Exploring the effect of psychological capital on teachers’ organizational commitment through interpersonal communication

Irvandi Gustari¹, Widodo Widodo²*¹
¹Lecturer in Doctoral Program in Economics, Postgraduate School, Pancasila University, Jakarta, Indonesia
²Department of Social Science Education, Postgraduate Faculty, Universitas Indraprasta PGRI, Jakarta, Indonesia

ABSTRACT
This study explores the effect of psychological capital (PsyCap) on teachers’ organizational commitment, mediated by interpersonal communication. The research data was collected by the questionnaire: PsyCap, interpersonal communication, and organizational commitment in a Likert scale model through the survey methods toward 303 teachers of State Junior High School in Indonesia. Data analysis uses path analysis supported by descriptive statistics and correlational. The results show that PsyCap affects teachers’ organizational commitment through interpersonal communication. Thus, the teachers’ organizational commitment can improve through PsyCap and interpersonal communication. This finding can be discussed as a reference among researchers and practitioners to develop better models of teachers’ organizational commitment in various contexts in the future.

© 2022 The Authors. Published by Indonesian Institute for Counseling, Education and Therapy (IICET). This is an open access article under the CC BY license (https://creativecommons.org/licenses/by/4.0/)

Corresponding Author:
Widodo Widodo
Universitas Indraprasta PGRI
Email: widmag@gmail.com

Introduction
Organizational commitment is crucial for individual life that has positive implications for organizational life. Several studies in various organizations, sectors, and countries show that organizational commitment determines individual life in the workplace. For example, organizational commitment drives organizational citizenship behavior (OCB) (Grego-Planer, 2019) and job involvement (Patil, Ramanjaneyalu, & Ambekar, 2016). Organizational commitments are also an essential determinant of job performance (Lin & Shiqian, 2018; Metin & Asli, 2018) and productivity (Gvpn et al., 2018). Besides, organizational commitment is related to innovative behavior (Tang et al., 2019), creativity (Parimita et al., 2020), job satisfaction (Loan, 2020), and knowledge management (Gopinath, 2019). Moreover, a high organizational commitment can reduce burnout (Khera, 2017) and turnover (Luz et al., 2018). These previous studies indicate that organizational commitment is essential for individual life and organizations, including teachers in school organizational context. As an illustration, when teachers cannot perform their involvement in various school activities optimally and cannot uphold and implement the socio-educational norms that apply in schools, it is necessary to have in-depth scientific investigations to reveal these related factors. Hence, this study explores teachers’ organizational commitment based on PsyCap and interpersonal communication perspectives.

According to Ivancevich et al. (2018), organizational commitment refers to several attitudes reflected in affection, such as being identical to organizational goals, involved in organizational tasks, and loyal to the organization. For Tang et al. (2019), organizational commitment is an organizational members’ strong acceptance of organizational goals and values and their willingness to devote themselves to the organization and maintain their position. Organizational commitment consists of three indicators. First, affective commitment, refers to emotional attachment to, identification with, and involvement in the organization.
Second, continuance commitment, refers to commitment based on the costs that the employee associates with leaving the organization. Third, normative commitment, related to feelings of obligation to stay with the organization because they should; it is the right thing to do (Meyer & Allen, in Sulistiasih&Widodo, 2021).

**PsyCap and Teachers’ Organizational Commitment**
Organizational commitment, among others, is affected by PsyCap. A recent study by scholars indicated that PsyCap has a significant effect on organizational commitment (e.g., Wu & Chen, 2018; Yildiz, 2018; Nguyen & Ngo, 2020; Huynh & Hu, 2020; Surucu et al., 2020; Ribeiro et al., 2021). PsyCap is related to an individual's positive and developmental state characterized by self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017). Self-efficacy refers to an individual's belief in their capabilities to complete tasks. Optimism is based on the clear appraisal and judgment of current situations and understanding what can be done in such situations. Hope is an individual's belief in their determination to achieve their goals and find possible pathways to overcome difficulties. Resilience refers to the ability to recover from adversity or setbacks, proactively rise to challenges, and adapt to an ever-changing business environment. Several studies across various fields and contexts have indicated that PsyCap contributes to an individual's life and career. For example, Baluku et al. (2021) claimed that PsyCap is significantly related to career outcomes. Meanwhile, Wang et al. (2021) found that PsyCap affects innovative behavior. Carmona-Halty et al. (2019) also reported that PsyCap determines academic performance. Imran and Shahnawaz (2020) are also revealed that PsyCap influences performance. These previous studies confirm that PsyCap is crucial for individuals and organizations, including teachers in a school organization context. Therefore, it is important and urgent to investigate the effect of PsyCap on organizational commitment. So it can be hypothesized:

H$_1$: PsyCap has a direct effect on teachers' organizational commitment.

**Interpersonal Communication and Teachers’ Organizational Commitment**
Organizational commitment is also influenced by interpersonal communication. Previous studies proved that interpersonal communication affects organizational commitment (e.g., Syaekhu, 2018; Ghofar et al., 2018; Anitra&Astuti, 2020; Hutagalung, 2020; Susita et al., 2020; Farooqi et al., 2020; Junaidi, 2021). It indicates that interpersonal commitment is an antecedent of organizational commitment. Duong et al. (2021) conceptualize interpersonal communication as individuals' conversations through both face-to-face and mediated platforms. Interpersonal communication involves a direct verbal or nonverbal interaction between two or more active participants. Interpersonal communication can take many forms, both formal and informal, and be channeled through numerous media and technologies (Hitt et al., 2018). DeVito (2019) mentions five indicators of interpersonal communication: openness – the willingness to express oneself and act honestly with other people's messages; empathy – a feeling what other people feel, experiencing what others are experiencing from that persons' point of view without losing ones' identity; supportiveness – having an uncertain and open-minded attitude and being willing to listen to opposing points of view, change ones' position, and helping to create a supportive atmosphere; positivity – stating a positive attitude and praising people who are interaction partners. Equality, the view that disagreement is seen as an easier way to solve problems; and equality – does not accept and approve all other people's behavior. In practice, interpersonal communication is needed to build social relationships with fellow teachers and interactions with students. Interpersonal communication proved related to job performance (Muhammad et al., 2018; Saraiah et al., 2019) and organizational effectiveness (Mukhtar et al., 2020). Therefore, it is important and urgent to explore the effect of interpersonal communication on organizational commitment. So it can be hypothesized:

H$_2$: Interpersonal communication has a direct effect on teachers' organizational commitment.

**PsyCap and Interpersonal Communication**
In addition to influencing organizational commitment, interpersonal communication is also influenced by PsyCap. Research results by Liao and Liu (2019) indicated that PsyCap influences interpersonal communication. It shows that PsyCap manifested in self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017), can improve interpersonal communication skills reflected in openness, empathy, supportiveness, positivity, and equality (DeVito, 2019). For instance, teachers who have high self-efficacy manifested in belief in their capabilities to complete tasks will tend to have a supportive attitude reflected in an open-minded attitude and being willing to listen to opposing points of view, change ones' position, and help create a supportive atmosphere. Likewise, teachers with high optimism with characteristics the clear appraisal and judgment of current situations and understanding what can be done in such situations will also
have a strong positiveness attitude which reflects in stating a positive attitude and praising people who are interaction partners. Therefore, can be hypothesized:

H₃: PsyCap has a direct effect on teachers' interpersonal communication

**PsyCap and Teachers’ Organizational Commitment Mediated by Interpersonal Communication**

The various studies above indicated that interpersonal communication mediates the effect of PsyCap on teachers' organizational commitment. The PsyCaps’ indicators, such as self-efficacy, optimism, hope, and resilience (Luthans & Youssef-Morgan, 2017), if strong condition, can potentially improve interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019). It then implicates enhancing teachers' organizational commitment such as attachment to, identification with, and involvement in the organization, and feelings of obligation to stay in the organization (Meyer & Allen, in Sulistiasih & Widodo, 2021). The studies carried out by Liao and Liu (2019) indicated that PsyCap influences interpersonal communication; meanwhile, the other studies proved that interpersonal communication affects organizational commitment (e.g., Anitra & Astuti, 2020; Hutagalung, 2020; Susita et al., 2020; Farooqi et al., 2020; Junaidi, 2021). The previous study opened up opportunities for the indirect influence of PsyCap on organizational commitment by mediating interpersonal communication. Therefore, can be hypothesized:

H₄: PsyCap has an indirect effect on teachers' *organizational commitment mediated by* interpersonal communication.

**Method**

This research was conducted using a quantitative approach to the survey method through the questionnaire: PsyCap, interpersonal communication, and organizational commitment in a Likert scale model with five alternative answers: strongly disagree (score = 1, disagree score = 2, neutral score = 3, agree score = 4, and strongly agree score = 5). The questionnaire made by the researcher themselves is based on the theoretical indicators of the experts. The indicators of PsyCap: self-efficacy, optimism, hope, and resilience (Luthans & Youssef-Morgan, 2017). Interpersonal communication: openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019). Teachers’ organizational commitment: affective commitment, continuance commitment, and normative commitment (Meyer & Allen, in Sulistiasih & Widodo, 2021). PsyCap questionnaire consists of 12 items with an alpha coefficient = .931, interpersonal communication consists of 10 items with an alpha coefficient = .943, and organizational commitment consists of 10 items with alpha coefficients = .800. All variables have an alpha coefficient > .7, so it is reliable as a research instrument (Van Griethuijsen et al., 2014; Hair et al., 2018). The research participant is 303 teachers of State Junior High School in Indonesia spread across five provinces (Jakarta, Banten, West Java, East Nusa Tenggara, and Riau Islands) determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted (Widodo, 2021).

Table 1. Profile of The Research Participant

<table>
<thead>
<tr>
<th>Profile</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Male</td>
<td>117</td>
<td>38.61</td>
</tr>
<tr>
<td>2. Female</td>
<td>186</td>
<td>61.39</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. ≤ 25 years</td>
<td>33</td>
<td>10.89</td>
</tr>
<tr>
<td>2. 26 – 35 years</td>
<td>159</td>
<td>52.47</td>
</tr>
<tr>
<td>3. 36 – 45 years</td>
<td>78</td>
<td>25.74</td>
</tr>
<tr>
<td>4. 46 – 55 years</td>
<td>30</td>
<td>9.90</td>
</tr>
<tr>
<td>5. ≥ 56 years</td>
<td>3</td>
<td>0.99</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Diploma (D3)</td>
<td>12</td>
<td>3.96</td>
</tr>
<tr>
<td>2. Bachelor (S1)</td>
<td>276</td>
<td>91.08</td>
</tr>
<tr>
<td>3. Postgraduate (S2)</td>
<td>15</td>
<td>4.95</td>
</tr>
<tr>
<td>4. Doctoral (S3)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Married</td>
<td>195</td>
<td>64.35</td>
</tr>
<tr>
<td>2. Unmarried</td>
<td>108</td>
<td>35.64</td>
</tr>
</tbody>
</table>
Exploring the effect of psychological capital on teachers’ …

As shown in Table 1, the majority of gender is female (61.39%), ages 26 - 35 years (52.47%), bachelor education 91.90%, marital status (64.35%), and length of teaching ≤ 5 years (37.62%). Data analysis by path analysis and test the significance of the path coefficient uses a t-test supported by correlational and descriptive statistics. Descriptive analyzes were performed by SPSS version 22, while the path analysis was by LISREL 8.80.

Result and Discussion

The descriptive statistical analysis results for the three research variables are present in Table 2. The mean values of the three variables from the lowest to the highest in succession are interpersonal communication (42.30), organizational commitment (42.75), and PsyCap (51.03). The correlation analysis results in all variables have significant relationships with the other variables at level p < .01. This condition indicates that all the variables have a mutual relationship with each other. The correlation coefficient from the lowest to the highest in succession are interpersonal communication and organizational commitment (.463), interpersonal communication and PsyCap (.483), and PsyCap and organizational commitment (.672).

Table 2. Descriptive Statistics and Correlation Matrix

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PsyCap</td>
<td>51.03</td>
<td>5.716</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interpersonal communication</td>
<td>42.30</td>
<td>5.866</td>
<td>.483**</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>3. Organizational commitment</td>
<td>42.75</td>
<td>3.643</td>
<td>.672**</td>
<td>.463**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

The results of hypothesis testing with path analysis of the effects of PsyCap on organizational commitment mediating by interpersonal communication are summarized in Table 3 and visualized in Figure 1 and Figure 2. All hypotheses were supported (t value > t table at α = .01 ). Therefore, this study revealed that PsyCap had a significant direct effect on organizational commitment, interpersonal communication had a significant direct effect on interpersonal communication, and PsyCap had a significant indirect effect on organizational commitment mediating by interpersonal communication.

Table 3. Summary of Path Coefficients and T values

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Path Coefficients</th>
<th>T Value</th>
<th>Hypothesis Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>H₁: PsyCap (X) on organizational commitment (Y₁)</td>
<td>.59**</td>
<td>7.07</td>
<td>Supported</td>
</tr>
<tr>
<td>H₂: Interpersonal communication (Y₁) on organizational commitment (Y₂)</td>
<td>.18*</td>
<td>2.18</td>
<td>Supported</td>
</tr>
<tr>
<td>H₃: PsyCap (X) on interpersonal communication (Y₁)</td>
<td>.48**</td>
<td>5.47</td>
<td>Supported</td>
</tr>
<tr>
<td>H₄: PsyCap (X) on organizational commitment (Y₂) mediated by interpersonal communication (Y₁)</td>
<td>.09*</td>
<td>2.02</td>
<td>Supported</td>
</tr>
</tbody>
</table>

In Figure 1 and Figure 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 > .05 and RMSEA = .000 < .08. That means the model tested is fit. It indicates that the theoretical model being tested is supported by empirical data from teachers of Private Junior High Schools in Indonesia spread across five provinces (Jakarta, Banten, West Java, East Nusa Tenggara, and Riau Islands).
This research result found that PsyCap significantly affects teachers' organizational commitment, either directly or indirectly mediated by interpersonal communication. The research also created a fit model that the theoretical model was in accordance (fit) with empirical data from the teachers in Indonesia, especially from the province of Jakarta, Banten, West Java, East Nusa Tenggara, and Riau Islands. This finding confirms that PsyCap and interpersonal commitment are essential determinants for the teacher's organizational commitment. Moreover, interpersonal communication plays a significant role as a mediator of the effect of PsyCap on teachers' organizational commitment. In detail, PsyCap significantly affects teachers' organizational commitment. It indicates that PsyCap, which is manifested in self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017), is an essential determinant of organizational commitment, such as affective commitment, continuance commitment, and normative commitment (Meyer & Allen, in Sulistiasih&Widodo, 2021). Therefore, Psycap enrichment has the potential to increase organizational commitment. For example, teachers with high self-efficacy who are characterized by a strong belief in their capabilities to complete tasks can stimulate an increase in affective commitment, which is reflected in emotional attachment to, identification with, and involvement in the school organization. These findings were consistent and confirmed several previous studies that PsyCap influences organizational commitment (e.g., Nguyen & Ngo, 2020; Huynh & Hua, 2020; Surucu et al., 2020; Ribeiro et al., 2021).

This study also indicated that interpersonal communication affects organizational commitment. It is indicated that interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019) is antecedence organizational commitment, such as affective commitment, continuance commitment, and normative commitment (Meyer & Allen, in Sulistiasih&Widodo, 2021). Therefore, enrichment of interpersonal communication skills can increase organizational commitment. For example, an open teacher who is marked by the willingness to express oneself and act honestly with other people's messages can increase emotionalattachment, identification, and involvement in the school organization. Likewise, empathetic teachers who are characterized by feeling what other people feel, experiencing what others are experiencing from that persons' point of view without losing ones' identity can increase teachers' feelings of obligation to stay with the school organization. This finding is consistent with scholars' studies that interpersonal communication is related to organizational commitment (e.g., Anitra&Astuti, 2020; Hutagalung, 2020; Susita et al., 2020). In addition, this study also shows that PsyCap affects interpersonal communication. It confirms that PsyCap manifested in self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017), is a predisposition for interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019). In other words, Psycap enrichment has the potential to improve interpersonal communication skills. As an illustration, a teacher with high optimism marked by the clear appraisal and judgment of current situations and understanding what can be done in such situations can stimulate a supportive attitude which is reflected in an open-minded attitude and being willing to listen to opposing points of view, change one's position, and helping to create a supportive atmosphere. This finding is consistent with previous studies by Liao and Liu (2019) that PsyCap influences interpersonal communication.
Finally, this study also found that interpersonal communication plays a vital role as a mediator of the effect of PsyCap on teachers’ organizational commitment. This evidence, in line with previous studies, concluded that PsyCap influences interpersonal communication (Liao & Liu, 2019) and interpersonal communication affects organizational commitment (e.g., Anitra & Astuti, 2020; Hutagalung, 2020; Susita et al., 2020; Farooqi et al., 2020; Junaidi, 2021). Moreover, it produces empirical models regarding the indirect effect of PsyCap on organizational commitment mediated by interpersonal commitment. Therefore, any efforts to increase teachers’ organizational commitment will be better if done by improving PsyCap supported by interpersonal communication. Consequently, school principals and teachers urgently need to improve teachers’ PsyCap and interpersonal communication. The school principals should be facilitated and stimulated to improve teachers’ PsyCap and interpersonal communication through strategic policy. For example, principals hold special training or workshops to improve teachers’ PsyCap and interpersonal communication by inviting experts who can really help teachers to improve their PsyCap capacity and interpersonal communication skills. Meanwhile, teachers need to carry out independent literacy activities relevant to the enrichment of PsyCap and interpersonal communication. Further, the teacher is also actively involved in training and workshops on PsyCap and interpersonal communication, both in school and outside of school.

Conclusion

Organizational commitment is crucial for individual and organizational life; it contributes to OCB, innovative behavior, job performance, and productivity, even reducing burnout and turnover. This research suggests that PsyCap affects teachers’ organizational commitment, either directly or indirectly mediated by interpersonal communication. Therefore, this study found a fit research model about the PsyCaps’ affects teachers’ organizational commitment, mediated by interpersonal communication with the research field of the teachers in Indonesia, particularly in Jakarta, Banten, West Java, East Nusa Tenggara, and Riau Islands province. It model can discuss among researchers and practitioners as references/discourse or a strategy for developing organizational commitment in various contexts and research fields. For the researcher, the model can be further expanded into new research with more participants, adding other variables and indicators. Besides, further research can also use another statistical approach, for instance, structural equation modeling (SEM). Further, for practitioners, the model can be enhancing teachers’ organizational commitment by improving PsyCap and interpersonal communication. It is necessary that organizational commitment positively contributes to OCB, innovative behavior, job performance, and productivity and reduces burnout and turnover among teachers.

References


