

On Psychological Capital Affects Organizational Citizenship Behavior Through Affective Commitment

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ARTICLE INFORMATION

Received: 08 October 2021
Accepted: 20 October 2021
Published: 09 November 2021
DOI: 10.32996/jhsss.2021.3.11.1

KEYWORDS

Psychological capital, affective commitment, organizational citizenship behavior.

ABSTRACT

This study explores the empirical effect of psychological capital (PsyCap) on organizational citizenship behavior (OCB) mediated by affective commitment. A questionnaire in the Likert scale model collected research data. The sample of this research is 469 teachers of senior schools in Indonesia selected by accidental sampling. Data analysis uses path analysis supported by descriptive statistics and correlational matrices. The study indicates that PsyCap significantly affects teachers' OCB, directly and indirectly, mediated by affective commitment. Thus, the teachers' OCB can enhance through PsyCap and affective commitment. Therefore, a new model regarding the effect of PsyCap on teachers' OCB, mediated by affective commitment, was confirmed. Thus, the researchers and practitioners can adopt or adapt a new empirical model to increase teachers' OCB through PsyCap and affective commitment in the future.

1. Introduction

The Covid-19 pandemic has hit the world since the beginning of 2020 and has forced organizations in the world to make extra-role efforts in order to survive. It is not only profit-oriented business organizations that go the extra mile, but also non-profit organizations, such as educational organizations. School organizations, for example, are faced with the fact that they must keep social distancing so that it is not possible to carry out face-to-face learning. This fact requires schools to be forced to do online learning without any preparation. Consequently, teachers face a very difficult reality, which is conducting online learning without the support of adequate information technology facilities and internet networks, with curriculum and subject matter that have not been adapted to the conditions of the pandemic. In this abnormal condition, extra-role behavior is needed, which is commonly known as OCB. In an educational context, OCB influences teachers' innovative behavior (Widodo & Gustari, 2020) and lecturers' job performance (Gustari & Widodo, 2020), which is very much needed in abnormal conditions. Other studies in various fields also indicated OCB affects employees' productivity (Barsulai, Makopondo, & Fwaya, 2019) and performance (Hermawan et al., 2020; Udin & Yuniawan, 2020), and then implicate to organizational performance (Notanubun, 2020). Hence, in the school context, urgent to investigate teachers' OCB since the Covid-19 pandemic, especially from PsyCap and affective commitment perspective.

OCB is employee behavior beyond the call of duty that exceeds formal job duties, such as cooperation and helpfulness to others that support the organization's social and psychological context, but is often necessary for organizational survival (McShane & Von Glinow, 2020). According to Schultz and Schultz (2016), OCB includes taking on additional assignments, voluntary assisting other people at work, keeping up with the developments in ones' field or profession, following company rules even when no one is looking, promoting and protecting the organization, and keeping a positive attitude and tolerating inconveniences at work. According to Organ et al. (2006), OCB can measure through five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

1.1 PsyCap and OCB

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Studies regarding PsyCap are increasingly massive because PsyCap has contributed to individuals' life and career. Scholars claimed that PsyCap influences performance (e.g., Imran & Shahnawaz, 2020; Rodríguez-Cifuentes et al., 2020; Alias et al., 2020; Ali et al., 2021). Moreover, PsyCap has significantly affected career outcomes (Baluku et al., 2021), innovative behavior (Slatten et al., 2020; Wang, Chen, & Zhu, 2020), and job satisfaction (Burhanuddin et al., 2019). Moreover, PsyCap reduces anxiety, depression, and stress (Rodrigues et al., 2017). In the academic context, PsyCap is related to academic performance (Carmona-Halty et al., 2019) and academic achievement (Burhanuddin et al., 2019). PsyCap is a person's psychological mechanism related to his capacity and psychological development to accomplish any certain task or solve a particular problem. Hence, PsyCap is related to positive psychology that encourages people to recognize the strengths that exist in themselves (Margiadi & Wibowo, 2019). According to Luthans and Youssef-Morgan (2017), PsyCap refers to an individual's positive and developmental state characterized by self-efficacy, optimism, hope, and resiliency. Self-efficacy is an individual's belief in their capabilities to complete tasks. Optimism refers to the clear appraisal and judgment of current situations and understanding of what can be done in such situations. Hope is related to an individual's belief in their determination to achieve their goals and find possible pathways to overcome difficulties. Resilience is the ability to recover from adversity or setbacks, proactively rise to challenges, and adapt to an ever-changing business environment (Tang et al., 2019). The four indicators: self-efficacy, optimism, hope, and resilience, if in high conditions it has the potential to increase teachers' OCB, which is manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Scholars concluded (e.g., Aderibigbe & Mjoli, 2018; Adillah et al., 2019; El-Zohiry & Abd-Elbaqy, 2019; Yildiz, 2019; Kong et al., 2018; Nawaz & Abid, 2019; Chamisa et al., 2020; Rodríguez-Cifuentes et al., 2020; Da et al., 2021) that PsyCap affects OCB. Therefore, can formulate the first hypotheses:

H₁: PsyCap has a direct effect on OCB

1.2 Affective Commitment and OCB

The study of organizational commitment, especially affective commitment, is always interesting and exciting for very rational reasons. Affective commitment has been shown to positively and significantly affect individual lives in various organizational contexts. For example, affective commitment can reduce burnout and intentions to leave (Enginyurt et al., 2016; DiPietro et al., 2020). Affective commitment is also related to proactive work behavior (Luu, 2017) and performance (Van Waeyenberg et al., 2020), including extra-role performance (Wang et al., 2020). Moreover, affective commitment significantly influences job satisfaction (Lambert et al., 2019; Loan, 2020) and work engagement Choi et al. (2015). In the marketing's study, affective commitment is related to customer orientation (Lombardi et al., 2019) and electronic word of mouth (Mohammed & Al-Swidi, 2020). It confirms that affective commitment has an immense contribution to individuals and then has implications for the dynamics of organizational life. In the organizational context, commitment is the degree to which an employee identifies with the organization and wants to continue actively participating, willing to put forth effort on its behalf (Newstrom, 2016; Noe et al., 2019). Meanwhile, affective commitment refers to the employees' emotional attachment to organizational values – how much an employee likes the organization and reflects the quality of employee–organization exchange relationship (Wang et al., 2020). Affective commitment is also reflected in the positive emotions of employees to try and choose to remain part of the organization, such as feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2016; Ivancevich, Konopaske, & Matteson, 2018). When a teacher has strong feelings towards organizational goals and is actively involved and loyal to the school organization, those feelings can increase in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue of teachers as a manifestation of OCB. The researchers' studies also proved that affective commitment influences OCB (e.g., Perkasa et al., 2020; Kristian & Ferijani, 2020). Therefore, can formulate the second hypothesis:

H₂: Affective commitment has a direct effect on OCB.

1.3 PsyCap and Affective Commitment

Affective commitment reflected in feelings is identical to organizational goals; a feeling of being involved in organizational tasks and feeling loyal to the organization not only affects OCB but is also influenced by PsyCap. Individuals who have high self-efficacy, optimism, hope, and resilience, a reflection of PsyCap, will tend to have strong feelings identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization. The recent studies in various countries, fields, and contexts also prove that PsyCap has a significant effect on organizational commitment, including affective commitment (e.g., Huynh & Hua, 2020; Surucu et al., 2020; Nguyen & Ngo, 2020). Therefore, can formulate the third hypothesis:

H₃: PsyCap has a direct effect on affective commitment.

1.4 PsyCap and OCB Mediated by Affective Commitment

Affective commitment also mediates the effect of PsyCap on OCB. The indicators of PsyCap, such as self-efficacy, optimism, hope, and resilience, if adequate potentially stimulates affective commitment reflected in feelings is identical to organizational goals; a feeling of being involved in organizational tasks and feeling loyal to the organization and then it implicates to OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The recent previous studies also revealed that PsyCap affects affective commitment (e.g., Nangoy & Hamsal, 2018; Tang et al., 2019), while several studies show that affective commitment is related to OCB (e.g., Cheasakul & Varma, 2016; Harwiki, 2016;

Leephaijaroen, 2016; Sukrisnawati et al., 2019). However, no previous research has been found that specifically examines the effect of PsyCap on OCB mediated by affective commitment. There are similar studies, for example, the research of Gupta et al. (2017), who examined the influence of PsyCap on OCB mediated by work engagement, and the study of Paul et al. (2016) investigated the effect of employee resilience and OCB mediated by organizational commitment. It requires empirical confirmation that promises novelty. Based on the argument and studies above, can formulate the fourth hypothesis:

H4: PsyCap has an indirect effect on OCB mediated by affective commitment.

2. Methods

This research uses a quantitative approach to the survey method through a Likert scale model questionnaire with five option answers: strongly disagree (score= 1), disagree (score= 2), neutral (score= 3), agree (score= 4), and strongly agree (score= 5) to verify the hypotheses (Hair et al., 2018). This research took place during the Covid 19 pandemic, which requires everyone to comply with health protocols, especially social distancing, so the survey was conducted online using the google form format, which shares through the WhatsApp application on the teacher group WhatsApp network. The questionnaire was made by researchers based on the theoretical dimensions or indicators of the experts. The dimensions/indicators of PsyCap: self-efficacy, optimism, hope, and resiliency (Luthans & Youssef-Morgan (2017). Affective commitment: feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2016; Ivancevich, Konopaske, & Matteson, 2018). OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). The questionnaire of PsyCap consists of 12 items (alpha coefficient = .905), affective commitment consists of 10 items (alpha coefficient = .953), and OCB consists of 10 items (alpha coefficient = .863. All variables have an alpha coefficient > .7, so it is reliable as a research instrument (Griethuijzen et al., 2014; Hair et al., 2019).

This research participant is 469 senior high school teachers in Indonesia spread across eight provinces (Jakarta, Banten, West Java, Central Java, Riau Islands, Lampung, East Kalimantan, and East Nusa Tenggara). The research participant was determined by accidental sampling based on participant willingness to fill in the questionnaire when the research was conducted (Widodo, 2019). As shown in Table 1, the majority of gender is female (68.66%), ages 26 - 35 years (35.82%), bachelor education (89.97%), marital status (79.11%), and length of teaching ≥ 16 years (30.27%).

Table 1. Profile of The Research Participant

Profile	Amount	Percentage
Gender		
1. Male	147	31.34
2. Female	322	68.66
Age		
1. ≤ 25 years	39	8.32
2. 26 – 35 years	168	35.82
3. 36 – 45 years	114	24.30
4. 46 – 55 years	113	24.09
5. ≥ 56 years	35	7.47
Education		
1. Diploma (D3)	20	4.27
2. Bachelor (S1)	422	89.97
3. Postgraduate (S2)	27	5.75
4. Doctoral (S3)	0	0
Status		
1. Married	371	79.11
2. Unmarried	98	20.89
Length of Teaching		
1. ≤ 5 years	135	28.79

2.	6 – 10 years	90	19.18
3.	11 – 15 years	102	21.75
4.	≥ 16 years	142	30.27

Data analysis uses path analysis, and to test its significance, uses a t-test supported by descriptive statistics and correlational. Path analysis was conducted with Lisrel 8.80, and then analysis descriptive and correlational by SPSS version 26.

3. Result and Discussion

The descriptive statistical analysis and correlations of 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 OCB (41.30), affective commitment (41.62), and PsyCap (52.88). Meanwhile, the standard deviation values of the three variables from the lowest to the highest in succession are OCB (4.811), PsyCap (5.451), and affective commitment (5.915). In general, the standard deviation value is smaller than the mean values so that it reflects a good representation of the overall data. 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 affective commitment and OCB (.369), PsyCap and affective commitment (.464), and PsyCap and OCB (.483).

Table 2. Descriptive Statistics and Correlation Matrix

Variables	Mean	Std. Deviation	1	2	3
1. PsyCap	52.88	5.451	1.00		
2. Affective commitment	41.62	5.915	.464**	1.00	
3. OCB	41.30	4.811	.483**	.369**	1.00

** $p < .01$

The hypothesis testing result with path analysis of PsyCap on OCB mediated by affective commitment is summarized in Table 3 and visualized in Figure 1 and Figure 2. As present in Table 3, all the hypotheses were supported, indicating t value $> t$ table at $\alpha = .01$ (1.96). That means that PsyCap significantly affects OCB, directly or indirectly mediated by affective commitment. In detail, the path coefficient a direct effect from the lowest to the highest in succession are an affective commitment on OCB (.18), PsyCap on OCB (.40), and PsyCap on affective commitment (= .46). It is indicated that the direct effect of PsyCap on affective commitment is better than others, including the indirect effect of PsyCap on OCB mediated by affective commitment.

Table 3. Summary of Path Coefficients and T values

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H ₁ : PsyCap (X) on OCB (Y ₂)	.40**	8.82	Supported
H ₂ : Affective commitment (Y ₁) on OCB (Y ₂)	.18**	4.09	Supported
H ₃ : PsyCap (X) on affective commitment (Y ₁)	.46**	11.32	Supported
H ₄ : PsyCap (X) on OCB (Y ₂) mediated by affective commitment (Y ₁)	.09**	3.85	Supported

** $p < .01$

As shown in Figures 1 and 2, the test results of the fittest of structural model show the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 $> .05$, and RMSEA = .000 $< .08$, so that the model tested is fit. This result indicates that the theoretical model being tested is supported by empirical data from senior high school teachers in Indonesia.

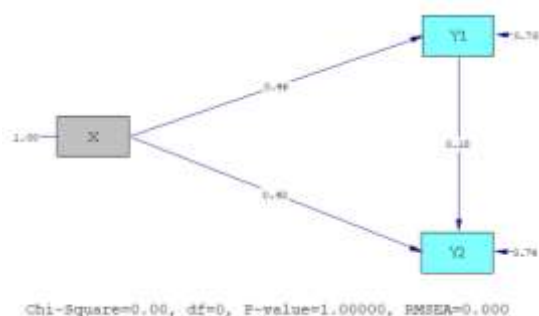


Figure 1. Path Coefficients

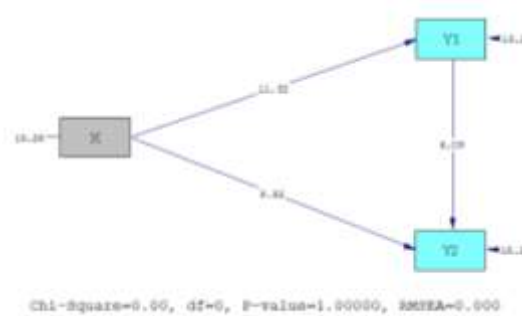


Figure 2. T Values

This research proved that PsyCap significantly affects OCB, directly or indirectly mediated by affective commitment. It shows three critical pieces of evidence. First is the vitality of PsyCap and affective commitment for teachers' OCB. That means the existence of PsyCap and affective commitment are essential determinants for enhancing teachers' OCB. This is similar and consistent with studies conducted by researchers that PsyCap influences OCB (Chamisa et al., 2020; Rodríguez-Cifuentes et al., 2020; Da et al., 2021), and affective commitment affects OCB (e.g., Perkasa et al., 2020; Kristian & Ferijani, 2020). This empirical fact confirms that PsyCap and affective are vital for teachers' OCB, so that it needs to maintain, managed, and developed optimally. Consequently, school principals need to pay more attention to increasing teachers' PsyCap and affective commitment. In this context, school principals need to encourage schools to become learning organizations that allow teachers' PsyCap and affective commitment to grow and even more fertile to improve teachers' OCB. These efforts should focus on seeding PsyCap: self-efficacy, optimism, hope, and resiliency (Luthans & Youssef-Morgan (2017) and affective commitment: feelings are identical to organizational goals, a feeling of being involved in organizational tasks, and feeling loyal to the organization (Newstrom, 2016; Ivancevich, Konopaske, & Matteson, 2018).

Second, the essentiality of PsyCap for teachers' affective commitment. It shows that PsyCap is not only important for teachers' OCB but also crucial for teachers' affective commitment. This finding aligns with previous studies that PsyCap has a significant relationship with affective commitment (Surucu et al., 2020; Nguyen & Ngo, 2020). This means that the improvement of PsyCap can also positively contribute to increasing teachers' affective commitment. For example, improving self-efficacy and resilience can increase teacher involvement in various school activities. Therefore, principals should not hesitate to build teacher PsyCap in various ways, formally such as training, workshops, counseling, or informally through inspirational and motivational efforts.

Finally, found the mediating effect of affective commitment for PsyCap on teachers' OCB. It shows the strategic position of affective commitment between PsyCap and OCB. That means effective commitment is essential in the context of the relationship between PsyCap and OCB. In other words, affective commitment needs to consider in the context of efforts to increase OCB through PsyCap. This finding also aligns with previous studies that PsyCap has a significant relationship with affective commitment (Surucu et al., 2020; Nguyen & Ngo, 2020), and affective commitment affects OCB (e.g., Perkasa et al., 2020; Kristian & Ferijani, 2020). Moreover, this evidence also confirms that affective commitment plays a significant role as a mediator of PsyCap on teachers' OCB. It is a novelty in the new research model regarding PsyCap affects teachers' OCB, mediated by affective commitment, supported by data on senior high school teachers in Indonesia. Therefore, affective commitment needs to consider enhancing teachers' OCB through PsyCap. Thus, the effort to enhance teachers' OCB will be better if improving PsyCap with support by affective commitment.

4. Conclusion

This study investigates the effect of PsyCap on OCB mediated by affective commitment. The result found that PsyCap and affective commitment significantly affect OCB. Affective commitment is also significantly influenced PsyCap. Besides, affective commitment is indirectly mediating the effect of PsyCap on teachers' OCB. Therefore, the new empirical model of PsyCap on OCB mediating by affective commitment was confirmed. This new model can discuss among researchers and practitioners to build OCBs' model that can adapt and adopt to improve OCB. Hence, the research suggested that the teachers' OCB can improve through PsyCap and affective commitment. For researchers, this new model can be applied to educational organizations (including school organizations) or other organizations (including business and public organizations) to develop and expand research more comprehensively by adding new dimensions/indicators or using analytical approaches, such as structural equation modeling (SEM) that processing using SmartPLS. Furthermore, researchers can also expand the research area, for example, by adding research participants from other provinces in Indonesia or other countries. For practitioners, a new model can be implemented to improve teachers' OCB by considering their PsyCap and affective commitment actual condition. However, this requires good faith and an innovative approach from school principals who are specifically scheduled to improve teacher OCB as capital to help students who face learning difficulties and achieve the best academic achievements, especially during the Covid-19 pandemic. School success in

improving teacher OCB will have an impact on increasing student academic achievement, which then has implications for improving school organizational performance.

Funding: This research received no external funding.

Acknowledgments: We are very grateful to the teachers in Indonesia who volunteered to spend their time and full dedication to responding to every statement item in the questionnaire completely and perfectly so that it could be used as research material in this article. May this willingness and dedication be a contribution to the development of science that can seed to civilization.

Conflicts of Interest: The authors declare no conflict of interest.

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