

How adversity quotient and interpersonal communication affects teacher organizational citizenship behavior?

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ABSTRACT

This study explored the empirical effect of adversity quotient (AQ) and interpersonal communication on teachers' organizational citizenship behavior (OCB) mediated by organizational commitment. A questionnaire in Likert scale model collected research data. The sample were 469 teachers of primary schools in Indonesia selected by accidental sampling. Data analysis used path analysis supported by descriptive statistics and correlational matrix. The research result indicated that AQ and interpersonal communication significantly affect teachers' OCB, directly and indirectly, mediated by organizational commitment. Thus, the teachers' OCB can enhance through AQ, interpersonal communication, and organizational commitment. Besides, a new model regarding the effect of AQ and interpersonal communication on teachers' OCB mediated by organizational commitment also was confirmed. Therefore, the researchers and practitioners can adopt a new empirical model to increase teachers' OCB through AQ, interpersonal communication, and organizational commitment in the future.

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1. INTRODUCTION

Organizational citizenship behavior (OCB) consistently got more attention among academics and practitioners. This is inseparable from OCB's vitality for individuals, groups, and organizations, both profit organizations and non-profit organizations, like school organizations. Several studies recently indicated that OCB affects employees' productivity [1] and performance [2], then implicate to organizational performance [3]. In an educational context, OCB also influences teachers' innovative behavior [4]. It means OCB is essential for teachers, so it needs and urgent to investigate, primarily considering that teachers in Indonesia have not shown extra behavior that can encourage the achievement of optimal quality education. Generally, students' academic achievement is still far from optimal; teachers do not make extra efforts to help students. Therefore, an in-depth study regarding OCB is needed, especially concerning other relevant variables, particularly adversity quotient (AQ), interpersonal communication, and organizational commitment. Based on this reason, thus this research problem is how adversity quotient and interpersonal communication affects teachers' OCB mediated by organizational commitment.

According to Cascio [5], OCB is discretionary behaviors performed outside of ones' formal role that helps other employees perform their jobs or that show support for and conscientiousness toward the organization. OCB consists of employee behavior that is beyond the call of duty exceeds formal job duties, such as cooperation and helpfulness to others that support the organizations' social and psychological context,

but is often necessary for the organizational survival [6], [7]. Meanwhile, Schultz [8] described that OCB is putting forth the effort, doing more for your employer than the minimum requirements of your job. It includes such behaviors as taking on additional assignments, voluntarily assisting other people at work, keeping up with the developments in one's 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. OCB consists of five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9].

In psychological perspective, adversity quotient (AQ) is a theory that scientifically explains steps and strengthens how people respond to various kinds of difficulties [10]. AQ refers to a person's ability to survive in the face of difficulties and efforts to resolve difficulties [11] or a person's capacity to deal with and respond to life's difficulties such as stress and the difficulties he faces [12]. Adversity quotient helps individuals strengthen their abilities and perseverance in facing the challenges of everyday life [13]. Adversity is also related to the courage to face difficulties, misfortunes, misery, and challenges [14]. Courage in this sense is to see and view adversity, difficulty, or misery realistically as part of human life that is inseparable but needs to resolve. As if adversity, difficulty, or misery seemed to be given, courage is also a gift that gives a person the ability to face danger without having to be overwhelmed by fear [15]. In addition, adversity is also related to self-strength, which lies in the willingness to accept everything gracefully [16].

Stoltz [17] mentioned four dimensions of AQ: control, origin ownership, reach, and endurance (CO2RE). Control, the ability of individuals to positively influence a situation and control the response to the situation. Origin ownership, where the individuals' ability to place feelings on him and dare to bear the consequences of the situation, can improve the problems. Reach, an individuals' ability to reach out and limit problems to reach other areas of an individuals' life. Endurance, individuals' ability to perceive difficulties, and strength in dealing with these difficulties by creating ideas in problem-solving so that the hardness of heart and courage in solving problems can be realized. The dimensions of AQ if in a high-level condition can stimulate increasing teachers' OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. Previous studies [18], [19] also indicated that AQ affects OCB. Based on studies, the first hypothesis in this study is: AQ has a direct effect on teachers' OCB (H_1).

In everyday life dynamics, interpersonal communication is vital for every individual in carrying out their activities. Especially for teachers, interpersonal communication is needed to build social relationships with fellow teachers and an essential asset for building dynamic interactions with students. At the individual levels, interpersonal communication affects job performance [20], [21], and then at the organizational level, interpersonal communication influences organizational effectiveness [22]. According to Gibson, Ivancevich, and Konopaske [23], interpersonal communication is a flow or exchange of information between individuals in face-to-face and group situations. 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 [24]. Interpersonal communication also refers to the pattern of communication flows, relationships, and understandings developed over time among people, rather than focusing on the individual and whether a specific message is received as intended by the sender. This pattern involves the ongoing flow of verbal, written, and nonverbal messages between two people or between one person and others [25].

DeVito [26] mentioned five dimensions of interpersonal communication: openness, empathy, supportiveness, positiveness, and equality. Openness refers to the willingness to express oneself and act honestly with other people's messages. Empathy reflects in a feeling what other people feel, experiencing what others are experiencing from that person's point of view without losing one's identity. Supportiveness is having an uncertain and open-minded attitude and being willing to listen to opposing points of view, change one's position, and helping to create a supportive atmosphere. Positiveness, which is stating a positive attitude and praising people who are interaction partners. Equality, related to the view that disagreement is seen as an easier way to solve problems. Thus, equality does not accept and approve all other people's behavior. When the five dimensions in good condition can enhance teachers' OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. Various studies [27]–[31] also claimed that interpersonal communication influences teachers' OCB. Based on the previous argument and studies, the second hypothesis in this study is: Interpersonal communication has a direct effect on teachers' OCB (H_2).

In the organizational context, commitment reflects the degree to which an employee identifies with the organization and wants to continue actively participating in it, willing to put forth effort on its behalf [32], [33]. Organizational commitment is also described as the extent to which an individual identifies with an organization and its goal, reflected in day-to-day work activity [6], [34]. Organizational commitment consists of three indicators: i) Affective commitment, which involves the employee's emotional attachment to, identification with, and involvement in the organization; ii) Continuance commitment, which involves commitment based on the costs that the employee associates with leaving the organization; and

iii) Normative commitment, involves employees' feelings of obligation to stay with the organization because they should; it is the right thing to do [35]. If the three-dimension in high levels can increase teachers' OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. The research result conducted by researchers in various context [36]–[44] also proved that organizational commitment affects teachers' OCB. Based on the argument and studies, the third hypothesis in this study is: Organizational commitment has a direct effect on teachers' OCB (H_3).

Besides, affecting teachers' OCB, organizational commitment is also influenced by AQ. The high AQ teachers, such as control, origin ownership, reach, and endurance [17], tend to involve the teachers' emotional attachment to, identification with, and involvement in the school organization [35]. The scholar's studies [45], [46] also proved that AQ influences organizational commitment. Based on the previous studies, the fourth hypothesis in this study is: AQ has a direct effect on organizational commitment (H_4).

Organizational commitment is also affected by interpersonal communication. The teachers fluently in interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality [26] can make the teachers easy more to emotional attachment to, identification with, and involved [26] in the school organization [35]. The recent studies [47]–[50] also indicated that interpersonal communication influences organizational commitment. Based on the previous argument and studies, the fifth hypothesis in this study is: Interpersonal communication has a direct effect on organizational commitment (H_5).

From the various results of the research, organizational commitment mediates AQ's impact on teachers' OCB. The indicators of AQ, such as control, origin ownership, reach, and endurance [17] if sufficient conditions and consistent for a long time can stimulate organizational commitment manifested in affective, continuance, and normative commitment [35] and then implicate enhancing teachers' OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. The research result conducted by researchers [45], [46] also claimed that AQ related to organizational commitment, while the several studies [36]–[44] indicated that organizational commitment influences teachers' OCB. Based on the previous argument and studies, the sixth hypothesis in this study is: AQ has an indirect effect on teachers' OCB mediated by organizational commitment (H_6).

Organizational commitment also mediates the effect of interpersonal communication on teachers' OCB. The indicators of interpersonal communication, such as openness, empathy, supportiveness, positiveness, and equality [26], if fluently potentially stimulates organizational commitment, particularly affective commitment [35] and then give a positive impact on teachers' OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. The recent studies [47]–[50] also revealed that interpersonal communication affects organizational commitment, while the several studies [36]–[44] show that organizational commitment related to teachers' OCB. Based on the previous argument and studies, the seventh hypothesis in this study is: Interpersonal communication has an indirect effect on teachers' OCB mediated by organizational commitment (H_7). From the previous studies' results, researchers developed a research framework that includes direct and indirect effects between research variables as shown in Figure 1.

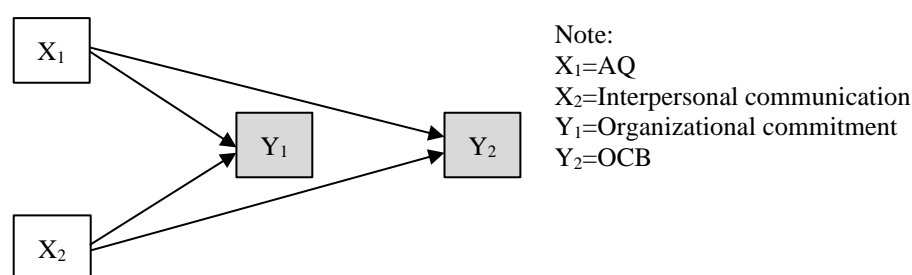


Figure 1. Research framework

2. RESEARCH METHOD

This research employed a quantitative approach with a survey method. The data collected by a questionnaire in the form of a Likert scale with five option answers: strongly disagree, disagree, neutral, agree, and strongly agree. This research took place during the COVID-19 pandemic, which requires everyone to comply with health protocols, especially social distancing. 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 constructed by the researchers based on the theoretical dimensions or indicators of the experts. The dimensions/indicators of AQ: control, origin ownership, reach, and endurance [17]; interpersonal communication: openness, empathy, supportiveness, positiveness, and equality [26];

organizational commitment: affective, continuance, and normative [35]; teachers' OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. The questionnaire of AQ consists of eight items (alpha coefficient=.867), interpersonal communication consists of eight items (alpha coefficient=.824), organizational commitment consists of 10 items (alpha coefficient=.909, and teachers' OCB consists of 10 items (alpha coefficients=.900). All variables have an alpha coefficient>.7, so it is reliable as a research instrument [51].

The respondent was 469 primary school teachers in Indonesia spread across eight provinces (Jakarta, Banten, West Java, Central Java, Riau Islands, Lampung, East Kalimantan, and East Nusa Tenggara). The respondent determined by accidental sampling based on participant willingness to fill in the questionnaire when the research was conducted [52]. Table 1 shows the majority of gender is female (64.61%), ages 26-35 years (40.94%), bachelor education (87.21%), marital status (70.79%), and length of teaching ≤five years (40.09%). Data analysis employed the path analysis, and to test its significance, used a t-test, supported by descriptive statistics and correlational. Path analysis conducted with Lisrel 8.80, and then analysis descriptive and correlational by SPSS version 26.

Table 1. Profile of the research participant

Profile	Amount	Percentage
Gender		
Male	166	35.39
Female	303	64.61
Age		
≤25 years	64	13.65
26–35 years	192	40.94
36–45 years	130	27.72
46–55 years	75	15.99
≥56 years	8	1.71
Education		
Diploma (D3)	18	3.84
Bachelor (S1)	409	87.21
Postgraduate (S2)	41	8.74
Doctoral (S3)	1	0.21
Marital status		
Married	332	70.79
Unmarried	137	29.21
Length of teaching		
≤5 years	188	40.09
6–10 years	130	27.72
11–15 years	77	16.42
≥16 years	74	15.78

3. RESULTS AND DISCUSSION

3.1. Results

The descriptive statistical analysis and correlations of the four research variables are presented in Table 2. The mean values of the four variables from the lowest to the highest in succession are AQ (33.14), interpersonal communication (34.39), teachers' OCB (40.87), and organizational commitment (41.17). Meanwhile, the standard deviation values of the four variables from the lowest to the highest in succession are interpersonal communication (3.561), adversity quotient (3.596), organizational commitment (5.058), and teachers' OCB (5.301). 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.

Table 2. Descriptive statistics and correlation matrix of variables

Variables	Mean	Std. Deviation	1	2	3	4
AQ	33.14	3.596	1.00			
Interpersonal communication	34.39	3.561	.472**	1.00		
Organizational commitment	41.17	5.058	.523**	.422**	1.00	
Teachers' OCB	40.87	5.301	.484**	.522**	.648**	1.00

The hypothesis testing result with path analysis of AQ and interpersonal communication on teachers' OCB mediated by organizational commitment is summarized in Table 3 and visualized in Figure 1 and Figure 2. As presented in Table 3, all the hypotheses were supported ($t\text{-value} > t\text{-table at } \alpha = .01$). That means that AQ, interpersonal communication, and organizational commitment significantly direct effect on teachers' OCB. AQ and interpersonal communication have a significant direct effect on organizational commitment. AQ and interpersonal communication have a significant indirect effect on teachers' OCB mediated by organizational commitment. AQ proves to have a more dominant direct effect on organizational

commitment (.42) than interpersonal communication (.22). Organizational commitment proved to have a more dominant direct effect on teachers' OCB (.48) than AQ (.11) and interpersonal communication (.27). Even AQ indirectly affects teachers' OCB mediated by organizational commitment (.20) better than interpersonal communication (.11). Finally, organizational commitment the greatest influence on teachers' OCB and has an important role in mediated the effect of AQ and interpersonal communication on teachers' OCB.

As shown in Figures 2 and 3, 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, the model tested is fit. This result indicates that the theoretical model being tested is supported by empirical data from primary school teachers in Indonesia.

Table 3. Summary of path coefficients and t-values

Hypothesis	Path coefficients	T value	Hypothesis testing
H ₁ : AQ (X ₁) on teachers' OCB (Y ₂)	.11**	2.61	Supported
H ₂ : Interpersonal communication (X ₂) on teachers' OCB (Y ₂)	.27**	7.11	Supported
H ₃ : Organizational commitment (Y ₁) on teachers' OCB (Y ₂)	.48**	12.10	Supported
H ₄ : AQ (X ₁) on organizational commitment (Y ₁)	.42**	9.61	Supported
H ₅ : Interpersonal communication (X ₂) on organizational commitment (Y ₁)	.22**	5.13	Supported
H ₆ : AQ (X ₁) on teachers' OCB (Y ₂) mediated by organizational commitment (Y ₁)	.20**	7.53	Supported
H ₇ : Interpersonal communication (X ₂) on teachers' OCB (Y ₂) mediated by organizational commitment (Y ₁)	.11**	4.72	Supported

** p<.01

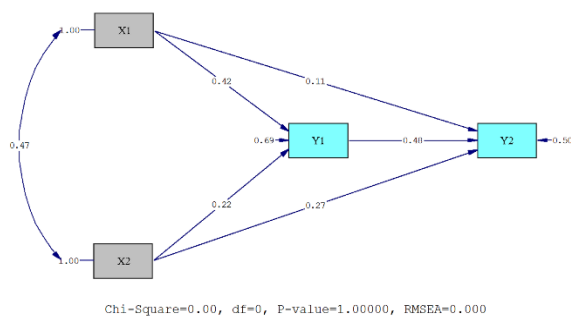


Figure 2. Path coefficients

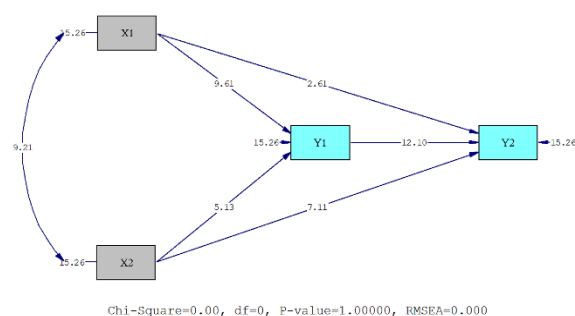


Figure 3. T values

3.2. Discussion

This research found that AQ and interpersonal communication significantly affects teachers' OCB mediated by organizational commitment. The results of the fittest of the structural model also proved the significance (fit). This finding confirms that AQ, interpersonal communication, and organizational commitment are essential determinants for teachers' OCB. Moreover, organizational commitment plays a significant role as a mediator of AQ, and interpersonal communication significantly affects teachers' OCB. This evidence consistent with other research results to develop this research hypothesis.

However, in reality, teachers who have control, origin ownership, reach, and endurance [17] in any school activities tend to have adequate altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. For example, teachers with a high level of control in facing problems and challenges in school will tend to have strong conscientiousness, sportsmanship, courtesy, and civic virtue. These findings align in line with the research results [18], [19] that AQ affects OCB. In addition, teachers with fluent interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality [26] also tend to have adequate altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. For illustration, teachers with high openness, empathy, supportiveness, and positivity will tend to have strong altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. More specifically, an empathic teacher will tend to help others (altruism).

Teachers with strong supportiveness and positiveness will easily appear as sportsmanship figures. Previous researches [27]–[31] indicated that interpersonal communication influences teachers' OCB. Likewise, teachers who have high affective, continuance, and normative commitment [35] will also tend to have adequate altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [9]. For example, teachers who have a strong affective commitment will tend to easily actualize their potential

conscientiousness, sportsmanship, courtesy, and civic virtue. Previous similar studies [36]–[44] also proved that organizational commitment influences teachers' OCB.

This empirical fact indicates that improving AQ, interpersonal communication, and organizational commitment will encourage an increase teachers' OCB so that primary school principals have an interest in making breakthrough efforts and strategic policies to improve teachers' AQ, interpersonal communication and organizational commitment. This is very important because, according to various studies that OCB has been proving to improve innovative behavior, productivity, performance, and organizational effectiveness [1]–[4].

This study also confirmed that organizational commitment plays a significant role as a mediator of AQ and interpersonal communication on teachers' OCB. It is a novelty in the form of the new research model regarding AQ and interpersonal communication affects teachers' OCB, mediated by organizational commitment, supported by data on primary school teachers in Indonesia. Therefore, organizational commitment needs to consider increasing teachers' OCB through AQ and interpersonal communication. That is, the kind of effort to enhance teachers' OCB will be better if improving AQ and interpersonal communication with support by organizational commitment.

4. IMPLICATION

The new research model regarding AQ and interpersonal communication affects teachers' OCB, mediated by organizational commitment will have practical and theoretical implications. For practitioners, the model can provide essential consequences for enhancing teachers' OCB with to consider the conditions of AQ, interpersonal communication, and organizational commitment simultaneously. Although they are internal factors, these three variables can be developed through training or workshop activities. In addition, it can also overcome through the improvement and enrichment of external conditions in the school environment. For example, challenging teachers with attractive prizes or promotions can raise teachers' AQ and organizational commitment. Creating a more democratic school social climate, which allows teachers to express opinions freely, can also provide an opportunity for improving interpersonal communication among teachers. This effort requires goodwill and strong willingness from the principal through strategic policies specifically scheduled to improve teachers' OCB as crucial capital to help students who face difficulties achieving their best academic performance, especially during the COVID-19 pandemic. The success of schools in improving teachers' OCB will provide a multiplier effect on improving the quality of education and human resources.

5. CONCLUSION

This research proved that AQ, interpersonal communication, and organizational commitment significantly affect teachers' OCB. Besides, AQ and interpersonal communication influence teachers' organizational commitment. This evidence in line and consistent with previous research results. Nevertheless, moreover, organizational commitment plays a significant role as a mediator of AQ and interpersonal communication significantly affects teachers' OCB that has to show the new research model regarding AQ and interpersonal communication affects teachers' OCB, mediated by organizational commitment, supported by data on primary school teachers in Indonesia. This new model can discuss as a discourse or reference among researchers and practitioners to build better teachers' OCB in the future.

For the researcher, the new model can applicate to school organizations with develop and expand research more comprehensively, for example, adding new variables, other indicators, or an analytical approach, such as structural equation modeling (SEM). Furthermore, researchers can also expand the research area, for example, by adding samples (participants) from other provinces in Indonesia.

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