

ABSTRAK

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The Relationship Between Psychological Well-Being and Organizational Commitment on Teacher at School For Children With Special Needs; Dr Fransisca Iriani R.D., M.Si & Riana Sahrani, M.Si., Undergraduate Program in Psychology, Tarumanagara University.

Teachers are professional educators with the primary job of educating and teaching. Professional teacher have two main attributes which are dedication to service and ability to adapt with whatever the situation and needs where they needed. In this case the teachers who teach at school for children with special needs should have better psychological well-being in order to teach children with special needs. The aim of this research is to know about the relationship between psychological well-being and organizational commitment on teacher at school for children with special needs. This study involved 74 teachers from 10 school for children with special needs in Jakarta, that consist of 26 teachers from private school and 48 teacher from public school. The result on teacher at private school for children with special needs show there is significant relation between PWB and affective commitment with value $r = 0,731$; $sig = 0,000 < 0,05$. there is significant relation between PWB and continuance commitment with value $r = -0,299$; $sig = 0,039 < 0,05$, but there is no relation between PWB and normative commitment with value $r = -0,087$ sig = $0,555 > 0,05$. The result show there is no significant relation between PWB and affective commitment on teacher at public school for children with special needs with value $r = 0,345$; $sig = 0,084 > 0,05$, there is no significant relation between PWB and continuance commitment with value $r = -0,111$; $sig = 0,588 > 0,05$, and also there is no relation between PWB and normative commitment with value $r = -0,013$; $sig = 0,950 > 0,05$.

Key Word: psychological well-being ; organizational commitment