Psychological Empowerment Mediates the Effect of Workplace Wellbeing on Readiness to Change

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Article Info	Abstract
    Keywords: Workplace Well-being; Individual Readiness to Change; Psychological Empowerment.	This study aims to see the readiness of individuals in dealing with changes that occur in the environment, especially in the workplace. In this study, data was obtained by distributing questionnaires to 200 respondents who were selected using a simple random sampling technique. The research data that has been collected is then analyzed descriptively and quantitatively. The data analysis technique was carried out in three stages, namely the inner model, outer model, and hypothesis testing. Using Structural Equation Modeling Partial Least Square (SEM-PLS), the findings of this study indicate that exogenous variables (workplace welfare and psychological empowerment) have a positive and significant effect on endogenous variables (individual readiness to change) in educators at the Universitas Negeri Jakarta Diploma level. The results also prove that psychological empowerment can be a mediator between the effect of workplace well-being on individual readiness to change in a positive and significant way.

Abstrak

Penelitian ini bertujuan untuk melihat kesiapan individu dalam menghadapi perubahan yang terjadi di lingkungan khususnya di tempat kerja. Dalam penelitian ini, data diperoleh dengan penyebaran kuesioner terhadap 200 responden yang dipilih menggunakan teknik simple random sampling. Teknik analisis data dilakukan dalam tiga tahap, yaitu inner model, outer model, dan uji hipotesis. Penelitian ini melibat Structural Equation Modeling Partial Least Square (SEM-PLS) untuk mengetahui hasil yang komprehensif. Hasil penelitian membuktikan bahwa variabel eksogen (kesejahteraan tempat kerja dan pemberdayaan psikologis) berpengaruh positif dan signifikan terhadap variabel endogen (kesiapan individu untuk berubah) pada pendidik jenjang Diploma di Universitas Negeri Jakarta. Hasil penelitian juga membuktikan bahwa pemberdayaan psikologis dapat menjadi mediator antara pengaruh kesejahteraan tempat kerja terhadap kesiapan individu untuk berubah secara positif dan signifikan.

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INTRODUCTION

The majority of studies agree that the success of educational technology integration robustly depends upon teachers' beliefs and skills (Petko et al., 2018; Van Wart et al., 2021). One form of change that is being discussed in the world today is the change in conventional management systems to a digital platform (Haberly et al., 2019). Almost all institutions need to apply digital management, considering that currently, the world has entered the development of industry 5.0. Not only the business world or big industry, but digitalization also requires educational institutions to change the system that supports the activities in it. The bureau of cooperation and public relations of the ministry of education and culture (2020) recommended all universities and higher education institutions in Indonesia implement online learning.

Higher education institutions that are equipped with digital technology learning systems have no difficulty adapting to the situation. However, other institutional need some adjustment toward this movement. Not only are students faced with a lack of knowledge and online learning skills, but many educators are also less familiar with the online learning system (Siron et al., 2020). One of the problems experienced by educators is that the current curriculum is intended for conventional (face-to-face) learning systems. Therefore, the Government needs to make an update to the curriculum to adapt it to the e-learning system, and educators need to be more creative and innovative in preparing learning materials. Also, they must be able to change their teaching styles, strategies, or methods. Educators should realize that online learning does not only mean digitizing learning materials but also creating effective, innovative, and interesting learning materials, such as how to implement appropriate learning strategies, methods, and activities as well as learning resources, which provides an active learning space.

Conversely, when participating in e-learning, students must use their time management and self-learning skills effectively, and they must develop their new learning styles and adapt to the latest advances in technology and information. In general, this study aims to explore educators' readiness to change the teaching system from face-to-face to fully online in response to environmental changes. Change is the hallmark of organizational life. To facilitate an effective response to change, the organization must promote readiness for change in members on an ongoing basis. The concept of readiness for change has been widely discussed in the applicable literature and has been examined from several perspectives, in the form of situational, individual, and organizational factors that support readiness to change (Kirrane et al., 2017). A previous research has shown that individual and organizational factors influence the capacity of educators to implement new digital practices (Use, 2020).

Based on previous research, there is a gap in this study, namely, the number of studies that have explained the antecedents of readiness for change, but less research has explored the mechanism by which the antecedent variables can affect the level of readiness for change (Oreg et al., 2011). Indeed, existing research tends to prioritize trait levels rather than variable instruments in exploring facilitators' readiness for change (Choi, 2011). These deficiencies limit the ability of the research literature to inform theoretical developments or practical interventions regarding individual readiness for change.

Moreover, Lloyd and McCoy (2012) defined four types of barriers during the organizational change to adapt to online education in universities, which are interpersonal barriers, institutional barriers, training and technology barriers, and cost/benefit barriers. Therefore, they note that being aware of such types of problems facilitates the process of adapting faculty and lecturers to new systems and structures (Budur et al., 2021).

Also, the preliminary study pointed out that the experience of faculty and lecturers with distance education is a key factor in overcoming barriers to the effectiveness of online education systems (Budur et al., 2021). In line with that, Cheon and Song (2012) revealed that the participation of faculty members towards strategic plans by implementing online learning increases the success of the process. In this case, Cutri and Mena (2020) stated the importance of lecturers' willingness for online education, which positively increases competitive advantage in the market. In line with this, Martin et al. (2019) argued that the experience of lecturers had a significant effect on the effectiveness of online education.

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Furthermore, the researchers noted that the success of online education is a function of virtual techniques, the ability to engage and increase student participation, and effective communication skills (Martin & Wang, 2019). Moreover, Darabi and Harvey (2006) described the concept of functional online courses as follows; coursework should have specific objectives, assignments, evaluation, content, interaction methods, and structure.

In general, this study aims to explore the readiness of lecturers to change the teaching system from face-to-face to fully online in response to environmental changes. Readiness is further investigated about the psychological empowerment carried out by the university for lecturers and stakeholders to provide support for change. This study is elaborate as follows. Section 1 concerns the background of the study followed the method in section 2. The results and discussion are provided in sections 3 and 4, respectively. The last section covers the conclusion.

METHOD

The study adopted a survey method which was carried out with an approach to descriptive and explanatory research types. This method was chosen to be implemented due to in this study, and the researcher sought data by going directly to the field through a questionnaire. Through descriptive research, this study examines the research variables through a more meaningful description of numbers and writing. The sampling technique in this study is simple random sampling in which each individual in the population has the same possibility of being selected. With randomization, the most representative sample will allow researchers to generalize to a population. The population in this study were all Diploma educators at the Universitas Negeri Jakarta with a research sample of 200 respondents.

The measurement scale in this study was developed and adopted from the previous research. To measure wellbeing at work, we adopted instruments from Parker and Hyett (2011), while Psychological Empowerment was measured using indicators from Eisenberger et al. (1986). Lastly, Individual Readiness to Change was performed from the indicators of Holt (2007). Furthermore, the collected data were analyzed using Structural Equation Modeling with Partial Least Square (SEM-PLS). This study also follows some requirements for data analysis, including inner and outer model calculation. The detail of the research framework is presented in Figure 1.
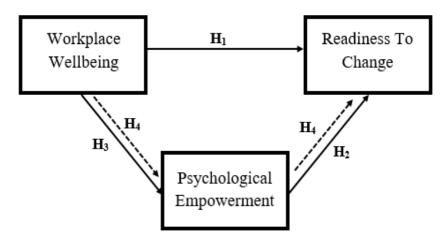

Figure 1. Research constellation

RESULTS AND DISCUSSION

First, this study determines the indicator level of each validity construct that can be seen from the Cronbach's Alpha value. When the Cronbach alpha value is greater than 0.6, thus the construct is declared valid. The results of the Cronbach alpha calculation can be seen in Table 1. Table 1 illustrates the Cronbach's Alpha value for the workplace wellbeing variable is 0.935, Psychological Empowerment is 0.915, and individual readiness to change is 0.942. It indicates that all variables in this study have a Cronbach's Alpha value > 0.6 to declare as valid.

The next estimation is to determine reliability value. The level of reliability is measured by the Average Variance Extracted (AVE) value and the Composite Reliability value. AVE shows the variance value obtained from each variable. Expected AVE value is > 0.5. The higher the AVE value obtained indicates a strong diversity of indicators. Then, to measure construct reliability, it is also seen from the Composite Reliability value. Data that has a composite reliability value > 0.7 can be said to have high reliability.

Table 1. Cronbach's Alpha

Variable	Cronbach's Alpha
Psychological Empowerment	0.915
Individual Readiness to Change	0.942
Workplace Wellbeing	0.935

Table 2. Composite Reliability and Average Variance Extracted (AVE)

Variable	Composite Reliability	AVE
Psychological Empowerment	0.932	0.662
Individual Readiness to Change	0.952	0.687
Workplace Well-being	0.946	0.689

The results of the composite reliability test in the table above show that the value of the composite reliability of all variables has a value of > 0.7, which means that all constructs in this study are declared reliable. Then, the AVE value for each variable in this study was quite varied. The AVE value on the workplace wellbeing variable is 0.689, Psychological Empowerment 0.662, and individual readiness to change 0.687, where all AVE values are > 0.5. Based on the composite reliability and AVE in Table 2, it can be concluded that all constructs in the variables of this study are reliable.

Table 3. R-square (R^2)

Variable	R-Square
Psychological Empowerment	0.776
Individual Readiness to Change	0.680

The results of the description based on Table 3 concludes that the R-square pathway model, i = 0.776, meaning that the constructability of the workplace wellbeing variable in explaining psychological empowerment was 77.6% (strong). Indeed, R-square pathway model II = 0.680, meaning that the constructability of the workplace well-being variable and psychological empowerment in explaining readiness to change was 68% (strong). The results of the description from Table 3 remarks that the first pathway model of workplace well-being has a relationship with psychological empowerment, and in the second path model, it can be seen that workplace well-being has a strong relationship with readiness to change through the role of psychological empowerment as a mediator.

Table 4. F-square (f^2)

Variable	Psychological Empowerment	Readiness to Change	Workplace Well-being
Psychological Empowerment		0.160	
Readiness to Change			
Workplace Well-being	3.468	0.196	

From Table 4, it can be known that the relationship between the construct of workplace well-being variable with the construct of individual readiness to change is 0.196, which means that both have a strong relationship. The relationship between the psychological empowerment variable

construct and the individual readiness to change construct was 0.160, which means that both have a weak relationship. The relationship between the workplace well-being variable construct and the Psychological Empowerment construct is 3.468, which means that both have a robust relationship.

Based on the results of the path coefficient test in Table 5 and Figure 2, the workplace well-being variable has a positive effect on individual readiness to change, directly seen from the original sample value of 0.371 and t-statistics > 1.96, i.e., 4,885. Then, based on the p-value of 0.000 < 0.05, the workplace well-being variable has a significant effect on the individual's readiness to Change directly. It can be concluded that workplace well-being has a positive and significant effect on individual readiness to change directly, so H1 in this study is accepted. Workplace well-being is a sense of well-being that results from lecturer satisfaction with the intrinsic and extrinsic values of their work. Therefore, this then results in a feeling of well-being in the workplace which can vary for each lecturer. Workplace well-being that lecturers have will then contribute to the emergence of positive attitudes of lecturers towards the organization. In situations of organizational change, the existence of a positive assessment of lecturers towards the organization affects the readiness for change in lecturers.

Table 5. Path Coefficient (direct effect)

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Psychological Empowerment -> Readiness to Change	0.478	0.478	0.072	6,653	0.000
Workplace Well-being -> Psychological Empowerment	0.881	0.882	0.016	53,998	0.000
Workplace Well-being -> Readiness to Change	0.371	0.371	0.076	4,885	0.000

Table 6. Indirect Effect

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Workplace Well-being -> Readiness to Change	0.421	0.422	0.064	6.634	0.000

Figure 2. SEM Calculation

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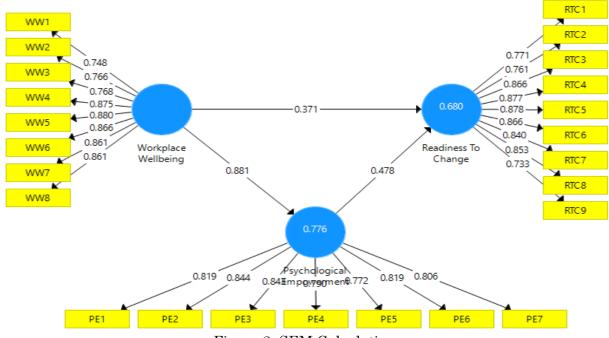
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Lecturers (UNJ Diploma Educators) have a positive view of the changes made by the organization (university). Lecturers perceive changes made by the organization's management as appropriate, appropriate, and useful. Lecturers are still able to feel happy and optimistic about all changes made by the organization. Therefore, with the readiness of both cognitive and affective changes in lecturers, they become more ready to accept changes made by the organization. The results showed that workplace well-being had a positive and significant effect on the readiness to change. This is by previous research by Yamin and Handoyo (2014); Akhbar et al. (2020), which noted that workplace well-being has an effect on Readiness to Change.

Additionally, the psychological empowerment variable has a positive effect on Individual Readiness to Change, directly seen from the original sample value of 0.478 and t-statistics > 1.96, i.e., 6.653. Then, based on the p-value of 0.000 < 0.05, the Psychological Empowerment variable has a significant direct effect on individual readiness to change. It can be concluded that psychological empowerment has a direct positive and significant effect on individual readiness to change, so H2 in this study is accepted.

Readiness to change is influenced by the need to change, the ability to make changes, and the opportunity to be empowered within the organization. Each individual is seen as having the ability to understand and contribute to realizing the vision of the organization. Essentially, psychological empowerment for lecturers is very much needed. Organizations that want to move forward and can serve their customers well must be organizations that are easy to adapt to the needs of the environment and are able to empower their employees to face organizational changes. The results showed that psychological empowerment had a positive and significant effect on the Readiness of UNJ Diploma Educators to face change. This is by previous research by Spreitzer (2007); Lizar et al. (2015) which stated that psychological empowerment affects individual readiness to change.

This study also confirms that the workplace well-being variable has a positive effect on Psychological Empowerment directly seen from the original sample value of0.881 and t-statistics> 1.96 i.e., 53.998. Then, based on the p-value of 0.000 < 0.05, the workplace well-being variable has a significant direct effect on Psychological Empowerment. It can be concluded that workplace wellbeing has a positive and significant direct effect on psychological empowerment, so H3 in this study is accepted. The results showed that workplace well-being had a positive and significant effect on the psychological empowerment of UNJ Diploma Educators. This is by previous research by McClain (2001); Jibeen and Ruhi (2010); Tastan (2013) which revealed that workplace well-being affects psychological empowerment.

Based on the results of the total indirect effect in Table 6, the variable of workplace well-being on individual readiness to change with psychological empowerment as a mediating variable is indirectly seen from the original sample value of 0.421 and t-statistics > 1.96 i.e., 6.634. Then, based on the p-value of 0.000 < 0.05, the workplace well-being variable has a positive and significant effect on the individual readiness to change variable indirectly through the psychological empowerment mediation variable. It can be concluded that psychological empowerment directly mediates the effect of workplace well-being on individual readiness to change.

CONCLUSIONS AND SUGGESTION

The results of the study prove that exogenous variables (workplace well-being and psychological empowerment) have a positive and significant effect on endogenous variables (individual readiness to change) in Diploma level educators at the Universitas Negeri Jakarta. The results also prove that psychological capital and psychological empowerment can act as a mediator between the influence of workplace well-being on individual readiness to change positively and significantly. The results also prove that psychological empowerment can be a mediator between the effect of workplace welfare on individual readiness to change in a positive and significant way. The object of research only focuses on diploma-level educators at one university. For further research, it can enrich the characteristics of respondents, and data analysis techniques can use mixed methods to produce complex research.

The results of this research are expected to become library materials and information in the development of science, especially in the field of human resources and in particular in developing theories about individual readiness to change. This research is also expected to be a reference for further research on the process of influencing several variables of workplace well-being, psychological capital, psychological empowerment, and individual readiness to change.

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