



THE MEDIATING EFFECT OF WORK ENGAGEMENT ON THE RELATIONSHIP BETWEEN PERCEIVED ORGANIZATIONAL SUPPORT, ORGANIZATIONAL JUSTICE AND SUBJECTIVE WELL-BEING

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Abstract

In Indonesia, the teaching profession is in great demand by the public because it is considered to be able to provide welfare in life. Thus, the subjective well-being of teachers is an essential and exciting aspect for researchers and policy-makers. However, until now, there has yet to be a conclusion about the factors influencing subjective well-being. This study investigates the impact of work engagement as a mediator on the relationship between perceived organizational support, organizational justice, and subjective well-being. The population of this study was all elementary school teachers in Pasaman District, West Sumatra, Indonesia, which accounted for

217 teachers. The data analysis technique used SEM-PLS. The analysis results revealed that perceived organizational support and justice have a positive and significant impact on work engagement and subjective well-being. Work engagement was also found to positively and significantly affect subjective well-being. Furthermore, work engagement was proven to mediate the relationship between perceived organizational support, organizational justice, and subjective well-being.

Keywords: Perceived organizational support, Organizational, Work engagement, and Subjective well-being

INTRODUCTION

Teacher plays an important role in shaping the character of students in elementary schools. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students. In Indonesia, the teaching profession is in great demand, especially teachers with the status of State Civil Apparatus (ASN) because they have adequate income so as to provide a prosperous life. Thus, the study of teachers' subjective well-being has always been the center of attention for policy-makers. Joo and Lee (2017) explained that subjective well-being is an individual's assessment of his life, including cognitive assessments of life satisfaction and effective assessments of moods and emotions.

One of the regions considered of great importance to the subjective well-being of elementary school teachers is the Nagari district of Pasaman, West Sumatra, Indonesia. However, phenomena related to the subjective well-being of elementary school teachers in this area found that the level of subjective well-being of teachers is still low from the perspective of affective balance (happiness) and life satisfaction.

Based on a literature review, several factors were found that influence subjective well-being, namely work engagement (Munfaqiroh et al., 2020; Sharma & Kumra, 2020; Cannas et al., 2019; Dawson et al., 2014). Work engagement is the extent to which individuals psychologically side with their work and consider the level of performance achieved important as a form of self-esteem (Tewal et al., 2017). Another variable that can affect subjective well-being is perceived organizational support (Kim et al., 2018; Yu et al., 2019; Olimpia & Rachmawati, 2021). According to Robbins & Judge (2008) perceived organizational support is the degree to which employees believe the organization values their contributions and cares about their welfare. Furthermore, the organizational justice variable was also found to be a determinant of subjective well-being (Yulistiani et al.,

2018; Deepa, 2020; Septyarini & Pratiwi, 2020) which can be interpreted as a level where an individual feels treated equally in the organization where he works (Gibson et.al., 2012).

On the other hand, some empirical literature explains that work engagement is influenced by perceived organizational support (Inam et al., 2021; Wijaya & Ie, 2021; Caesens et. al., 2014) and organizational justice (Deepa, 2020; Dong et al., 2020; Prativi & Yulianti, 2020; Park et. al., 2016). Based on this description, this study argues that work engagement plays a mediating variable between perceived organizational support, organizational justice, and subjective well-being.

LITERATURE REVIEW

Subjective Well-Being

Subjective well-being is an individual's assessment of his life, including a cognitive assessment of life satisfaction and an adequate assessment of mood and emotions (Joo & Lee, 2017). Furthermore, Diener and Biswas-Diener (2008) explained that subjective well-being refers to the evaluation, cognition, and affection of individuals toward their lives.

Subjective well-being has several benefits in human life (Nawang Sari, 2018), namely a) Reducing the risk of death in individuals. Subjective well-being can reduce the risk of death, where happy individuals will avoid illness, stress, depression, and suicide; b) Triggers creativity and productivity at work. Subjective well-being can increase individual creativity, bringing up creative ideas that will increase individual self-actualization. Happy individuals tend to be more productive at work than individuals who feel unhappy at work, (c) Trigger social skills and quickly establish social relationships. Subjective well-being can increase the desire to socialize with the closest people, family, and the surrounding environment, (d) Increase altruism or the desire to help others. Subjective well-being encourages the innermost soul of the individual to assist fellow human beings without expecting rewards or strings attached, (e) Success in mastering every change in life. Happy individuals will tend to be able to accept and master every change passed in life and (f) achieve high achievements. Happy individuals will quickly achieve their goals so that they achieve more than unhappy individuals.

Perceived Organizational Support and Subjective Well-Being

Perceived organizational support is the degree to which employees believe the organization values their contributions and cares about their well-being (Robbins & Judge, 2008). Subjective well-being is defined as an individual's assessment of their life, including

cognitive assessment of life satisfaction and effective assessment of mood and emotions (Joo & Lee, 2017).

Organizational behavior literature explains that there is a positive relationship between perceived organizational support and subjective well-being. The higher the perceived organizational support, the higher the subjective well-being, and vice versa. Empirically, several previous studies have proven that perceived organizational support has a positive and significant effect on subjective well-being (Kim et al., 2018; Yu et al., 2019; Olimpia & Rachmawati, 2021). Based on this description, the first hypothesis in this study can be put forward as follows:

H₁: Perceived organizational support positively and significantly affects subjective well-being.

Organizational Justice and Subjective Well-Being

Organizational justice is the degree to which an individual feels treated equally in the organization where he works (Gibson et.al., 2012). Subjective well-being is defined as an individual's assessment of his life, including a cognitive assessment of life satisfaction and an adequate assessment of mood and emotions (Joo & Lee, 2017).

As previously explained, organizational justice is one of the determinants of subjective well-being. This statement means that an individual who feels high organizational justice, then he feels higher subjective well-being and vice versa. Previous empirical studies have proven that organizational justice positively and significantly affects subjective well-being (Yulistiani et al., 2018; Deepa, 2020; Septyarini & Pratiwi, 2020). Based on the above arguments, the second hypothesis in this study can be put forward as follows:

H₂: Organizational justice has a positive and significant effect on subjective well-being.

Perceived Organizational Support and Work engagement

Perceived organizational support is the degree to which employees believe the organization values their contributions and cares about their well-being (Robbins & Judge, 2008). Work engagement is the extent to which individuals psychologically side with their work and consider the level of performance achieved important as a form of self-esteem (Tewal et al., 2017).

There is a positive relationship between perceived organizational support and work engagement. If the higher the perceived organizational support is implemented, it can increase work engagement and vice versa. Previous studies have empirically proven that perceived organizational support positively and significantly affects work engagement (Inam et al., 2021;

Wijaya & Ie, 2021; Caesens *et al.*, 2014). Based on this description, the third hypothesis in this study can be put forward as follows:

H3: Perceived organizational support positively and significantly affects work engagement.

Organizational Justice and Work engagement

According to Gibson *et al.* (2012), organizational justice is the degree to which an individual feels treated the same in the organization where he works. Tewal *et al.* (2017) explained that work engagement is the extent to which an individual is psychologically in favor of his work and considers the level of performance achieved necessary as a form of self-esteem.

Empirically, several previous studies have proven that organizational justice has a positive and significant effect on work engagement (Deepa, 2020; Dong *et al.*, 2020; Prativi & Yulianti, 2020; Park *et al.*, 2016). The findings of the previous research can be interpreted that the higher the organizational justice perceived by an individual, the higher the individual's work engagement. Based on this description, the fourth hypothesis in this study can be put forward as follows:

H4: Organizational justice has a positive and significant effect on work engagement.

Work engagement and Subjective Well-Being

Work engagement is defined as the degree to which an individual is psychologically in favor of his work and considers the level of performance achieved necessary as a form of self-esteem (Tewal *et al.*, 2017). Subjective well-being is defined as an individual's assessment of his life, including a cognitive assessment of life satisfaction and an adequate assessment of mood and emotions (Joo & Lee, 2017).

Several previous studies have shown empirical evidence that work engagement has a positive and significant effect on subjective well-being (Munfaqiroh *et al.*, 2020; Sharma & Kumra, 2020; Cannas *et al.*, 2019; Dawson *et al.*, 2014). The findings of this study can be interpreted that the higher the work engagement of an individual, the higher the individual's subjective well-being. Based on this description, the fifth hypothesis in this study can be put forward as follows:

H5: Work engagement has a positive and significant effect on subjective well-being.

Work engagement as Mediator

Work engagement is defined as the extent to which individuals are psychologically in favor of their work and consider the level of performance achieved important as a form of self-

esteem (Tewal et. al., 2017). It is argued that work engagement is a mediating variable between perceived organizational support, organizational justice, and subjective well-being. If more perceived organizational support and organizational justice are implemented in an organization, these conditions can increase work engagement and subsequently increase subjective well-being and vice versa.

Partially, several previous studies have proven that perceived organizational support and organizational justice have a positive and significant effect on work engagement (Inam et al., 2021; Wijaya & Ie, 2021; Caesens et al., 2014; Deepa, 2020; Dong et al., 2020; Prativi & Yulianti, 2020; Park et al., 2016). Furthermore, work engagement positively affects subjective well-being (Munfaqiroh et al., 2020; Sharma & Kumra, 2020; Cannas et al., 2019; Dawson et al., 2014). Based on the above arguments, the sixth and seventh hypotheses in this study can be put forward as follows:

H6: Work engagement mediates the relationship between perceived organizational support and subjective well-being.

H7: Work engagement mediates the relationship between organizational justice and subjective well-being.

RESEARCH METHODOLOGY

This study aimed to determine the mediating effect of work engagement on the relationship between perceived organizational support, organizational justice, and subjective well-being.

The research population was all teachers of the Public Elementary School in Pasaman District, totaling 217 people. This research did not use a sample but used all population members as respondents (census method). In order to collect primary data, this study used a questionnaire in the form of a Likert-5 scale. The questionnaires for perceived organizational support (Eisenberger *et al*, 2002), organizational justice (Sharma & Kumra, 2020), work engagement (Schaufeli & Bakker, 2006), and subjective well-being (Diener *et al*, 1999) were adapted from previous studies for In data processing, this research uses Smart-PLS, which consists of a measurement model assessment and a structural model assessment.

RESULTS AND DISCUSSION

The research results begin with presenting the profile of the respondents, which can be seen in the following table.

Table 1 The Profile of Participating Respondents

Demography	Category	Frequency	%
Gender	Male	38	19,4
	Female	158	80,6
Age	20-30 years	62	31,6
	31-40 years	112	57,1
	41-50 years	19	9,7
	>50 years	3	1,5
Work Experience	< 10 years	58	29,6
	11-20 years	125	63,8
	21-29 years	8	4,1
	> 30 years	5	2,6
Formal Education	Senior High School	10	5,1
	Diploma	4	2,0
	Bachelor	182	92,9
	Master	-	-

Table 1 shows 80.6% of female and 9.4% of female respondents. Furthermore, the majority of respondents were aged between 31-40 years (57.1%), work experience was between 11-20 years (63.8%), and the level of formal education was a bachelor's (92.9%).

Measurement Model Assessment

The Measurement Model Assessment (MMA) specializes in the relationship between latent variables and their indicators or statement items. Tests on MMA included convergent and discriminant validity (Sefnedi et al., 2022; Supriadi & Sefnedi, 2017). In convergent validity, four aspects must be considered, namely (a) Outer loading > 0.70, (b) Cronbach alpha > 0.7i, (c) Composite reliability > 0.7, and (d) Average Variance Extracted (AVE) > 0.50 (Bagozzi & Yi, 1988).

Table 2 Results of Convergent Validity

Variables	Number of Valid Items	Outer Loadings	Cronbach's Alpha	Composite Reliability	AVE
Perceived Organizational Support (POS)	12	0,716-0,868	0,953	0,959	0,659
Organizational Justice (OJ)	12	0,735-0,930	0,950	0,957	0,669
Subjective Well-being (SWB)	10	0,702-0,857	0,935	0,946	0,661
Work Engagement (WE)	15	0,707-0,882	0,937	0,945	0,591

The results of the convergent validity analysis found that the outer loadings for all items were > 0.7 , so it could be interpreted that all items used were valid. Furthermore, all Cronbach's alpha and composite reliability are > 0.70 , so it can be concluded that all latent variables, namely POS, OJ, SWB, and WE, have high reliability. In addition, the AVE value was > 0.5 , which means that the average variance of each latent variable meets the requirements.

Then, the results of discriminant validity analysis using the Fornell-Larcker criterion method, cross-loading, and Heterotrait-Monotrait Ratio (HTMT) are as follows:

Table 3 Fornell-Larcker Criterion

Variables	POS	OJ	SWB	WE
POS	0,812	-	-	-
OJ	0,675	0,818	-	-
SWB	0,617	0,560	0,813	-
WE	0,641	0,703	0,551	0,768

Table 3 shows the correlation score of the POS variable with itself of 0.812, where this value is greater than the correlation between POS and OJ (0.675), SWB (0.617), and WE (0.641). The same thing also happened to the variables OJ, SWB, and WE. Thus, discriminant analysis results with the Fornell-Larcker criterion meet the requirements (Fornell-Larcker, 1981). The results of the discriminant validity analysis using the cross-loading method are as follows.

Table 4 Cross-Loadings

	POS	OJ	SWB	WE
POS1	0,716	0,464	0,356	0,407
OS2	0,846	0,542	0,563	0,517
OS3	0,868	0,623	0,507	0,621
OS4	0,868	0,658	0,535	0,583
OS5	0,847	0,599	0,553	0,551
OS6	0,839	0,577	0,572	0,541
OS7	0,822	0,546	0,542	0,521
OS8	0,822	0,507	0,498	0,484
OS9	0,812	0,552	0,443	0,510
OS10	0,747	0,424	0,340	0,383
OS11	0,748	0,509	0,486	0,442
OS12	0,792	0,525	0,533	0,612

OJ1	0,551	0,930	0,455	0,639
OJ3	0,610	0,844	0,520	0,615
OJ4	0,522	0,842	0,457	0,617
OJ5	0,549	0,745	0,490	0,561
OJ6	0,583	0,758	0,506	0,554
OJ7	0,576	0,788	0,493	0,569
OJ8	0,491	0,756	0,399	0,490
OJ9	0,557	0,735	0,444	0,493
OJ10	0,584	0,879	0,441	0,589
OJ11	0,529	0,825	0,415	0,580
OJ12	0,504	0,869	0,395	0,593
SWB1	0,558	0,528	0,853	0,515
SWB2	0,485	0,498	0,835	0,495
SWB3	0,473	0,408	0,846	0,455
SWB4	0,431	0,388	0,857	0,405
SWB5	0,489	0,426	0,792	0,411
SWB6	0,438	0,429	0,764	0,427
SWB7	0,451	0,424	0,702	0,368
SWB9	0,526	0,445	0,820	0,428
SWB10	0,617	0,517	0,835	0,496
WE1	0,372	0,415	0,312	0,719
WE2	0,415	0,422	0,404	0,769
WE3	0,419	0,463	0,413	0,812
WE4	0,418	0,414	0,453	0,745
WE6	0,405	0,475	0,413	0,759
WE7	0,624	0,604	0,423	0,715
WE8	0,585	0,648	0,418	0,707
WE10	0,556	0,620	0,512	0,882
WE11	0,489	0,603	0,395	0,773
WE13	0,538	0,552	0,479	0,785
WE14	0,535	0,669	0,430	0,794
WE15	0,449	0,473	0,381	0,746

The table above shows that the correlation score of each indicator or item on its latent variable is greater than the correlation of an indicator or item of a variable on other latent variables (see values in bold). Thus, it can be concluded that the POS, OJ, SWB, and WE items have adequate discrimination (Hair et al., 2014).

R Square and Q Square

R Square (R^2) is used to determine the influence of exogenous variables on endogenous variables expressed in percentages. In comparison, Q square (Q^2) is used to determine the ability of exogenous variables to predict endogenous variables (predictive relevance). The Q-square value must be greater than 0 (zero), so the model is said to have a relevant predictive value. The analysis results of R square and Q square are as follows.

Table 5 R Square and Q Square

	R Square	Category	Q Square	Category
Work Engagement (WE)	0,546	Medium	0,305	Medium
Subjective Well-being (SWB)	0,434	Weak	0,273	Medium

Table 5 shows that the R square of the WE variable is 0.546 which means that the magnitude of the influence of POS and OJ on WE is 54.6% and belongs to the medium category. Furthermore, the R square SWB was obtained at 0.434, which means that the magnitude of the influence of POS, OJ, and WE on SWB was 43.4% and belonged to the weak category (Hair et al., 2014). Furthermore, the WE variable has a Q square of 0.305 which means that the ability of POS and OJ in predicting WE belongs to the medium category (Hair et al, 2014). The SWB variable has a Q square of 0.273, meaning that the ability of the POS, OJ, and WE variables to predict the SWB variable is in the medium category.

Structural Model Assessment

Structural Model Assessment (SMA) is a structural model to predict causality between latent variables. To find out whether a latent variable has an effect or not on other latent variables, we are guided by the t-statistic and p-value. If the t-statistic > 1.96 and the p-value < 0.05 , it can be interpreted that exogenous variables significantly influence endogenous variables and vice versa (Bagozzi & Yi, 1998).

Figure 1 Structural Model Assessment

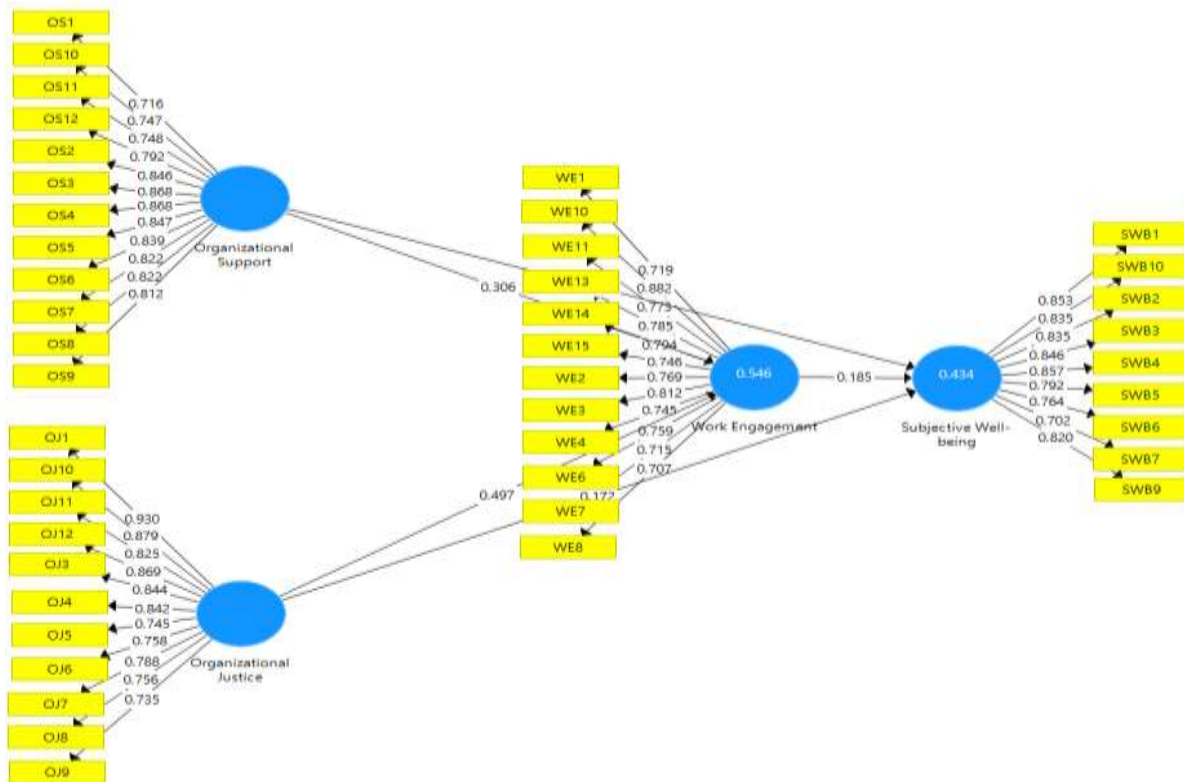


Table 6 Direct Effect

Direction	Original Sample	T-Statistics	P-Values	Hypothesis
POS -> SWB	0,382	6,233	0,000	H ₁ supported
OJ -> SWB	0,172	2,295	0,022	H ₂ supported
POS -> WE	0,306	4,606	0,000	H ₃ supported
OJ -> WE	0,497	8,397	0,000	H ₄ supported
WE -> SWB	0,185	2,483	0,013	H ₅ supported

Based on Figure 1 and Table 6, it can be seen that the effect of POS on SWB has an original sample value of 0.382, T-statistics 6.233 (> 1.96), and P-Value 0.000 (< 0.05). This result can be interpreted that POS positively affects SWB, so hypothesis 1 (H₁) is supported. This finding can be interpreted that if the better POS is felt by the teachers of the Public Elementary Schools in Pasaman District, the SWB of these teachers could increase. On the other hand, if the teachers of the State Elementary School in Pasaman District feel wrong about the POS, then it can reduce the SWB of the teachers. This research results align with previous studies' results (Kim et al., 2018; Yu et al., 2019; Olimpia & Rachmawati, 2021), which proves that POS has a positive and significant effect on SWB.

The results of testing the second hypothesis about the effect of OJ on SWB have an original sample value of 0.172, T-statistics 2.295 (>1.96), and a P-value of 0.022 (<0.05), so it can be interpreted that OJ has a positive and significant effect on SWB, so hypothesis 2 (H_2) is supported. This finding can be interpreted that if the higher the OJ perceived by the teachers of Public Elementary Schools in Pasaman District, the SWB of these teachers can increase. Conversely, if the lower OJ is perceived by the teachers of the Public Elementary School in Pasaman District, then the SWB of the teachers will decrease. This study's results align with previous studies' results (Yulistiani et al., 2018; Deepa, 2020; Septyarini & Pratiwi, 2020) which also found OJ to have a positive and significant effect on SWB.

The influence of POS on WE has an original sample value of 0.306, T-statistics 4.606 (>1.96), and a P-value of 0.000 (<0.05), so it can be interpreted that POS has a positive effect on WE teachers of public elementary schools in Pasaman District. Thus, hypothesis 3 (H_3) is supported. Empirically the results of this study are in line with the results of previous studies (Inam et al., 2021; Wijaya & Ie, 2021; Caesens et al., 2014), which proves that POS has a positive effect on WE. This finding can be interpreted that the higher the POS felt by the teachers of the Public Elementary Schools in Pasaman District, the WE of these teachers could increase. Conversely, if the lower POS felt by the teachers of the Public Elementary School in Pasaman District, then the teacher's WE could decrease.

The results of testing the hypothesis about the effect of OJ on WE have an original sample value of 0.497, T-statistics 8.397 (>1.96), and a P-value of 0.000 (<0.05), so it can be interpreted that OJ has a positive and significant effect on WE of elementary school teachers Pasaman sub-district. Thus, hypothesis 4 (H_4) is supported. Empirically this research is supported by several previous studies (Deepa, 2020; Dong et al., 2020; Prativi & Yulianti, 2020; Park et al., 2016). This finding can be interpreted that the higher the OJ perceived by the teachers of Public Elementary Schools in Pasaman District, the WE of these teachers could increase. Conversely, if the lower OJ is perceived by the teachers of Public Elementary Schools in Pasaman District, then the teachers' WE may decrease.

The influence of WE on SWB has an original sample value of 0.185, T-statistics 2.483 (>1.96), and a P-value of 0.013 (<0.05), so it can be interpreted that WE have a positive and significant effect on the SWB of public elementary school teachers in Pasaman District. Thus, hypothesis 5 (H_5) is supported. This research is empirically supported by previous studies' results (Munfaqiroh et al., 2020; Sharma & Kumra, 2020; Cannas et al., 2019; Dawson et al., 2014). The results of this study can be interpreted that if the higher WE are perceived by teachers of Public Elementary Schools in Pasaman District, the SWB of these teachers can

increase. Conversely, if the lower WE are perceived by the teachers of the Public Elementary School in Pasaman District, the SWB of the teachers could decrease.

Table 7 Indirect Effect

	Original Sample	T Statistics	P Values	Hypothesis
POS -> WE -> SWB	0,057	2,185	0,029	H ₆ supported
OJ -> WE -> SWB	0,092	2,363	0,018	H ₇ supported

Mediating effect of WE on the POS-SWB relationship has a t-statistics of 2.185 (>1.96) and a p-value of 0.029 (<0.05), so H₆ is supported. This finding can be interpreted that the better the perceived POS, the higher the WE and the SWB. On the other hand, the worse the perceived POS, the lower the WE and then the SWB. This study's results are empirically supported by previous studies (Caesens et al., 2016; Matthews et al., 2014; Khoiriyah et al., 2020), which have proven that WE mediate the relationship between POS and SWB.

Furthermore, mediating effect of WE on the OJ-SWB relationship has a t-statistics of 2.363 (<1.96) and a p-value of 0.018 (<0.05), so H₇ is supported. The findings show that the better the implementation of OJ is perceived by the teachers, the higher the WE will be, and the SWB will increase. On the other hand, if the teachers do not perceive the implementation of OJ, it will cause a lower WE and a decrease in SWB.

CONCLUSION

Based on the research results, several conclusions can be drawn (1) POS and OJ have a positive and significant effect on WE and SWB, (2) WE have a positive and significant effect on SWB, (3) WE are proven to mediate the relationship between POs, OJ and SWB. Furthermore, some recommendations or practical implications that can be conveyed to the management of elementary schools in Pasaman District in order to improve the subjective well-being of teachers in the future are a) increasing the implementation of work engagement by paying attention to the dimensions of vigor, dedication, and absorption, b) increase in organizational support such as superior support and rewards, and c) increase in organizational justice such as distributive, procedural, interpersonal and information justice.

LIMITATIONS AND FUTURE RESEARCH

This research has limitations which include: (a) this research was conducted on honorary teachers at the Public Elementary School in Pasaman District, so the results of this study cannot be generalized to apply equally to other organizations. Therefore, it is suggested for

future research to replicate this model to test it in other organizations, (b) this research only uses POS, OJ, and WE variables as variables that affect SWB. Thus, it is suggested for future research to add variables that theoretically can affect SWB variables.

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