



RESEARCH ON THE RELATIONSHIP BETWEEN UNIVERSITY TEACHERS' PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENTS

Yueqi Han, Eksiri Niyomsilp*

Ph.D.Candidate, (Management) School of Management, Shinawatra University Academic Year 2022

e-Mail: hanyueqi163@163.com

(Received: 2022, January 30; Revised: 2022, April 27; Accepted: 2022, April 30)

ABSTRACT

The objectives of this study were to study factors of psychological capital influencing the university teachers' organizational commitment in Shanxi Province, China. This quantitative research design made use of a questionnaire to collect data from the teachers. Descriptive statistics were employed to analyze the data and inferential statistics. This research found that psychological capital of university teachers had a significant impact on organizational commitment.

University administrators need to increase the psychological capital investment of teachers, shape a positive and healthy work attitude, and enhance the professionalism of teachers. They also need to attach importance to the guidance of university teachers' organizational commitments and continue to effectively improve university organizational performance and core competitive advantages.

Keywords: Organizational Commitment, Psychological Capital University Teachers.

*Ph.D., Management, School of Management, Shinawatra University. e-Mail: eksiri.n@siu.ac.th
(Corresponding Author)



INTRODUCTION

With the development of information technology, more and more intelligent devices are used in teaching methods of teachers, and students can acquire knowledge online and offline in multiple ways (Bai, Ling & Li, 2011). And higher requirements are put forward for the level of teachers. Many teachers failed to adjust their mentality in time in the classroom education reform, intelligent equipment update, and service process expansion, reduced organizational commitment (Ke & Sun, 2018).

Psychological capital refers to the positive psychological state shown by an individual in the process of growth, and is a psychological resource that promotes personal growth and performance improvement (Luthans, Avolio, Walumbwa & Li, 2005, p. 251). The theory of psychological capital believes that individuals can shape a psychological state that is more suitable for the work environment through the guidance of psychological capital, and promote their continuous integration into the work environment and career development, so as to give full play to their initiative and stimulate their creativity (Zhong, 2007, p. 329). Psychological capital mainly includes four dimensions: self-confidence, hope, optimism and tenacity (Luthans, Vogelgesang, & Lester, 2006, p. 388).

Organizational commitment theory originated in the 1960s and can be divided into following 2 dimensions. Emotional commitment is an individual's active commitment to an organization, the individual is willing to accept the organization's culture and system, and is willing to integrate into the organization's management. Continuous commitment refers to the individual's commitment to the organization (Sui, 2008, p. 18).



RESEARCH OBJECTIVES

1. To study the influence on psychological capital and organizational commitment.
2. To explore new positive ways to improve the organizational commitment of universities teachers.

RESEARCH METHODOLOGY

Research Design This study uses questionnaires to collect data and conduct research using empirical research methods. From the number of calculated by Yamane that university teachers who currently are in office of different universities (Abu, 1967, p.129).

Population and Sample According to the statistics of Shanxi Provincial Education Commission, the number of academics of universities in Shanxi as population 22,610. The sample size would be 397 calculated by Yamane's formula for determining the sample size.

Variable Measurement In terms of measurement dimensions, except control variables, this study also introduces 2 main variables, psychological capital and organizational commitment. The independent variable scale is the psychological capital scale (Luthans, James & Patera, 2008, p. 269). The dependent variable scale is the University Teachers' Organizational Commitment scale.

Reliability and Validity Analysis

Reliability Analysis The reliability analysis of the psychological capital scale, the minimum CITC value is .95, both greater than .40. the minimum Cronbach's Alpha value if Item Deleted is .94 greater than .70; the Total Cronbach's Alpha is .954, which is greater than .70, indicate that the overall reliability level is high and there is no need to delete the item. Psychological capital scale have good reliability and meet the requirements of data analysis.

Validity Analysis The validity analysis of the organizational commitment scale and KMO coefficient of the psychological capital scale is .787, higher



than .70 And the Chi-square value of Bartlett's Test of Sphericity is 3741.119 ($p < .001$), indicating that it is suitable for factor analysis. Using feature values greater than 1 as the standard extraction factor, a total of 2 main components were obtained, with feature values of 7.186, and 2.414, respectively, which explained a total variation of 62.62%. The factors of the 24 items are consistent with the original hypothetical dimensions, and there is no cross-factor loading. The factor loads of items emotional commitment 4 and continuous commitment 4 are .453 and .468, which is slightly lower than the .50 standard, which basically meets the effect Degree test, organizational commitment scale has a high structural validity.

Data Collecting Method Using questionnaire to collect first-hand data. Refer to the established foreign scale, combined with the opinions of experts and scholars to modify and improve, and finally determine the questionnaire.

Data Analysis Use descriptive analysis of each problem in this thesis was expressed. Use difference test in condition if the difference test if significant, then in the subsequent regression analysis, these demographic statistical variables need to be used as control variables to exclude the influence of non-study variables. Use correlation analysis in each research variable, and the preliminary prediction of whether the relationship between variables is consistent with the hypothesis of this study. Use linear regression analysis method is used to verify the relevant hypothesis.

RESEARCH RESULTS

Descriptive Analysis of Demographic Profile

Majority of the respondents were male which slightly more than female academics, respondent age which the most university academics are between 36 and 40 years old. Working experience of the samples are mostly 11-15 years. Most of the academics in universities in Shanxi are Master degree. Income were 4,001-6,000 yuan. Majority were humanities,



and second tier universities and third tier universities are the vast majority that more than first tier universities.

Descriptive Analysis of Variables

As the result from analysis, revealed that the respondents placed talent training performance at the highest level (mean=4.17), followed by job performance, self-confidence, optimism, psychological capital, hope, tenacity, scientific research performance, social service performance. Above the Median 3 points.

Regression Analysis

It can be seen from table blow that the psychological capital of teachers is positively correlated with emotional commitment and continuous commitment. The correlation coefficients R of teachers' psychological capital, emotional commitment and continuous commitment are 0.809 and 0.565, respectively, and the p values of both are less than .001, indicating that the psychological capital of teachers has a significant positive correlation with both. H1 and H2 are verified. (Table1.)

Table 1. Regression analysis results of psychological capital on Organizational Commitment

Item	Variable	Emotional Commitment	Continuous Commitment
		H1	H2
Control variable	Age	0.008	0.133
	Working Experience	-0.041	0.109
	Academic Degree	-0.037	-0.105
	Professional Title	0.198	0.176
	Psychological Capital		
Main effect	β	0.813***	0.569***
	r R ²	0.491	0.254
	Adjusted R ²	0.409	0.335
	F	18.429***	9.981***

***p<.001



DISCUSSION

The regression conclusion shows that there is a significant positive correlation between the psychological capital of teachers and emotional commitment and continuous commitment. High-level psychological capital can effectively enhance the organizational commitment of teachers, and encourage them to love colleges and universities and their positions as teachers (Jiang, 2018, p. 125). Combining psychological capital theory (Luthans, Avolio, Walumbwa & Li, 2005, p. 251), the optimistic, confident and hopeful mental state of teachers helps them actively integrate into the working environment and organizational culture of colleges and universities, enhance their sense of organizational identity, voluntarily follow the rules and regulations of colleges and universities to carry out their work (Kang, 2019, p. 74). High-level psychological capital can effectively improve the resilience and self-satisfaction of teachers in their work, and encourage them to work voluntarily, continuously and enthusiastically (Guo, Guo & Meng, 2019, p. 76).

RECOMMENDATION

Recommendation for Research Results in Use

1. Increase the psychological capital investment. To shape a positive and healthy work attitude, and enhance the professionalism of teachers
2. Pay attention to organizational commitments guidance. To transform psychological capital into organizational commitment and behavioral orientation, so as to enhance the loyalty of teachers and make them love the cause of colleges and universities

Recommendation for Further Research

1. A larger sampling should be taken, and the universities should be further divided into research-type, research-teaching-type, teaching-research-type, and teaching-type to discuss separately to verify the conclusions of this study.



2. Subsequent research may consider further extending the existing theoretical models, looking for effective adjustments or incorporating other intermediary variables into the model, thereby enriching the relevant content of the mechanism of psychological capital's impact on organizational commitments.

REFERENCES

- Abu Yaman, I. K. (1967). Biologie des prozessiosspinnners (thaumetopoea wilkinsoni tams) in jordanien. *Anzger für Schdlingskunde*, **40**(10), pp. 154-156.
- Bai, Guanglin, Ling, Wenzhen, & Li, Guohao. (2011). Research on the relationship between occupational plateau and job satisfaction, organizational commitment and turnover intention. *Soft Science*, **2**, pp. 108-111.
- Guo, Tongmei, Guo, Qiuyun, & Meng, Libing. (2019). Research on the relationship between psychological capital and innovation performance of knowledge workers. *Economic*, **10**, pp. 71-78.
- Jiang, Ling. (2018). A comparative study on the professional learning community of librarians at home and abroad from a cross-cultural perspective. *Library Work and Research*, **3**, pp. 122-128.
- Kang, Chaoqun & Yang, Qing. (2019). The influence of the psychological capital of university librarians on their organizational citizenship behavior: the mediating role of organizational commitment. *Libraries*, **5**, pp. 1-7.
- Ke, Jianglin & Sun, Jianmin. (2018). The influence of internal control personality, transformational leadership and organizational culture on employees' psychological capital. *Economics and Management Research*, **9**, pp. 136-144.
- Luthans, F., Avolio, B. J., Walumbwa, F. O., & Li, W. (2005). The psychological capital of Chinese workers: Exploring the relationship with performance. *Management and Organization Review*, **1**(2), pp. 249-271.



- Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Developing the psychological capital of resiliency. *Human Resource Development Review*, 5(1), pp. 25-44.
- Luthans, F. , Avey, J. B. , & Patera, J. L. (2008). Experimental analysis of a web-based training intervention to develop positive psychological capital. *Academy of Management Learning & Education*, 7(2), pp. 209-221.
- Sui, Yifan., & Tang, Qianfan. (2008). A 30-year development practice study of social services in Chinese universities. *Chinese Higher Education Research*, 11, pp. 18-22.
- Zhong, Lifeng. (2007). Influence of psychological capital on employees' job performance, organizational commitment and organizational citizenship behavior. *Acta Psychological Society* 2, pp. 328-334.