflict as long as no physical conflict I think it's normal. If the organisation is dynamic and no conflict it seems that the organisation is not health; but as long as the conflict to find and decide the best solution for an organisation, it should be good.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			2		LT	6/05/2015 2:39 PM

But it has to make sense. I always say that we have to discuss it together, for example, is salary, okay, my working load, basic wage, expected performance, salary compared with other private universities. We are on the top or at the bottom. We have to deliver it to the leader and the achievement as a comparison. Now with the buildings and the burden to pay electricity is expensive. If we spend more, it means that's overvalued, right? If we are higher, please don't just be quiet, admit it, if we deliver something more elevated than it should be. Well, I never heard that: so if he accents more he is silent

Internals\\Interviews\\file38

No	0.0046	2			
<hr/>			1	LT	18/05/2015 12:10 PM

Sometimes there is a conflict, but in the end, we understand each other.

<hr/>			2	LT	18/05/2015 12:13 PM
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If there is a conflict, it is only limited to talking. This conflict has happened because there is no limitation between us; in the end, all problems solved by themselves.

Nodes\\Conflict\Cause of conflict

Document

Internals\\Interviews\\812_0011-NCT

No	0.0042	1			
<hr/>			1	LT	27/04/2015 5:37 AM

It is communication. Someone has no proper communication; some people reject him.

Internals\\Interviews\\812_0014-NCT

No 0.0050 3

1 LT 27/04/2015 12:30 PM

Then, who created conflict is them, such as now in the position in our faculty must be a doctor. They created the conflict.

2 LT 27/04/2015 12:32 PM

so if these people want to change the regulation, it will be.

3 LT 28/04/2015 4:33 PM

I think this problem is coming from a type of leadership.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0024-NC

No 0.0083 1

1 LT 14/04/2015 12:15 PM

Conflicts in other faculties coming from human ego, for example, people do not want to lose; they want to be reputed as a correct person. Then, there is a feeling as a golden child of leader, etc., I do not understand, but I mean if a leader in one unit behaved as a protector and not bossy, the conflict would not have happened.

Internals\\Interviews\\812_0025-NC

No 0.0060 1

1 LT 17/04/2015 10:18 AM

Because we ever see that we tried to understand their interest related to us, but their action did not support our effort; so the conflict came out. We wanted to understand them, but they (leaders) did not try to know how our condition is

Internals\\Interviews\\812_0029-NC

No 0.0102 5

1 LT 3/05/2015 6:13 PM

Now, individually I do not have conflict, like what I said that two working days rules for lecturers made my conflict with my jobs as HOS.

2 LT 3/05/2015 6:16 PM

Conflict, I want if I use the facility in this university, please don't make it complicated, as long as for university matter, such as a vehicle for transportation.

3 LT 3/05/2015 6:18 PM

Incentive, right? One gap in extension class, lecturers, do not have incentives.

4 LT 5/05/2015 10:46 PM

I perceived that conflict is something that should be avoided, right? Conflict needs to manage because there is a conflict that I understand that is not a conflict but 'trust'. I saw that no trust no other elements.

5 LT 5/05/2015 10:56 PM

There are the differences between decision-maker and the supporting unit; so we want to deliver it, but it seems that we were wrong. We have tried anything. The fact is we are in front, as a bumper. There are some new policies between one units to another, which is not the same as one leader with us. Sometimes information from top management meeting was not delivered to us; suddenly, we were blamed for that. That's our

Internals\\Interviews\\File 42

No 0.0080 1

1 LT 12/05/2015 3:31 PM

Yes, there is a conflict, when I have to move out from another university to this university.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Conflict\\Results of conflict

Document

Internals\\Interviews\\812_0011-NCT

No 0.0141 3

1 LT 27/04/2015 5:41 AM

Yes, I have lots of experiences.

2 LT 27/04/2015 5:42 AM

I have much learning how to deal with people.

3 LT 27/04/2015 5:42 AM

Oh, I almost have broken spirit at that time; "*patah arang*" (broken heart). One of my friends asked me to the canteen and told me that we are lecturers. We need toward to the progress.

Internals\\Interviews\\812_0025-NC

No 0.0088 1

1 LT 17/04/2015 10:28 AM

Yes, of course, it will influence me, but I try to accept reality. Let's see the performance slow down, but don't ever to judge it. If he (big boss) decides it, I will throw it away, because the creation of that performance is not merely my outcome. It is a result of this working environment, and a lousy contribution is also coming from you. I would say it.

Nodes\\Conflict\\Solution to conflict

Document

Internals\\Interviews\\812_0011-NCT

No	0.0198	2			
			1	LT	27/04/2015 5:38 AM

Give a notice! However, it should be polite, please repair something is not going well.

			2	LT	27/04/2015 5:41 AM
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No, the top leader should take action, because there are many complaints about this person. The senior leader calls this person what the problem happens. I got some information about you, like this and like that, so I need to clarify the truth is. I need some explanation from you.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0025-NC

No		0.0042	1	1	LT	17/04/2015 10:21 AM
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There are some solved conflicts, but I try finding other solutions not to conflict with other's roles. We do it without against their functions in this organisation.

Internals\\Interviews\\812_0029-NC

No		0.0019	1	1	LT	3/05/2015 11:22 AM
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The conflict is not bad; we have resolved it because I see my friends enjoy working, so lecturers, laboratory staff, HOSs, now all together. It means there are not problems anymore.

Internals\\Interviews\\file38

No		0.0041	1	1	LT	18/05/2015 12:18 PM
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If the question is about conflict, I think the answer is clear enough because the mechanism of conflict solution is centralization. It means if you come to this university and other university branches it will be the same.

Nodes\\Culture

Document

Internals\\Interviews\\812_0030-NC

No 0.0156 2

1 LT 5/05/2015 11:18 PM

The documentary is one of, honestly, documentary culture and recording is still quite rare, because it may be influenced the lecturer when he receives a structural position in his job. This will be an irritating matter, but if the culture issue has been built in, I think that's not a problem anymore.

2 LT 5/05/2015 11:19 PM

Yes, documentary culture, continuous cultural improvement. That two things that we need to reach, and that two items will be a problem. The documentary is whenever coming is not a problem, we are not like that, we always in a hurry. There are committee teams which are not essential. That's an indicator.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Culture\\Recreation

Document

Internals\\Interviews\\812_0030-NC

No		0.0253	2			
				1	LT	6/05/2015 2:38 PM
				2	LT	6/05/2015 2:38 PM

Ok, we return it; now how many times in a year we hold an event like that. Not once in a month, it's only once in a year.

Now, if they put in the priority of their jobs, which scale priority they put. Now, if Saturday-Sunday is also for teaching, and then what, finally no time for family; then we sacrifice the outbound (recreation). The wrong thing is not outbound. Yes, some of them said that I do not need to think about outbound; well, I am sorry to say that's lots of rich people but also selfish. Fundamentally, not right is until whenever it's still like that, so I need to say it. If I asked them to write a letter, I also have children in primary school; I still have time to teach them Math. The point is if we say it's inconvenient, it depends on our commitment to this organization. This matter please doesn't make it complicated. We also have a questionnaire for insurance, priority for wife or child, at the end they chose a child.

Nodes\\Happiness and Well-being

Document

Internals\\Interviews\\812_0011-NCT

No	0.0185	1			
			1	LT	27/04/2015 5:11 AM

Ok, thanks. Well-being and happiness I think it is same; which is it can be relating to thoughts and feelings. It can be measured and implemented by analysing human behaviours. I think it is same because of its cognitive and affective contents. In the psychological term, it is relating to our thoughts and feelings which affecting our behaviours.

Internals\\Interviews\\812_0013-NCT

No	0.3325	6			
			1	LT	27/04/2015 6:09 AM

Thank you. Maybe we can see from the prosperous aspect. I think that well-being is heterogeneous. It depends on how much we earn income. The higher the income, the higher the welfare, it is not sure. Well-being is convenient or comfortable. We have a specific salary, but we have a high suitable feeling in our workplace. That is well-being. In other words, the top pay is not always feeling convenient. It is a clear connection. Happiness is the main of well-being. I mean satisfaction is macro.

The micro is well-being, convenient, and other a sub-factors. Well-being is sub-factor of happiness. If we feel well-being, of course, we feel happy. If we think well-being but not feel convenient, of course, we feel unhappy.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			3		LT	27/04/2015 6:09 AM
			<p>If I see the concept of well-being, I am under the well-being position. If I compare with friends in our group, we are far from well-being. The few days before, I wanted to go to Korea; I could not afford it. However, for the female group, I think it is not a problem, because for the female lecturers they work as their spare time job. For male, we are the primary breadwinners. Happiness is; wherever you can live, you can be happy. Other people feel not satisfied. we still feel happy.</p>			
			4		LT	27/04/2015 6:10 AM
			<p>I think that there are two sources of happiness. People feel well-being do not always feel happy, but people believe so glad do still feel well-being.</p>			
			5		LT	27/04/2015 6:10 AM
			<p>Happiness is happiness. As employees of this university, we can say unhappy because there are some policies of this university which has not taken our sides.</p>			
			6		LT	27/04/2015 6:11 AM

As educators, we feel happy when we see our students' success, right?

Internals\\Interviews\\812_0017-NCT

No 0.0592 4

1 LT 4/04/2015 6:58 AM

What is well-being, well-being is more general. Happiness is in higher levels of prosperity; because it maybe people are more prosperous in material, or it appears that people have been living in really established condition. However, people discover why they are alive or for what they lived or where they would live, then, what is the meaning of life which they obtained.

2 LT 4/04/2015 6:59 AM

Happiness was indeed the person sought; well-being does not mean in the sense of peace in the context of Welfare.

3 LT 4/04/2015 7:07 AM

But if happiness is a sense of comfort inside the heart, so that it can be felt.

4 LT 4/04/2015 7:09 AM

When we told that prosperity, prosperous can be measured in a variety of indicators, such as economic indicators and could be psychological indicators. Psychological signs can be peace and pleasure sense of comfort. In other words, it could be said that happiness is an element or dimension of wellbeing.

Internals\\Interviews\\812_0025-NC

No 0.0292 5

1 LT 14/04/2015 1:00 PM

Well-being is a kind of feeling, not a disturbance in life.

2 LT 14/04/2015 1:02 PM

But how we fulfil our basic necessity not only physic but also non-physic without disturbance. That is well-being.

3 LT 14/04/2015 1:04 PM

But happiness is more than well-being, something that is more than standard. Well-being is standard.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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4 LT 14/04/2015 1:21 PM

Well-being in the context of thought is economical; in my opinion, it is an economic aspect. All economic necessities are being fulfilled. If we talk happiness, not only cheap, but also non-economic elements, such as socialization need, appreciation need, and existence need. We could do something correspond with our thought; it is happiness. Although in my opinion that having lots of well-being is not always to be happy.

5 LT 14/04/2015 1:28 PM

Other people can eat, I eat. Other people do recreation, I do. Other people using transportation, I have shipping too whatever the form of vehicle. Starting from an ugly vehicle, then increased to a better one, and now with a new car, but I feel that well-being is the same. It is only how happiness is. I ever felt happy when I did not have anything. I felt comfortable at that time. When I do not have lots of money and other materials. I feel so glad.

Internals\\Interviews\\812_0029-NC

No 0.0194 7

1 LT 18/04/2015 10:41 AM

Physically it might be a big salary, then treasure and so on; that is well-being. However, happiness is rather challenging to measure physically, because it is more in the direction of the soul?

2 LT 18/04/2015 11:00 AM

If the technical point of view, well-being is measurable automatically — the material things. However, happiness could not be measured. Well-being and happiness correlate with each other, because sometimes people in well-being condition is not happy, right?

3 LT 20/04/2015 4:26 PM

I think it's the same that welfare is clearer measured and happy is in the heart; so that people can prosper but not necessarily comfortable, but happy people can be a prosperous and inverse correlation. The point is well-being tend to material and happiness is in the hearts.

4 LT 20/04/2015 4:41 PM

Prosperous was not necessarily happy, but not wealthy undoubtedly is not pleased; because if that is prosperous, we see from the physical side. If this person is glad we do not know from the man's face; so he may prosper physically, but inside his heart, he is not happy. For example, in his life maybe he has a disease, so you know. At the age of 40, he had a stroke, he might be already prosperous and had a lot of wealth.

5 LT 20/04/2015 4:53 PM

So the way people look at how he accomplished his needs. So maybe then something to do with happiness. A person with unprosperous is looking, but he felt prosperous because he had enough and then felt happy because it is so grateful that he always wanted to reveal it. He is so thankful that he had to get the fortune of God, whatever it is that will be easy to feel prosperous, and he would easy to be happy.

6 LT 20/04/2015 4:55 PM

Well-being and happiness is one feeling.

7 LT 20/04/2015 5:00 PM

Happy is a feeling. If well-being I interpret the well-being is when a person not in a deficient condition, especially to meet the needs of the basics: food, shelter, clothing, including education. It seems to me that basic human needs have fulfilled..

Internals\\Interviews\\812_0031-NC

No 0.0118 1

1 LT 6/05/2015 2:53 PM

Happiness is attached to me inside my heart, etc. I think satisfaction is something which is connected in spirit, because it's one of belief, for me if we practice our understanding well as a Moslem that is happiness. Then, well-being is related to what we have more likely to the material; that's well-being connected to our working in this university, and then we related to well-being inside ourselves.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0032-NC

No 0.0247 2

1 LT 11/05/2015 12:34 PM

Between well-being and happiness for me, satisfaction is broader than well-being, so well-being is part of pleasure. If I see a happy person, I think he is satisfied from inside. It means that he is in well-being position, comfort, calm, and even grateful feeling. That's a happy person, but happiness is relative, so if it is different, yes it is because well-being is part of and support element of happiness.

2 LT 11/05/2015 12:43 PM

Well-being is prosperous, but prosperous is not always making people happy. Well-being is more to the fulfilment of somebody needs from physical factors such as income which is above social level standard. The ability of purchasing power can measure it. I think that's all is well-being, often we have seen rich people are prosperous but not necessarily happy; so that I perceive that well-being is part of happiness.

Internals\\Interviews\\file 41

No 0.0104 1

1 LT 11/05/2015 3:12 PM

Well-being is a long term; the time frame is more extended, Mam. Happiness is a short term, but both of them have the same need. It means that there are factors of life that needed to get satisfaction and well-being.

Internals\\Interviews\\File 42

No 0.0228 1

1 LT 12/05/2015 3:04 PM

The first one is happiness, yes, of course, salary. The second is health, and the third is normal working. Then, attention to children education whether they can study at university or not. Then, togetherness feeling in the working environment. That's what I think.

Internals\\Interviews\\file38

No 0.0246 6

1 LT 14/05/2015 1:03 PM

I think the important one is if I can get what I want — that' well-being.

2 LT 14/05/2015 1:07 PM

Well-being is all that we want would be fulfilled; wants and need, and there are no constraints to get them. Yes, that's well-being. That all necessities were achieved with no restrictions. Well-being is without constraints.

3 LT 14/05/2015 1:24 PM

I think the meaning of well-being has two dimensions; physical and conscience aspects. It means if we are well-being, so both elements should be fulfilled. Yes, physical needs should be met, such as clothes, meals, and homes. Then, for the other requirements of humans from inside has fulfilled too such as a sense of security, a sense of calm, and a sense of peace; everything was fulfilled then we say it well-being or prosperous. If it was only physically. but we have not been calm and peace. I think it has not been vet the well-being.

4 LT 14/05/2015 1:26 PM

It means that well-being and happiness are linear. It means if we are well-being, so we are happy automatically.

5 LT 14/05/2015 1:29 PM

I don't think so. It's not linear because the material does not measure happiness. Sometimes a person with limited condition physically but he is happy because he has a clear goal in his life. He is underway with a clear target, and he is on the track of happiness.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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6 LT 14/05/2015 1:47 PM

From the conclusion, I think well-being is a balance between physical and conscience.

Internals\\Interviews\\file40

No	0.0077	1			
			1	LT	18/05/2015 12:50 PM

I try to answer from my perception from Economics, so I differ happy to spiritual, but well-being to economics sides. One of them is compensation, even though it is not only compensation but also other factors.

Nodes\\Happiness and Well-being\\Measurement of happiness

Document

Internals\\Interviews\\812_0025-NC

No	0.0198	1			
			1	LT	16/04/2015 9:20 AM

It is tough to measure one performance. There are two approaches; quantitative and qualitative, but people are more likely to do quantitative. However, there are weaknesses of quantitative approach because we do not see how big is the effort that people have done to create the performance, one performance. Still, the initiative has done may be more significant than people with three performance. Three performance because he is only running after the number, quantitative, the other side he is running after satisfaction, quality of comfort, wants to get happiness, joy, is happy after he finishes his one performance. That is happiness; however, happiness has been damaged since there has been a system that only measured quantitatively, right?

Internals\\Interviews\\812_0029-NC

No	0.0101	2			
			1	LT	20/04/2015 4:20 PM

It is nearly same with his opinion, happiness is not measurable, and well-being is measurable from what you obtained. Then both of them do not show the causal relationship, because it is not necessarily prosperous people would be happy and unprosperous people would not be satisfied.

			2	LT	25/04/2015 9:16 AM
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Other people on Saturday and Sunday they are at home with family. They are at home on Saturday and Sunday. We are here at the campus; we looked enjoy, although we sometimes discussed it as a laughingstock on Saturday and Sunday. People are happy at home on weekends, why we are here. Teased each other, but it was still a passion. It means that it depends on our hearts. Happiness is the same as we are proud of ourselves and our environment. Well-being is related to material aspects. However, those words do not describe how many does the material that makes you happy. Although the article a bit if we could feel the pleasure with the stuff we get it already prosperous (well-being)

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\Interviews\812_0031-NC

No		0.0029	1	1	LT	6/05/2015 2:56 PM
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That's it or happiness; then well-being is more to attribute in supporting us to do our happiness.

Internals\Interviews\file38

No		0.0200	2	1	LT	14/05/2015 1:42 PM
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I add it, I agree that it is not linear, but at least I take two dimensions, at least there is a minimum related to the physical aspect. I don't mean that conscience only without physically fulfilment is happy. The meaning is there is a limited standard, at least clothes, meals, and homes are provided.

			2		LT	17/05/2015 7:15 AM
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Well, what a measurement, because happiness is relative, but in general it means enjoyment, yes we enjoy our jobs. We can say that because of working for years, it can be a pattern of life. From routinely to design of life, then it becomes an ordinary thing. Generally speaking where we are going to, well we enjoy it, feeling grateful with what we received materially and spiritually; because there is not only material profit but also there is an interaction among academics, subordinate, and leaders. We can take the benefits of feeling grateful and patience. Generally speaking, if you want to be rich, don't be a lecturer. It can be a vibrant lecturer, but it is only a small percentage. Well, because it has been excellent teaching, so I say do it the jobs.

Internals\\Interviews\\file40

No	0.0136	1
		1 LT 18/05/2015 12:36 PM

Well-being is two sides, physically and emotionally. Physically form is maybe compensation such as salary, but mentally form can be a passion for teaching. We love to share knowledge with students, face to face, to see the development of the education world. That's the comfort of an expensive system. We blind to not the satisfaction of compensation because of teaching desire.

Nodes\\Happiness and Well-being\\Negative implementation of well-being and happiness

Document

Internals\\Interviews\\812_0013-NCT

No	0.0608	1
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Working is enjoyable, whatever like or not we have to enjoy it. If at this university we felt unappreciated, so we find it outside this place. I see in this institution the people more appreciated other people from outside than us. If we do not get enough so we can build our enterprise.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\Interviews\812_0025-NC

No		0.0194	2	1	LT	16/04/2015 9:04 AM
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What do we call it, the way of policymaker at the campus and even in the government often mistakenly in creating well-being and happiness to its labour, for example, is an academic certificate. He thinks that academic document can make lecturer happy.

2	LT	14/04/2015 6:18 PM
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One example is 'kepangkatan akademik' (level of academic employment), high academic level of employment, but before this people did not pay attention to this because the university and the government did not pay attention to academic success. It was never thought, and suddenly it is coming out. As a result, people who have been enjoyed as a lecturer profession, they did not know of their 'kepangkatan' (level). Then, in one point he was assessed. he did his 'tri dharma'. but the problem is he did not document the process.

Nodes\\Happiness and Well-being\\Related to current jobs

Document

Internals\\Interviews\\812_0011-NCT

No	0.0231	1			
			1	LT	27/04/2015 5:11 AM

Because of my work as a lecturer, so I try to make my thoughts and feelings as convenient as possible when I am teaching, for example, I do not want to be stress or depressed. Also, I try to implement the policy of the faculty. I mean, I try to address any of our policies in this regard Dean in our faculty. If the feeling is not right, I say it directly to the leader, so there is a communication with the leader.

Internals\\Interviews\\812_0013-NCT

No	0.0859	2			
			1	LT	27/04/2015 6:13 AM

I guess regarding happiness and prosperity, related to our current work we compare with others such as alumni and neighbours, well, yes, I think that I am happy and in a prosperous condition. Although for some circumstances, it is not fulfilled, I still felt comfortable and prosperous. If related to our current jobs, I am working as not the obey person, I adjust it.

2 LT 27/04/2015 6:14 AM

For example, in my faculty, please stop recording (Investigator needs to keep the information).

Internals\\Interviews\\812_0029-NC

No 0.0356 9

1 LT 20/04/2015 5:07 PM

May be, so it is happy with the work. I am so glad Alhamdulillah yes, ma'am. Why is fortunate, because I have a hobby in teaching; not forced, because frankly I came here and took off my old job. So I do not know why I like teaching as teaching. I felt there is nothing apart from me; something has gone.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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2 LT 20/04/2015 5:13 PM

Thanks God I felt enough with not fulfilled needs but what can I do with. My wants are fulfilled in teaching become a lecturer. I felt confused with well-being. That is what I said well-being because if I see from other aspects, I think it's not prosperous

3 LT 21/04/2015 4:23 PM

Responsibility will not make people happy, but as an academic, I enjoyed it because as my heart feeling. However, as my position (HOS), the responsibility not surely yet make me happy. The problem of prosperous or well-being we have to see the condition firstly, right? If our state compared with other campuses, especially with the prominent universities, we see our well-being is weak. But we have to know the condition of the university as well; it's impossible logically with this campus students paid the tuition as that much we received payment more.

4 LT 21/04/2015 4:28 PM

Prosperous. I want to eat, want to travel, alhamdulillah, I think it's well-being. The well-being of people in a variety of taste, but in my point of view, I am well-being enough, not much. I have a car, motorcycle, hehe home, children schooling. Alhamdulillah, I think I am prosperous but not too much.

5 LT 21/04/2015 4:36 PM

Related to well-being and happiness as a correlation to jobs, I think I feel prosperous/well-being at this university. It is because I worked here since the first time my family and I received many bits of help from this campus. As a human being, I find sometimes there is a conflict with the leader where in this place, the leader does not appreciate opinion differences. If we have a different opinion, the leader thinks that we should be smashed. As a higher education institution, there should not be like that.

6 LT 21/04/2015 4:42 PM

I have been working here for 17 years. I see from my well-being point of view I feel enough. It may be because my wife has been working. It might be because we have shared responsibility (double income). If I have a jobless wife and I have two or three wives like Mr Z, maybe my prosperity is not enough. So, from well-being side, I felt enough, but for happiness, recently I think my pleasure is decreased.

7 LT 21/04/2015 5:40 PM

Yes decreased. I see this university from the leadership side has not been appreciated the differences of opinion. That leader wants the Authoritarian system. It depends on what the leader wants. As academics, our jobs have not been accepted well from the leader. If academics do not want to teach here, please resign from this university. There are still thousands of lecturers, doctoral, could apply here. Now, it is everything is easy to be lecturers here.

8 LT 21/04/2015 5:50 PM

For well-being, I have not been worked as long as you Mr. A and Mr B. Not until seven years. I have been here for six years. Yes, the standard for well-being or not. For DKI Jakarta, I have vehicle and home, paid by instalment, but in my name. I think its standard, but I am not an abundance of wealth, because I do not do travelling overseas or buying branded stuff. If related to material like Mr B I think its standard in DKI, more than UMR (Regional Wages Minimum), right?

9 LT 21/04/2015 5:53 PM

What is happiness? Because happiness is levelled. It means that now we are happy, but then we must have a dream, we want more. It's not 100% happiness.

Internals\\Interviews\\file 41

No 0.0617 4

1 LT 12/05/2015 12:08 PM

Oh, here is human nature. There is a human being who likes something and wants something. Coincidentally, I love teaching, so for me, education is happiness; teaching time in a class is also happiness. After years of school, I feel there is well-being.

2 LT 12/05/2015 12:13 PM

Yes, I've never been influenced by the situation. When I come into the class, I feel happy, well I feel glad. That's teaching. I have been teaching for 30 years, so before he was born (point to new academic) I have been teaching. Any other questions?

3 LT 12/05/2015 12:21 PM

Yes, it's okay. To teach and to have fun teaching first, we have to own a feeling of glad, but we also should have sufficient knowledge, right? If we don't have enough experience to teach, we won't find happiness and well-being in teaching that knowledge. Is that right? That's important, so awareness should be maintained. I also like learning till now I love learning.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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4 LT 12/05/2015 12:29 PM

In the past, when Mrs W was the leader, she observed each lecturer. Now, at least the campus is more significant, but when she was a Rector, she was also the owner of this university. As owner and Rector, her attention was full to lecturers' well-being, academics and employees. Then, when she passed away, her well-being decreased gradually.

Internals\\Interviews\\file38

No 0.0365 10

1 LT 14/05/2015 1:48 PM

Not yet.

2 LT 14/05/2015 2:04 PM

Not yet happy. Well, I have not again happy and well-being, because I have not reached a minimum standard of prosperity. However, in the current working condition, a minimum standard of well-being has not been reached, so it affects happiness. Even though it is not linear, but it distracts our mind if we cannot fulfil it. Also in this situation, we can still enjoy it.

3 LT 14/05/2015 2:06 PM

Not yet. Mrs W? Not yet.

4 LT 14/05/2015 2:10 PM

I have not well-being yet. In working condition, not in private life, in a job I have not prosperity again because first I am still a new academic, few semesters only, then I think my target is far from achievement; so that I have not felt well-being and happiness.

5 LT 18/05/2015 11:06 AM

Happiness, yes, I can say I am happy. First, it is because of real condition with my working environment; for example, I am teaching in a pleasant atmosphere. That makes me happy.

6 LT 18/05/2015 11:37 AM

For example, is the environment? I like friendship; it is welcome and open. The distance of the campus is close to my home. There is no problem with the teaching schedule because it is related to my field, Economics. _____

7 LT 18/05/2015 11:37 AM

It's about working condition. Here it is family-oriented, not there, maybe such as the relationship between leaders and subordinates is more informal, like a friendship.

8 LT 18/05/2015 11:38 AM

It is different. It means that the environment has made working colleagues become a friend, so that makes us like it and happy.

9 LT 18/05/2015 11:38 AM

Formally, there is a structure, but in daily interaction, it is more friendship matter, not a leader-staff relationship. Moreover, we perceived as siblings, so we like it.

10 LT 18/05/2015 11:42 AM

I think if we say happy or not, I am fortunate enough with the current condition. Yes, as long as I can go around, except if I cannot go around, I felt difficult. So, it's happy enough, maybe something making me not delighted is un-working central system because there is no reward and punishment, not an appraisal, so consequently, there is no precise measurement. This direction or not direction is still not clear. I said no less clear. but not clear.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\Happiness and Well-being\Value of togetherness

Document

Internals\Interviews\812_0014-NCT

No 0.0035 3

				1	LT	27/04/2015 8:38 AM
I want to add the correlation of leadership such as Ahmad Gobel Company.						
				2	LT	27/04/2015 8:38 AM
In this company there is togetherness because it is embedded in employees.						
				3	LT	27/04/2015 8:38 AM
the value of togetherness.						

Nodes\\Leadership

Document

Internals\\Interviews\\812_0017-NCT

No 0.0425 2

1 LT 4/04/2015 9:51 AM

Yeah, so the leadership I noticed that this is an ordinary person, but he's got a great networking, more patient, or able to manage the crowds, and so on, we cannot say that someone is already working a lot because it is different. The leader made this through an assessment process through the psycho test. This psycho test I think is fair, honest and during this appointment was based on the psychological test.

2 LT 4/04/2015 9:52 AM

Yes, assessment, through the evaluation. It is the non-material awards, which is not clear. It is not clear because of the leader that he could not have the right to make a priority judgment.

Internals\\Interviews\\812_0032-NC

No 0.0034 1

1 LT 11/05/2015 2:37 PM

Well, if you ask me to enjoy working or not in the past with the old leader and now, for me, there is no perfect leader.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Internals\\Interviews\\file 41						
No		0.0149	2			
				1	LT	12/05/2015 2:58 PM
Is it a bit authoritarian leadership? Yes, not a bit, but it is!						
				2	LT	12/05/2015 2:57 PM
It is one academic. In an academic's meeting, someone talked and asked; why did it become like this? Why did it not like that? He told politely and softly. In the next semester, he did not teach until three years. It cannot be criticised.						

Nodes\\Performance Evaluation System

Document

Internals\\Interviews\\812_0014-NCT

No	0.0087	1			
			1	LT	27/04/2015 10:43 AM

The assessment is not a proper assessment. The accurate evaluation is the evaluation of performance that I still remember when I was one of the leadership meeting members. I pointed my finger; Sir, I think that such of assessment is not suitable for this university, because we evaluate our friend is not real evaluation sometimes, especially when we felt chunky with our friend we cannot give them an excellent score of assessment, right?

Internals\\Interviews\\812_0017-NCT

No	0.0447	2			
			1	LT	4/04/2015 9:42 AM

Okay, we must go back to the professional lecturers. Professionals, we must refer to the standards of professionalism. Minimum professional standards to be achieved by a lecturer/academic are carrying out Tridharma, meaning that Tridharma performance measurement. There are teaching, research and service. Well now the problem is not only we do that as an activity, but instead on how well we were able to do that, so the job performance of lecturer is back to that three standards (Tridharma).

2 LT 4/04/2015 7:17 AM

Compensation could be money, could be in the form of whatever satisfaction was brought by Maslow theory. It could be other rewards such as positions or other awards.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Internals\\Interviews\\812_0031-NC						
No		0.0143	1			
				1	LT	9/05/2015 6:28 AM

To measure academic performance should work according to 'tri dharma'. Tridharma is teaching, research, and devotion. For me, that measurement is precise enough; it may be output based. As an academic, what is the output? If he cannot fulfil the production, he receives punishment or what. If he is okay based on the standard, for example, teaching nine credit point, research three credit points and devotion is 12 credits, but all should be output based, then that's all precise measurement for an academic.

Internals\\Interviews\\File 42

No	0.0057	1			
			1	LT	12/05/2015 3:25 PM

Oh, no, in this university, we have KPI, Key Performance Indicator.

Nodes\\Performance Evaluation System\\Best tool of performance measurement

Document

Internals\\Interviews\\812_0011-NCT

No	0.0310	2			
			1	LT	27/04/2015 5:12 AM

Is this according to my opinion or Dean's opinion or even the top leader in this university? In my opinion, there are material and immaterial (extrinsic and intrinsic) matters. The material/external means incentive, sufficient salary, which is in the simple term in Jakarta that salary, is adequate. Then, immaterial/intrinsic means my inner satisfaction.

2 LT 27/04/2015 5:15 AM

A tool to measure the performance is the material in the sense of incentive pay and salary. To measure the performance is decisions and policies made by leaders that can create a system that makes me happy, right?

Internals\\Interviews\\812_0014-NCT

No 0.0113 6

1 LT 27/04/2015 6:52 AM

Tri Darma!

2 LT 27/04/2015 6:52 AM

teaching, research, and dedication to society.

3 LT 27/04/2015 6:53 AM

I think it tends to quantitative, right?

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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4 LT 27/04/2015 6:53 AM

Such as lodging the test papers at the right time.

5 LT 27/04/2015 6:56 AM

If we are in their positions (leaders), we still confused, how to measure the performance, qualitative is hard to measure. So there are advantages as well as disadvantages.

6 LT 27/04/2015 7:15 AM

Positively the quantitative can be measured; there is a measurement tool if qualitative is hard to measure. That is the weaknesses. If we were as a leader, that is hard too. It should be seen as quantitative or qualitative.

Internals\\Interviews\\812_0025-NC

No 0.0312 2

1 LT 16/04/2015 9:22 AM

It is tough to measure one performance. There are two approaches; quantitative and qualitative, but people are more likely to do quantitative. However, there are weaknesses of quantitative approach because we do not see how big the effort that people have done is. It may be to create the performance, one performance, but the effort has done may be more significant than people with three performance. Three performance because he is only running after the number, quantitative, the other side he is running after satisfaction, quality of comfort, want to get happiness, contentment, is happy after he finishes his one performance. That is happiness; however, pleasure has been damaged since there has been a system that only measured quantitatively, right?

2 LT 16/04/2015 9:55 AM

The evaluation of performance should consider the condition of people who are doing the jobs. For academics' careers, it could be a similar one with another. Type of activities might be the same; what business have done by A and B might be identical, but the challenge is different. The performance evaluation system, which is not considered the condition of activities, would create people think about the working load because of the quantitative method.

Internals\\Interviews\\812_0029-NC

No	0.0206	3			
			1	LT	29/04/2015 11:59 AM

The current tool is good enough; there are three criteria of device used: teaching, research, and devotion to society (tri dharma). It's we need to change the proportions of that. The percentage of teaching and research is still dominant relatively. Devotion is a dedication to society. That's always, we forget. The portion of that needs to be changed, so the implementation for the community will be more. As a result, higher education would be more benefits to society.

			2	LT	29/04/2015 12:09 PM
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The evaluation of academic performance, I think, it should not be too many, and such as DIKTI has a tool to measure academic level of employment. That's it the tool. However, in our university, besides using the tool from DIKTI, we also implement the ISO system. That ISO what I understand it is a continuing resolution, so it's not for punishment, but at present, I feel the penalty. For example, for the things that made me not comfort is the time for exam correction. For me the correction is very hard, I do not know why, for me, it's a very burden, because the correction should be fair, so I will always be late for correction.

			3	LT	29/04/2015 1:17 PM
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Sometimes there is a conflict among three tools of performance. In BKD (Beban Kinerja Dosen=Academics Performance Load), teaching cannot be too many. However, if we are not doing lots of education, we lack prosperous. Yet, in academic level of employment, we have to do lots of teaching, so that two government tools are also wrong. Also, the device in this university is time, but tools from government need a time. We knew that lecturer with two credits is not two credits in the freeway. Outside of this university, he/she supervises students; it should bemeasured. It can be counted. This university measures that. So, those three tools have what? It has advantages and disadvantages. It means from three tools must find the best solution. I have not seen the resolution of three instruments yet. Two are from the government, and one is from his university

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0032-NC

No		0.0092	1	1	LT	11/05/2015 2:29 PM
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Yes, the best tool for performance evaluation system in private university, we have to survive to see the market. From the market, we understand that people look at the accreditation, yes if it is fulfilled, we see other demands from Dikti's regulation about 'tridharma'.

Internals\\Interviews\\File 42

No		0.0177	1	1	LT	12/05/2015 3:27 PM
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First, the evaluation is tridharma of higher education, then questionnaire filled by students. The support indicator is PA, the academic advisor. That is KP full-time academics, not a home-based academics.

Internals\\Interviews\\file38

No 0.0232 3

1 LT 17/05/2015 7:19 AM

Our performance, job performance, now we have BKD (academic working load). Can this be a measurement of performance? Now we fill the academic questionnaire, is that suitable, what do you think? It is part of us assess our performance.

2 LT 17/05/2015 7:27 AM

For example, is attendance in the class, now BKD (academic working load) can be SKS (credits per semester). SKS is also an evaluation; don't be too much and too fewer credit points. Then, for example, we have research, we can use it as a part of the performance. At least it is tridharma. There are research and devotion.

3 LT 17/05/2015 8:24 AM

Yes, like this, Sir. According to my opinion, if we say about performance, we need to evaluate quantitatively and qualitatively. Quantitative, for example, is our "appraisal". It must be there. We should have "appraisal". We teach, and we have IMB (academic teaching index) with three minimum. If we have less than 3, it means less competition. The evaluation is our attendance, teaching quality, students' evaluation, our working from exam paper, correction or marking, attendance in academic activities such as research, seminars, discussion, etc. That's all our "appraisal". There are quantitative evaluation; then from these assessments, we need to apply reward and punishment.

Nodes\\Performance Evaluation System\\Negative side current performance

Document

Internals\\Interviews\\812_0011-NCT

No 0.0365 2
 1 LT 27/04/2015 5:16 AM

Ideally, this is not yet appropriate. Yes, this is not preferable, however, because I think it is still needed to be increased. If I see that the original conditions I think this is important that leaders in this institution should strive to provide progress for the next years. I mean if there is not progress is not good. As long as my best knowledge, I am experiencing there is still an improvement, of course not a stuck progress.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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2 LT 27/04/2015 5:19 AM

Ideally, it is not as my expectations, but the most important there is still progress from year after year. The point is there should always be improved because in other places there are even higher in the same position for the same degree.

Internals\\Interviews\\812_0014-NCT

No 0.0288 5
 1 LT 27/04/2015 6:54 AM

The reasons such as mark entry for students we cannot submit it at a particular time, because we have assigned to accompany students to go somewhere. It is suddenly "zero" at the system. I had examination classes for my students on Monday, Tuesday, and Wednesday, and then I assigned to accompany students, so the system became "zero" under my name in class supervising. I do not like it. If we assigned for other jobs, please do not put us on "zero."

2 LT 27/04/2015 6:54 AM

Everything is we try to find a way out for cheating. One example is the togetherness/recreation ceremony. We are far from the feeling of togetherness; when we are going for recreation in the office, you know. We were told a few days to go to Mountain, but we felt nothing in our

3 LT 27/04/2015 6:54 AM

It means fake togetherness, Sir!

4 LT 27/04/2015 6:56 AM

Theoretically, in terms of employment, performance evaluation related to professionalism; that has been researched that professionalism would lead to individualist. Therefore, the performance assessment is everything professionalism, as conveyed by Mr A that all the quantitative. There are some values that then incomprehensible. That is the negative and positive sides

5 LT 27/04/2015 7:18 AM

For the Saturday-Sunday class, I've entered a student's mark as B+ or A. we do not want to, but the bonus is twice, but the quality is not necessarily a matter. For the exam questions, I still use the last years' questions

Internals\\Interviews\\812_0017-NCT

No 0.0422 1

1 LT 4/04/2015 9:48 AM

It is sufficient, but if we judge or sift through someone, it would seem their grades, right; however, we can also be deliberately inaccurate, so people were not motivated to work. If we make a careful measure performance accurately and requires high effort, surely there must be a reward for that. Well, the current measure is not specific enough so people who have high potential are not interested in using the energy grabbed their performance, because the reward system is not supported. Well you know, if the reward system is supportive, the people who have high power will work more than others.

Internals\\Interviews\\812_0024-NC

No	0.0214	2			
			1	LT	14/04/2015 11:15 AM

The performance evaluation system for lecturers has done transparently, but the performance of HOS has not done seamlessly. I mean it's not really like that, but I felt the compensation system has never been measured people's working burden into the ratios. For example, the performance with big responsibility should consider considered in well-being matters. The proportions of working load and well-being I felt it had not appropriately measured for HOS, but as an academic, I see it started measured properly

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			2		LT	14/04/2015 12:21 PM

There is a person with the protective character because there is no appreciation from the top leader and he will be grounded; then he thinks that for what I am doing protection for others. It is much better to think about myself. It means it may be remuneration system needs to be fixed, such as HOS position. The problem is in HOS.

Internals\\Interviews\\812_0029-NC

No 0.0095 3

1 LT 29/04/2015 12:39 PM

Lecturers in structural and non-structural are not different from their income; the income is not many different.

2 LT 29/04/2015 5:17 PM

I don't know, but sometimes questionnaire is a tool to measure academic performance. This questionnaire is not objective. What is it a wrong tool to measure academics? If this is used to measure academics is not suitable, why? because of students often, because lecturers teaching is not good, but this lecturer gave an excellent mark to the students, so the questionnaire is good

3 LT 29/04/2015 5:35 PM

What did you say? Questionnaire. I think teaching questionnaire is not objective because sometimes students assessed teaching the process, sometimes I knew lecturers teaching quickly, I mean get in and out quickly, no assignments, the mark of the questionnaire is high compared with lecturers teaching correctly. Time of coming in and out is on time, appointments every week, this lecturer gets a low mark in the questionnaire.

Internals\\Interviews\\file38

No 0.0088 1

1 LT 17/05/2015 8:31 AM

I think it's enough, but it's not optimal. Because of what? I saw in that questionnaire; it is a very long questionnaire, so students have already known what should do. I always ordered them not that answer, the answer first then the question. The question is 20, but the response has been 30, it's because they remember it, because it is not updated. I felt worried that this evaluation is more subjective than objective; so we got "A" is not real "A", it can be fake "A".

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Performance Evaluation System\\Positive side current performance

Document

Internals\\Interviews\\812_0017-NCT

No		0.0258	1			
				1	LT	4/04/2015 9:49 AM

The positive side of what we have done making people more care with their duties; at least all components of Tridharma are met. The minimum is that. However, in the future, we will not only do those components but how well we do it. It is the performance, right, because many quantities wrote how the amount of research that has not been measured the amount of dedication.

Nodes\\Pressure of owner

Document

Internals\\Interviews\\812_0031-NC

No 0.0087 1

1 LT 6/05/2015 4:05 PM

Without pressure, we become suitable and happy, because how people, for example, other higher education with foundation involvement say that 60% of income for the operation of the university. Automatically there is pressure from that. Finally, it would influence faculty and other units and its developments.

Nodes\\Relationship with HOS & leader

Document

Internals\\Interviews\\812_0024-NC

No	0.0066	1			
			1	LT	14/04/2015 11:38 AM

In my faculty is a collegial system; I do not know in other faculties. For example, as a Vice Dean, HOS, and secretary of HOS, we felt collegial. Our role as leaders in faculty has been maintained the stability. We could not ask people to do the jobs as we want.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0030-NC

No	0.0049	1			
			1	LT	6/05/2015 2:37 PM

I never put in myself as a leader. I think it's normal when there was an academic meeting; I came to them, I never close my door for them, everyone who wanted to see me, I am welcome them.

Nodes\\Satisfaction

Document

Internals\\Interviews\\812_0011-NCT

No	0.0150	1			
			1	LT	27/04/2015 5:20 AM

I feel satisfied because teaching is the soul of my heart, especially when I was there; I feel happy when I am in the class to transfer knowledge. I feel satisfied personally; it is the benefit. That is clear for me that my interest is my satisfaction of teaching.

Internals\\Interviews\\812_0014-NCT

No	0.0207	5			
			1	LT	27/04/2015 11:11 AM

Yes, I want to add information that there are some issues in other organizations such as Pertamina, it has no directorate for human resources and IT. However, for this university, it has HR directorate and IT directorate.

			2	LT	27/04/2015 11:55 AM
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Why only 400 employees, it has directorates. There are 400 employees enough with biro only, and then IT becomes directorate. Is there any particular issue? We have IT directorate, which is not IT directorate at Indonesia University. I do not understand our organization.

3 LT 27/04/2015 11:56 AM

The project is A central and B central. If we have a problem, we come to these two persons even with complete data, it still disabled.

4 LT 27/04/2015 11:56 AM

The positive sight is their contribution to this university is significant, however, from the other side is because they have power so that they can be haphazardly.

5 LT 27/04/2015 11:57 AM

Related to Mr A's opinion, I felt surprised. I used to think that if I got Rector's recommendation, I would be secured; I have permission to study PhD at T University. Then, I got stuck agreement with the person under the level of Rector.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
No		0.0062	1			

1 LT 14/04/2015 12:57 PM

Everybody is grateful for the current condition in this university, but be careful with a timing bomb. Now, we have new staffs because we are keeping expansion; then we make some events to increase the image, but do we fulfil the satisfaction?

Memo

Memos\\Memo Rec 0014

No 0.1039 2

1 LT 14/09/2016 8:02 PM

Yes, I want to add information that there are some issues in other organizations such as Pertamina, it has no directorate for human resources and IT. However, for this university, it has HR directorate and IT directorate.

2 LT 14/09/2016 8:02 PM

Nodes\\Satisfaction\\No-satisfied

Document

Internals\\Interviews\\812_0014-NCT

No 0.0096 6

1 LT 27/04/2015 11:58 AM

It should be central bravery, professionally, individually, if we are under pressure written, so we reply it written. However, the condition here is not always become a policy; sometimes, it can be a punishment such as a fine.

2 LT 27/04/2015 11:59 AM

That is a public secret.

3 LT 27/04/2015 11:59 AM

The power of these two persons is extra ordinary; if one of them has gone, we do not know-how.

4 LT 27/04/2015 11:59 AM

It is too brains power.

5 LT 27/04/2015 11:59 AM

The organisation is not healthy.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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6 LT 27/04/2015 12:00 PM

because they felt they are the creator of current improvement.

Nodes\\Satisfaction\\self-satisfaction (family)

Document

Internals\\Interviews\\812_0014-NCT

No 0.0042 1

1 LT 27/04/2015 12:00 PM

But about the value, we have to be careful when we interpret the value. The sacrifice of wives, children, and neighbours is more valuable with the replacement of economic benefit compared with what we accept.

Nodes\\Stress

Document

Internals\\Interviews\\812_0025-NC

No 0.0007 1

1 LT 17/04/2015 10:37 AM

Oh, I do. I often face stress

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0029-NC

No		0.0062	2	1	LT	5/05/2015 11:02 PM
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As a lecturer, not stress, as a HOS, I am fear, because there are lots of targets should be done. There are many things should be assessed etc., but sometimes it's not related to us but lecturers and others, so we are also, not stress doing these things, but stress run after people doing these things.

2	LT	5/05/2015 11:09 PM
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Stress to activity is not essential, important business has already created tension. Not crucial activities such as ceremonial events, exercise at 5 am, all by forcing us. The meetings are forced to come; recreation is also constrained. I want all of them are reduced, so I am not stress.

Nodes\\Stress\\Cause of stress

Document

Internals\\Interviews\\812_0011-NCT

No 0.0143 1

1 LT 27/04/2015 5:50 AM

The causes can be internal and external. Inner comes from ourselves. We have ambition not reached, and then we stress. Externally, maybe the leaders treat us not well, we want to change it, but we cannot do that. I am not like that; I think it is normal.

Internals\\Interviews\\812_0024-NC

No 0.0062 1

1 LT 14/04/2015 12:36 PM

Stress is more likely to what matters. In the past, as a Vice Dean with a very collegial system, sometimes I found it was hard to manage academics. I mean they like artists; so stress is like not in target, run after lecturers, not as targeted.

Internals\\Interviews\\812_0025-NC

No 0.0024 1

1 LT 17/04/2015 10:38 AM

Our confident expectation causes stress, but the environment does not support our expectation

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0029-NC

No		0.0003	1	1	LT	5/05/2015 11:11 PM
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I felt stress because of many deadlines.

Internals\\Interviews\\812_0030-NC

No		0.0076	1	1	LT	6/05/2015 2:41 PM
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Maybe yes working load could not be finished in brief time. It means that not stress because of that; we know that our organisation is complicated and I have a duty from the owner that needs a thought such as to manage the event. It is made me feel in two conditions at the same time.

Internals\\Interviews\\812_0032-NC

No 0.0050 1
1 LT 11/05/2015 2:40 PM

Stress or not, I don't know the description of importance. That's from knowledge. I think the pressure is a feeling of running a target. That's my version of stress.

Nodes\\Stress\\desirable workout counts

Document

Internals\\Interviews\\812_0011-NCT

No 0.0131 2
1 LT 27/04/2015 5:52 AM

Maybe it is not stressed, but pressure.

2 LT 27/04/2015 5:53 AM

It depends on we perceive. If we see stress as a challenge, it can make us happier. The problem as an opportunity makes us happy, but if the pressure makes us not happy, of course, I do not want it.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Internals\\Interviews\\812_0030-NC						
No		0.0051	1	1	LT	6/05/2015 2:42 PM

Yes, I have. However, if we find it until strain, we can make others become strain too. It can be useful learning for people and adding value, but if they don't want to learn, there is nothing.

Nodes\\Stress\\Output of stress to happiness

Document

Internals\\Interviews\\812_0011-NCT

No		0.0271	1	1	LT	27/04/2015 5:51 AM
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Yes, of course. Immaterial happiness. Material happiness comes from material things. Our necessities can be fulfilled by suitable materials things, such as enough salary for children's schools, meals. That is satisfaction. If the wage is not enough how we can fulfil our necessities, an example of immaterial happiness is bad behaviour of our leaders, but it is difficult if we want to say it, so we are stress, or maybe the atmosphere in working environment influenced our happiness.

Internals\\Interviews\\812_0024-NC

No 0.0022 1
1 LT 14/04/2015 12:45 PM

I became mutter at that time. I was upset, upset to family. I did not like it very much.

Internals\\Interviews\\812_0025-NC

No 0.0066 1
1 LT 17/04/2015 10:45 AM

Clearly, yes stress influences my happiness, for example when pressure coming, this environment has to be enjoyed, the relationship with people at campus, we should be experienced with that, but when we are stress, good relationship, its enjoyment becomes less, right?

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Stress\\Perception of individual stress

Document

Internals\\Interviews\\812_0014-NCT

No		0.0072	2			
				1	LT	28/04/2015 4:56 PM

Or maybe we have the philosophy that we are academics, and they are leaders. The leaders should be a headache thinking of us, not us.

				2	LT	28/04/2015 5:00 PM
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I think there is a potential one, maybe yes, it is only. Honestly, I am kind of; people said that I am kind of lazy person who does not want to be busy. It means no stress. The result of no pressure is not a significant demand.

Internals\\Interviews\\File 42

No 0.0009 1
1 LT 14/05/2015 12:57 PM

No stress.

Nodes\\Stress\\Solution to stress

Document

Internals\\Interviews\\812_0011-NCT

No 0.0542 4
1 LT 27/04/2015 5:50 AM

To prevent stress? Yes, I think as I said, we enjoy our mind, so our feeling is right. I never felt pressured or get upset. Sometimes we warned before it happens, we say "war" before that.

2 LT 27/04/2015 5:54 AM

It is the last question. What do you think the best method to resolve the stress/strain in the organisation? If we see in our vacant job advertisement, there is a statement that "willing to work under pressure". I mean that the candidates in the organisation should prepare themselves to be stress.

3 LT 27/04/2015 5:54 AM

It depends on the attitude. I mean, how we react. If the reaction is positive, think that is a challenge for you, but if inside the organization cannot be changed, I think it is dangerous. The method is by positive thinking.

4 LT 27/04/2015 5:55 AM

At least, there is an impact. It is such an opening in communication between leaders and staffs. That is good that one effort makes people satisfy. I know one institution where the academics have never communicated with others, but in our university we are right, the leader hugs me. It is

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\Interviews\812_0014-NCT

No		0.0085	1			
				1	LT	28/04/2015 5:08 PM

For me, the leaders who created stress. Past time Mrs D, HOS of one school, I ever did teaching in her school. Then every Saturday, we met as she always pushed me to submit exam paper and the result, often. I have introduced into the online system, but I have not sent the real report papers to her. Because she asked me frequently, so I decided not to submit it. I did it purposely because I won't make her stress too

Internals\Interviews\812_0024-NC

No		0.0078	1			
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1 LT 14/04/2015 12:43 PM

At the first time, when I was in a structural position, I was an idealist. Idealist as everything should be done in perfect, but after a long time, I realized that I could not push them, too idealistic. I realized maybe people have their ways. I decided to follow what they want as long as the target was reached.

Internals\\Interviews\\812_0025-NC

No 0.0052 2

1 LT 17/04/2015 10:40 AM

Yes, peace with the condition. The condition is set up by the situation that we have to do. That is a real condition.

2 LT 18/04/2015 10:36 AM

Well, one of them is evident system adoption. The value of an organisation should be there.

Internals\\Interviews\\812_0030-NC

No 0.0140 2

1 LT 6/05/2015 2:41 PM

Management is managing, so lecturer should practice it, how to manage time, jobs, and load appropriately. Finally, the target could be reached.

2 LT 6/05/2015 2:42 PM

I have not been faced because I always made my life balance. Okay, money is material valuable, but it is not everything. That's what I understand. Besides that, it is my health; I have to take care of my health; I spare my time for exercise, my social life, meeting friends, family. I have committed on Saturday and Sunday that I don't want to teach. Still, I can contribute to this university.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Internals\\Interviews\\812_0032-NC						
No		0.0144	1	1	LT	11/05/2015 3:07 PM

When I am working, and I feel this job cannot be finished, I saw many people getting stroke because of stress, so I do my job until 4 pm, and one day I am trying to finish it. Sometimes I cannot handle this job in one day, I am also stressed, and I am tired. With my age getting older and I have a secretary, so I ask my secretary to read all letters for me so that I can do correction and signature. Another job can be cancelled until 2 - 3 days later. I withdraw it till the date.

Nodes\\Supervision support

Document

Internals\\Interviews\\812_0025-NC

No 0.0224 2

1 LT 17/04/2015 9:13 AM

When I see the change in this university, there are only people working not managing. It is only people working. It should be leaders or management. I do not know how; maybe the leaders accepted some pressure from external environments, from government and others. They also are panic, so they asking us to do working and only working.

2 LT 17/04/2015 10:12 AM

In one side as a leader, he/she should make an effort to move the subordinate; so the organisation could run in the slowest speed with some reluctant employees. Let's motivate hesitant employees to develop their ability in jobs. If we ran and left them behind, back to the moral value; should we go them and let them die even they contributed to this organisation. However, let us find the middle way because this way usually is more effective in reality in our management. Even right now. this way is seldom being facilitated.

Nodes\\Transparency compensation system

Document

Internals\\Interviews\\812_0014-NCT

No	0.0046	2			
			1	LT	27/04/2015 7:16 AM

Of course, it's transparent.

			2	LT	27/04/2015 7:17 AM
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There are questionnaires; is it clear? The value of research, dedication to society, teaching, it is transparent. That is my opinion. The problem is more look like qualitative, well, that is difficult.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0017-NCT

No 0.0718 3

1 LT 4/04/2015 9:50 AM

Yes, the system is transparent.

2 LT 4/04/2015 9:50 AM

Everything is measurable clearly. Now we know how much teaching incentive, the amount of the maximum and minimum credits. Everything is clear. For the positions are also clear, how much reward for Dean, HOS, and so on. There is no other money besides what has been defined.

3 LT 4/04/2015 9:51 AM

Okay, now that the reward system is a material reward and non-material. Material is, right, measurable. Non-material that would be perceived as what other materials, if the opportunity to serve as a reward, if yes then it might be depending on necessary amount of long service and so on, maybe someone feels more in suitable with other people. However, if it's the leader knew the character of each of the existing individuals in the subordinate. Therefore, he/she will make combination, the combination of his team, so it is not particular that a smart person would fit in the group, but inside the sides there are people who have to play in a team, work teams, but there are people who best if they were actually working alone not in a group.

Internals\\Interviews\\812_0030-NC

No 0.0160 1

1 LT 5/05/2015 11:20 PM

Yes, if we talk about transparency and fair, the organization gave a reward based on our performance, that's the reference. First, it is government regulations. There is labour regulation; UMR (regional minimum wages), although we knew that academic profession is not same as factory labour, we have ASTEK (government health insurance) and others based on that regulations. Second, based on our performance, this is a dilemma, between basic salary which is always complaints and the organization capability to pay. Well, the organization subsidized that matters with Saturday-Sunday extension class.

Internals\\Interviews\\file38

No	0.0016	1			
			1	LT	17/05/2015 8:39 AM

I think it's transparent, because all have calculation, for example, salary and incentives.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Transparency compensation system\\Not transparent

Document

Internals\\Interviews\\812_0029-NC

No 0.0076 4

1 LT 29/04/2015 5:59 PM

Transparent in the meaning of someone know from what component he/she got that amount. Indeed we saw our payslip we could not judge it open or not. However, when I compared it with others, it could be seen that I have been worked for 20 years, but it was only 200 thousand different with people who have been worked for three years.

2 LT 29/04/2015 6:02 PM

It is a reality, I thought that it is transparent, but when I compared my payslip with others, then I felt it is not transparent.

3 LT 29/04/2015 6:00 PM

If we see the payslip, it is transparent, but if we see others' payslip compared by seniority, there is a big question mark.

4 LT 29/04/2015 6:07 PM

It indicates not-transparent, and every individual has to mistrust each other, so it likes and dislikes or maybe friendship relation, etc.

Internals\\Interviews\\812_0031-NC

No 0.0022 1
1 LT 9/05/2015 6:30 AM

Incentive system if it is called fair, everywhere there is no adequate system.

Internals\\Interviews\\file 41

No 0.0014 1
1 LT 12/05/2015 1:14 PM

It's not transparent.

Internals\\Interviews\\File 42

No 0.0065 1
1 LT 12/05/2015 3:21 PM

If it is about transparent, I think it is not open, not same.

6/12/2018 12:50 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Trust

Document

Internals\\Interviews\\812_0031-NC

No		0.0101	1			
				1	LT	6/05/2015 3:04 PM

I felt glad that this university trustfully to trusted people. It means that this university does not like other universities which are the owners or foundation commingle to the universities. This university is one of the private universities in Indonesia, which are the management and direction, is sufficiently trusted to the leaders of this university.

Nodes\\Unchanged Working Environment

Document

Internals\\Interviews\\812_0017-NCT

No 0.0543 4

1 LT 4/04/2015 10:06 AM

In the past, accreditation was more straightforward. Now, it is more complicated, more numerous, so that leaders often make coordination associated with outcomes, so our time was taken up a lot of coordination's, right. Now, regular lecturers (without administrative position) the main task was the only Tridharma. He/she can do it at home, and so on and can be in the office somehow.

2 LT 4/04/2015 10:06 AM

We are managing his time alone. If we are elements of leadership or managerial officials, we obtained the information, and then we deliver information to subordinates. Now, we felt we need to absorb the policies set by the Higher Education and investigate.

3 LT 4/04/2015 10:07 AM

In the past, the academics could teach with replacing other dates and hours and so on,

4 LT 4/04/2015 10:07 AM

So we enjoy it. If we could not come in one day, we could change the day, change the class.

Internals\\Interviews\\812_0018-NCT

No 0.1032 4

1 LT 5/04/2015 9:48 AM

Means happy or not, I say relax, relax is different with happiness. It means I did not have to work harder with my achievements in that time.

2 LT 5/04/2015 9:49 AM

No charges, no need to measurable performance outcomes, yes.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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3 LT 5/04/2015 9:50 AM

Anyway, I could still do a lot of things; we did not think in a professional, as a teacher, the teacher can be combined with our work as Housewives.

4 LT 5/04/2015 9:51 AM

Not really. I enjoy at that time. Last time, I in a state that has not been set, I also set myself, so I adjust it.

Internals\\Interviews\\812_0031-NC

No 0.0105 1
1 LT 9/05/2015 5:56 AM

Okay, the changes in this university, ISO is not crucial; the crucial one is changing all facilities. In that time, this university had limited buildings with 1200 new students enrolled. Then, in the year of 2001 this university run extension class on Saturday and Sunday. We have savings because this program has been developed and improved well.

Nodes\\Unchanged Working Environment\\Negative side of unchanged

Document

Internals\\Interviews\\812_0011-NCT

No 0.0384 4
1 LT 27/04/2015 5:21 AM

Before changing, firstly there was still traditionally have not recorded, the system was still not transparent, the students were still unregulated, the teaching systems in faculty was not sound. I mean there were not centralised in POP (central teaching administration).

2 LT 27/04/2015 5:31 AM

Yes, I agree. I have so it's right at the moment no clear reward and punishment; we felt material it was not enough and it was small.

3	LT	27/04/2015 5:31 AM
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What I did not like is something (try to remember). I most do not like the time in faculty around the year 2003-2004. There were no clear instructions and no clear assessment criteria; and obviously, we did not know what we have to do.

4	LT	27/04/2015 5:31 AM
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At that time not yet, there was not a "Pusdik" presence. I did not remember.

Internals\\Interviews\\812_0024-NC

No	0.0012	1
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1	LT	14/04/2015 9:54 AM
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But on another side, I felt it was lack of challenge

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0025-NC

No 0.0165 2

1 LT 16/04/2015 11:05 AM

There were not dislike jobs in the past; so we have been fallen to the condition of time running. As we realized it, it was too late. I am old now; till I have been new married.

2 LT 17/04/2015 8:44 AM

However, after the change (ISO), all cultural approach has been gone. All come into economics thought, old fashioned ideas, the economics of Adam Smith. That new system is such, I mean we are social human beings, with that new system of ISO, how people interpret that ISO. We played the mindset input, output, but that input-output has not been seen of non-economics aspect. It is all economics, such as a certain amount of costs, should a particular payback outcome.

Nodes\\Unchanged Working Environment\\Positive side of unchanged

Document

Internals\\Interviews\\812_0014-NCT

No 0.0132 5

1 LT 27/04/2015 7:22 AM

I think in the past togetherness culture was stronger than now. Togetherness relationship was strong, and personal relationship was closer than now between Mr A with us, for example.

2 LT 27/04/2015 7:22 AM

It is the culture. The culture was still good.

3 LT 27/04/2015 7:23 AM

The culture was like that, say hello to everybody, it was a comfort.

4 LT 27/04/2015 8:40 AM

The evidence is that in the past, we were more motivated for working in decentralised, but now in the centralised condition, we were more demotivated. That is my opinion.

5 LT 27/04/2015 8:43 AM

I agree with you. It is the working hour issue. Last time I sometimes worked I going home until 10 pm and coming to the office in the morning, I did not think that it was my working hour.

Internals\\Interviews\\812_0024-NC

No 0.0037 1

1 LT 14/04/2015 9:53 AM

I think that before and after ISO happiness is the same, but before ISO happiness has happened because we were such a family. I mean, it was relaxed.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0025-NC

No		0.0110	2			
				1	LT	16/04/2015 11:00 AM

What I like is I could express my new idea and get responded by friends. We exercised the sense altogether in spirit without we thought of compensation. That was the direct compensation we felt, the cooperation. That was a process; we enjoyed the process until we reached a particular target. We have experienced.

				2	LT	17/04/2015 8:32 AM
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I saw before ISO (change) we perceived organization as a family, as a social, cultural movement in cooperation.

Nodes\\Unchanged Working Environment\\Well-being and happiness condition

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Internals\\Interviews\\812_0025-NC

No		0.0023	1			
				1	LT	16/04/2015 10:54 AM

Before the change, our well-being was not as good as now, but our happiness was higher than now.

Internals\\Interviews\\812_0029-NC

No	0.0015	1
		1 LT 1/05/2015 12:05 PM

In the past, I was delighted, going to New Market. Before ISO, I was delighted. I used a campus car to go to the New Market. It was not a problem.

Internals\\Interviews\\812_0030-NC

No	0.0113	1
		1 LT 6/05/2015 2:33 PM

Before ISO? I always put my position ready to fight in every condition; it can be said that I was happy with the old. Well, if related to this campus I have been used to be discipline, I will never be late come into the class, yes, I think it's ordinary. There is not different because before ISO I had a high standard even though I did it usually. Maybe people think that I am overload, yeah that's up to them, that's a perception.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Vision and mission

Document

Internals\\Interviews\\812_0011-NCT

No	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	0.0575	6	1	LT	27/04/2015 5:46 AM

I think it is not a problem as long as still running on the track. However, the teaching process should meet the DIKTI's regulations. If there is an increase in the number of extension students, of course, there is an impact on well-being. I see from the vision and mission of university sides there is no problem.

2	LT	27/04/2015 5:46 AM
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I see these goals communicated through the notice boards around campus.

3	LT	27/04/2015 5:47 AM
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Yes, it is not maximal yet, especially to students and part-time lecturers.

4	LT	27/04/2015 5:47 AM
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Until now, I see it has been done well. In the ceremonies, it always consulted and cultured, but I do not know the consequences of that. There are not valid measured yet for responsible, honest, and reward for that. We have to measure that.

5 LT 27/04/2015 5:48 AM

I am not very sure — the university goals distributed to every classroom, such as pamphlet, books, meetings.

6 LT 27/04/2015 5:48 AM

The mechanisms are like I said, such as meetings, rooms, recreation. It should be in that way. Formally and informally, the leaders need to remind all people in an organisation.

Internals\\Interviews\\812_0014-NCT

No 0.0047 1

1 LT 28/04/2015 4:09 PM

The socialisation of vision and mission has been done in the past. We open the computer in the class; we could see the university objectives. Then, it stamped in the walls, but because it was too big and not reading detail. It's an only formality.

Internals\\Interviews\\812_0024-NC

No 0.0169 2

1 LT 14/04/2015 12:29 PM

Vision and mission in this university are the souls. It is not vision and mission; it is a working culture, more to working culture. Vision and mission are more to the future; they are not working culture. Is that true our leaders have behaved honestly? Local wise? It is lots of attitudes, including polite manners. All useful perspectives are coming from value Indonesian attitudes that should we maintain. That is what I meant socialization of vision and mission has not yet be touched. It is still lip service

2 LT 14/04/2015 12:31 PM

We talked about discipline, then everyone should be discipline. That is what I mean. Where is the starting point? Start from the leaders, start from all top leaders.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\812_0025-NC

No		0.0072	1	1	LT	17/04/2015 10:35 AM
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Socialization of it is in the form of writing. Delivery of understanding the vision and mission is by communication; however, it should be made by the particular process with many involved people in it. The mechanism is top-down, yes, top-down. It should be coming from our dream together.

Internals\\Interviews\\812_0030-NC

No		0.0104	1	1	LT	6/05/2015 2:40 PM
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Yes, of course, we have a consultant, the summary of meeting in Bandung, we formulated a new vision and mission for this university. Now we are a bit different, well, that is the result of thoughts from more than 20 people, from Deans, Directors, etc., formulated sentences that coming from aspiration of all units. For example are working culture, honestly, discipline, responsibility, and integrity.

Internals\\Interviews\\812_0031-NC

No 0.0159 2

1 LT 6/05/2015 3:59 PM

It is related to the freedom given, to express for arranging a plan based on the vision and mission of the university. We are in the finance department could develop based on intuition and purpose without any constraints.

2 LT 9/05/2015 5:47 AM

Vision and mission are made by five years program, the long-time program in the development of central planning. All the programs of vision and mission are in a time of 5X5 years, 25 years in implementation of vision and purpose in this university. In the financial department, we involved yearly to target short-term plans and long-term plans of 5 years.

Internals\\Interviews\\File 42

No 0.0075 1

1 LT 12/05/2015 3:29 PM

Not really, because I am not in a structural position, so I don't understand it.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\file38

No 0.0009 1

1 LT 18/05/2015 12:15 PM

We understand vision and mission, but not in detail.