Authentic Leadership Influences Bangkok Metropolitan Administration Schools' Learning Organization through Teachers' Psychological Capital and Organizational Commitment: A Structural Equation Model

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Article History	Abstract
	The research aimed to develop the structural equation model of learning organization affected by authentic leadership through mediators, psychological capital, and organizational commitment as perceived from the empirical data from Bangkok Metropolitan school teachers. The hypothesized model was examined using structural equation modelling among a sample consisting of 1,080 teachers. The findings revealed that causal relationships of learning organizations affected by authentic leadership through mediators fit the data well, as indicated by fit indices; authentic leadership engaged the highest significant effect on psychological capital, tailed by learning organization and organizational commitment. Authentic leadership significantly received the indirect effects on learning organization with a total effect through psychological capital and organizational commitment. There were direct effects of psychological capital on organizational commitment and learning organization. The findings indicated that the highest impacts of psychological capital were on learning organization, while learning organization was correspondingly influenced by authentic leadership and organizational commitment. The squared multiple correlations verified 79.10% of psychological capital, 65.90% of organizational commitment, and 68.40% of learning organization in the variances of authentic leadership, 68.40% of psychological capital and 65.90% of organizational commitment, had indicated the variances in the model. **Keywords:** Educational Research Methodology, Quantitative, Casual Relationship Model, Model Development, Thailand

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Introduction

For decades, organizational scholars have been interested in exploring a learning organization emphasizing approaches to varied forms of leadership. The related theories and practices that contribute to learning organizations were created to respond to changing manifestations and the need to progress in developing organizations; besides that, the tenacities are for effectiveness in nourishing organizational objectives as the crucial concept is to deliver opportunities for individuals simultaneously and to constantly evolve capacities in forming individual core values which the individuals are genuinely enhanced to learn at all levels (Senge, 1990). Organizational learning is vital because it significantly drives leaders toward organizational transformation achievements (Pedler, Burgoyne, & Boydell, 1996). Personnel advantage from learning organization as it provides a safe environment encouraging them to take the initiative, make mistakes, and learn from their failures as outcomes. This practice has been crucially identified as organizational reform and growth (George, 2003), specifically in educational institutions, with significant structural aspects of educational management and human capital (Ilies, Morgeson, & Nahrgang, 2005). The interconnected psychological capital and organizational commitment are implicitly considered and crucially associated with organizational psychology and behavior.

Additionally, the mediating roles of psychological capital and organizational commitment continue to be thoroughly investigated to correctly identify critical components of causality (Clapp-smith, Vogelgesang, & Avey, 2009) on such essential aspects of organizational growth as the prediction of projected organizational results in a variety of management. While the connection between organizational citizenship and authentic leadership has been explored, literature gaps between these initiated relating variables also remain limited (Tamata & Kulophas, 2020), encompassing the logical opportunities in the Correlation between authentic leadership among the leaders and the organizational commitment among the followers. These interrelated concepts of authentic leadership associated with psychological capital and organizational commitment acting as mediators toward becoming the learning organization are theoretically and conceptually found in different works. Moreover, these linkages have been analytically established and empirically verified, drawing heavily on various literature from several study frameworks. Nevertheless, these are insufficient from such a Thai school perspective. As far as the current situation for school officials is concerned, they are confronting rising demands and obstacles in the twenty-first century (Sinclair, 2010). To be precise, Bangkok's numerous schools are heavily packed as the largest demographic of educational settings. The contextual relevance of educational institutions in Thailand is also culturally affiliated with moral strategies for leaders' processes, of authentic leadership. To address existing gaps in knowledge concerning authentic leadership's influence on learning organizations and the mechanism whereby psychological capital, besides organizational commitment operates as mediating factor within the structural contexts in Bangkok, Thailand, this research inquiry is based on prior empirical evidence.

Thus, utilizing empirical data derived from the hypothetical model of authentic leadership, with organizational commitment and psychological capital as intermediaries persuading learning organization among the educators, was indeed an approach to gain an insight into the nature of authentic leadership roles and the mediated contributions of on the grander measure. With the methodology of structural equation modeling, the scholars and academics in educational administration and organizational advancement gradually gained research findings that steered as respected information and evidence to key personnel and stakeholders as practitioners in establishing a justifiable method built on the leader's principles and integrity, leading to the accomplishment of institute purposes through features of accountable leadership (Mahapoonyanont et al., 2018). The discoveries necessarily benefit educational organizations in Thailand and are still in response to the strategy and significant efforts required to restart and aid school administrators in their job modifications (Hallinger & Lee, 2014). The study aims to uncover prospective knowledge, underlying dynamics, and theoretical underpinnings for the varied impacts of authentic leadership via the mediated factors of psychological capital and organizational commitment to learning organizations in educational organizations.

Research Objectives

I. To examine causal relationships among authentic leadership through mediators; psychological capital, and organizational commitment, influencing learning organization

II. To construct a structural equation model of the learning organization, with mediators; psychological capital, and organizational commitment impacted by authentic leadership as recognized from empirical evidence

Research Hypotheses

I. A direct effect of authentic leadership affecting learning organization

II. An indirect effect of authentic leadership with psychological capital as a mediator affecting learning organization

III. An indirect of authentic leadership with organizational commitment as a mediator effect affecting the learning organization

IV. An indirect effect of authentic leadership with psychological capital and organizational commitment as mediators affecting learning organization

Hypothesized Model

The employed variables of authentic leadership (Walumbwa et al., 2008), psychological capital (Luthans, Yousseff, & Avolio, 2007), organizational commitment (Meyer, Allen, & Smith, 1993), and learning organization (Marsick & Watkins, 2003) were the refined from the previous scholars' in the hypothesized model (figure 1.)
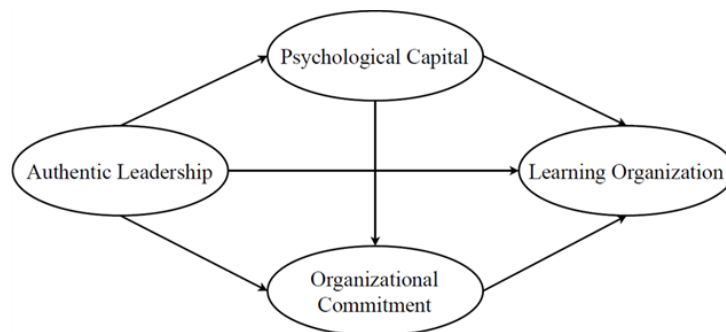

Figure 1. Hypothesized Model

Literature Review

The Concepts of Authentic Leadership

Authentic leadership hypothesis conceptualization was identified four categories for genuine leadership: self-awareness, relational transparency, internalized moral viewpoint, and balancing processing (Walumbwa et al., 2008). Accordingly, the essence of authentic leadership for academic institutions is defined by the internal traits and moral attributes of the leaders perceivable by the groups. Remarkably, the authentic leadership research had been peer-reviewed, making it just as applicable to how followers make professional decisions. Supporting the relationships between leadership and psychological capital, the related foundations are fundamental among followers and critical for the organization's productive working results.

The Concepts of Learning Organization

Organizational learning enables the association to grow and transform over time. When participants realize their role in the cooperative functioning, structured, and collectively accountable shift towards common values (Watkins & Marsick, 1992), it supports or enhances employees' capacity to learn, adapt, and change. The learning organization profile was created by grouping the organization's main learning qualities (Marquadt, 1996) and three-building qualities that enhance learning (Garvin, Edmondson, & Gino, 2008). During the first phase of the revolutionary method, the highlights of building a learning organization and the fifth discipline (Senge, 1990) was a preparatory strategy focusing on mental patterns, individual mastery, systems thinking, shared vision, and team learning. Organizations that can learn and change focus on learning from shifts (Garvin, 1993). The seven dimensions of the learning organization (Marsick & Watkins, 2003) comprised of 1) creating continuous learning opportunities, 2) promoting inquiry and dialogue, 3) encouraging collaboration and team learning, 4) creating systems to capture and share knowledge, 5) empowering people toward a collective vision, 6) connecting the enterprise to an incubator environment, and 7) providing the deliberate lead. People re-create themselves and achieve things they could not do before by learning, and they are resistive to their environments and associated relations by gaining knowledge. Individuals can enhance their ability to create by understanding, becoming a component of the innovation process of life-long apprentices.

The Associations between Learning Organizations and Authentic Leadership

The role of the interactive process and authentic leadership in the learning organization paradigm requires more research (Priefert, 2014). The authenticity of interactions between leaders and educators is critical to developing a learning culture. Mazutis and Slawinski (2008) assessed top executives' self-awareness, balanced processing, self-regulation, and relational transparency and their findings recommended fostering a model testing culture. Authentic leadership and learning organization outcomes are also correlated (Chmiel, 2013). Leaders are responsible for leading change and developing a learning organization through authentic leadership with mediators. Authentic team leadership led to better learning outcomes. Lessons learned and authenticity confirmed that preferred authentic leadership skills improved staff emotional commitment and learning organization (Milic et al., 2017). A leader's authenticity also impacts an organization's learning, and the learning environment is influenced by authentic leadership behaviors (Okmen et al., 2018). The researchers (Wong & Cummings, 2009) found that internalized moral awareness and transparency could create a safe workplace. The members willing to share concerns and ideas to improve the workplace and patient care require supportive leaders and management trust. Staff morale and transparency perceptions influenced organizational learning capacity. In addition, the benefits of this leadership style were not thoroughly studied.

The Concepts of Psychological Capital

These four aspects formed psychological capital concepts, focusing on their own psychological foundations (Gooty et al., 2009), self-efficacy, hope, optimism, and resilience. Prior research (Çetin & Basim, 2011) emphasized the problem that conditions necessitate a changing attribute rather than a lasting characteristic. Positive psychological capital is defined as a shared underlying ability deemed crucially to personal motivation, cognitive-based processing, chosen for accomplishment, and achieving behavior in organizational and administrative contexts (Peterson et al., 2011). This focuses on a higher-order core construct consisting of four positive psychological characteristics, as it was reported in theory-based psychological research (Luthans et al., 2010). Psychological capital is a set of factors to improve work performance and implementation (Hughes, 2008). The individual's favorable psychological condition of progress was described as taking elevated measures of identified four elements (Luthans et al., 2007). Employees have feelings for the organizations for which they work, and these feelings and their qualities are essential for their compelling work accomplishments within the organization.

The Associations between Psychological Capital and Authentic Leadership

As all leaders are the primary entities who significantly impact individuals as organizational members through their leadership behavior to create a learning organization, the psychological capital of participants is regarded to involve connections between existing literature on psychological capital and authentic leadership. Moreover, followers who trusted the leaders reacted honestly. Corporate culture and management practices shape employee psychological capital. Munyaka et al. (2017) found that organizational commitment influenced employees' intentions to leave. Based on research, authentic leadership and psychological capital can help firms overcome competitive difficulties, grasp profitable chances, and improve organizational efficiency (Rego et al., 2014). As for psychological capital, perceived authentic leadership also reduces burnout (Adil & Kamal, 2018). The previous study (Hu et al., 2018) discovered a significant and positive relationship between proactive staff behavior and authentic leadership; mediated by psychological capital, as compassion at work had a restraining effect on a positive relationship between authentic leadership and employees' assertive behavior and psychological capital.

The Associations between Learning Organization and Psychological Capital

Employees' psychological capital is a critical internal aspect that motivates workers and facilitates their self-development and team learning. Learning corporate employees to be respectfully improving and learning in their professions, employees' mental capital is critical for their inner self-development and learning in the team. Psychological capital was favorable and substantial consequences on organizational learning (Mahar, Basheer, & Maitlo, 2017), regardless of whether it was explicitly enhancing or encouraging the learning environment. Psychological capital variables are similarly strongly associated with some aspects of the learning organization. Optimism took the most divergence (Little & Swayze, 2015). Intended for psychological capital, strong connections were discovered between hope, self-efficacy, and optimism and all seven characteristics of a learning organization (Sweet, 2012). When workers' psychological capital is built, the learning organization's potential for growth is increased.

The Concepts of Organizational Commitment

Academics acknowledged organizational commitment as a psychological form exhibiting the collaborative link between personnel and organizations and the option to stay or leave as a member (Meyer & Allen, 1991). The study (Meyer & Herscovitch, 2001) found that loyal employees are willing to stay for the corporation's purpose. Meyer and Allen (1997) developed three structural components; 1) emotional attachment to their organization (affective commitment), 2) personal costs of leaving an organization or not having alternative employment opportunities (continuance commitment), and 3) how staff feel about their obligation to stay with their organization (normative commitment). Organizational commitment is defined as the inner qualities of people who can recognize feelings towards their roles and tasks, focusing on employee and organizational sentiments. They feel compelled to join the group seeing themselves as part of the desire to remain in that organization. People also perceive variables that may help them achieve their objectives through Individuals' incontrovertibly crucial attitudes.

The Associations between Organizational Commitment and Authentic Leadership

Organizational commitment measures employee engagement and participation in specific organizations (Mowday, Steers, & Porter, 1979). Authentic leadership must inspire and motivate truly committed employees (Kliuchnikov, 2011), and encouraging employees to act and think positively was linked to authentic transformational (Tuttle, 2009). Psychological capital has influenced organizational commitment (Rego et al., 2016). Personal and organizational habits and values impacted employee engagement and performance (Ilies et al., 2005). Perceived authenticity increased commitment to work goals and objectives (Kernis & Goldman, 2006). Authentic leadership increases employee engagement and reduces turnover (Ausar, Kang, & Kim, 2016). Authentic leadership with organizational commitment mediated by proactive work behavior had significant implications (Smithikrai & Suwannadet, 2018). Authentic leadership inspires and motivates employees, and employee loyalty is vital to the school system's progress (Siddiqui, Syed, & Hassan, 2012).

The Association between Learning Organization and Organizational Commitment

Initially, the connection between learning organization and organizational commitment was established as with any process in which individuals feel connected to tasks, commitment has an effect on work results, specifically on the creation of learning organization among members and teams within the organization. In turn, a well-created organizational commitment was needed to increase organizational performance. Moreover, substantial correlations were indicated between learning organization, organizational commitment, and work experience (Yaghoubi, 2010). Mainly, shared systems had a more substantial influence on organizational commitment (Balay, 2012). Considering the organizational performance and transforming underlying differences tended toward learning organization were realistic approach as a priority amid varieties of corporate culture thus to initially create learning.

Methodology

Research Design and Sample

The study chose the quantitative methodology to examine causal relationships between the variables in the framework for Bangkok Metropolitan schools and to construct a structural equation model. Structural Equation Modelling is a statistical procedure for testing hypotheses about correlations between variables in educational research and practice, as it enables examining interactions' complex and dynamic nature (Khine, 2013).

The sample size was calculated using the parameters perceived in this investigation and a 20:1 (per parameter) ratio, as recommended by Lindeman, Merenda, and Gold (1980) and Hair et al. (2010). The study found 45 factors, and the sample size (20:1) was determined using the required sample size of 900 teachers. The stratified random sampling approach suggested a minimum of 300 respondents from each school size, as indicated by the stratified random sampling approach to assigning the sample from each school size. This power sample size was amplified to account for a compensatory response rate, resulting in a proposed sample size of additional 180 respondents. This study's sample size was 1,080 respondents.

Research Instrument

The questionnaire was comprised of 4 items for demographics; gender, age, education, and school size. The Authentic Leadership Questionnaire (ALQ) was a refined 16-item (Walumbwa et al., 2008) evaluating; self-awareness, relational transparency, internalized moral perspective, and balanced processing. The Psychological Capital Questionnaire (PCQ) was a revised 24-item (Luthans, Youssef, & Avolio, 2007) assessed: self-efficacy, hope, optimism, and resilience. The Division of Organizational Commitment Questionnaire (OCQ) was a modified 12-item (Meyer, Allen, & Smith, 1993) assessed: affective commitment, normative commitment, and continuation commitment. The Dimensions of Learning Organization Questionnaire (DLOQ) was a modified version of 33-items (Marsick & Watkins, 2003) assessed: continuous learning, dialogue, and inquiry, team learning, embedded system: empowerment, system connection, and providing leadership. There was a total of 89-item in a set of survey questions.

Data Collection

The researcher received permission with a research protocol approved by the Committee for Research Ethics in Social Sciences, Mahidol University. The selected schools were informed of 1) the scope of the study, 2) the study plan, 3) the purpose of the research participant, and 4) official permission letters to conduct and collect data from teachers with a set of questionnaires. The data collecting period was during five months in 2020.

Data Analysis

The frequencies and percentages were determined using descriptive statistics. The associations between the variables of authentic leadership, psychological capital, organizational commitment, and learning organization were examined using inferential statistics, and Pearson's Correlation Coefficient was applied for assessment. Lastly, the structural equation model was used to symbolize the causal connections between these variables, including mediators, as the projected structural equation model.

Results

Demographic Information

Among 1,080 teachers (100%) from Bangkok, Metropolitan schools were 346 male teachers (32.0 %) and 734 female educators (68.0%). There were 588 respondents (54.4%) who reported being 25 to 35 years old, and 492 respondents were older than 35 to 55 years old (45.6%). More respondents acquired a higher educational degree than a bachelor's degree (51.5%), compared to those who earned a bachelor's degree or its equivalent (48.5%). They are from small size schools (33.8%), medium size schools (33.8%), and large size schools large (33.8%).

The Relationships of Authentic Leadership, Psychological Capital, Organizational Commitment, and Learning Organization

The Pearson's Correlation Coefficient was assessed to estimate the associates between authentic leadership, psychological capital, organizational commitment, and learning organizations (Table 1). Pearson's Correlation Coefficients were all statistically significant at the 0.01 level (p<.01). The association between learning organization and psychological capital was identified to be the highest (.530**), followed by the association between learning organization and organizational commitment (.453**), psychological capital and authentic leadership (.328**), organizational commitment and psychological capital (.315**), and psychological capital authentic leadership (.328**). The association between organizational commitment and authentic leadership was evaluated to be the least (.136**).

Table 1. The Correlations of Latent Variables

Variables	Mean	*S.D.*	Pearson's Correlation Coefficient (*r*)			
			AL	PC	OC	LO
Authentic Leadership (AL)	3.51	0.35	1			
Psychological Capital (PC)	3.71	0.30	.328**	1		
Organizational Commitment (OC)	3.77	0.32	.136**	.315**	1	
Learning Organization (LO)	3.68	0.43	.137**	.530**	.453**	1

** Correlation is significant at the 0.01 level (2-tailed)

According to Evan's clarification criteria (1996), the strength of the variables' relationships between learning organization and psychological capital was moderate (.530**), as were the correlations between learning organization and organizational commitment (.453**), psychological capital and authentic leadership (.328**), and organizational commitment and psychological capital (.315**). Nevertheless, the intensity of the associations between learning organization and authentic leadership (.137**) and between organizational commitment and authentic leadership (.136**) were both indicated as weak (Table 2).

Table 2. The Interpretations of the Correlations across the Variables

Variables' Relationships	*r* (*p*<.01)	Interpretation Criteria (Evans, 1996)
Psychological Capital ↔ Authentic Leadership	.328**	Moderate
Organizational Commitment ↔ Authentic Leadership	.136**	Weak
Learning Organization ↔ Authentic Leadership	.137**	Weak
Organizational Commitment ↔ Psychological Capital	.315**	Moderate
Learning Organization ↔ Psychological Capital	.530**	Moderate
Learning Organization ↔ Organizational Commitment	.453**	Moderate

**Correlation is significant at the 0.01 level (2-tailed)

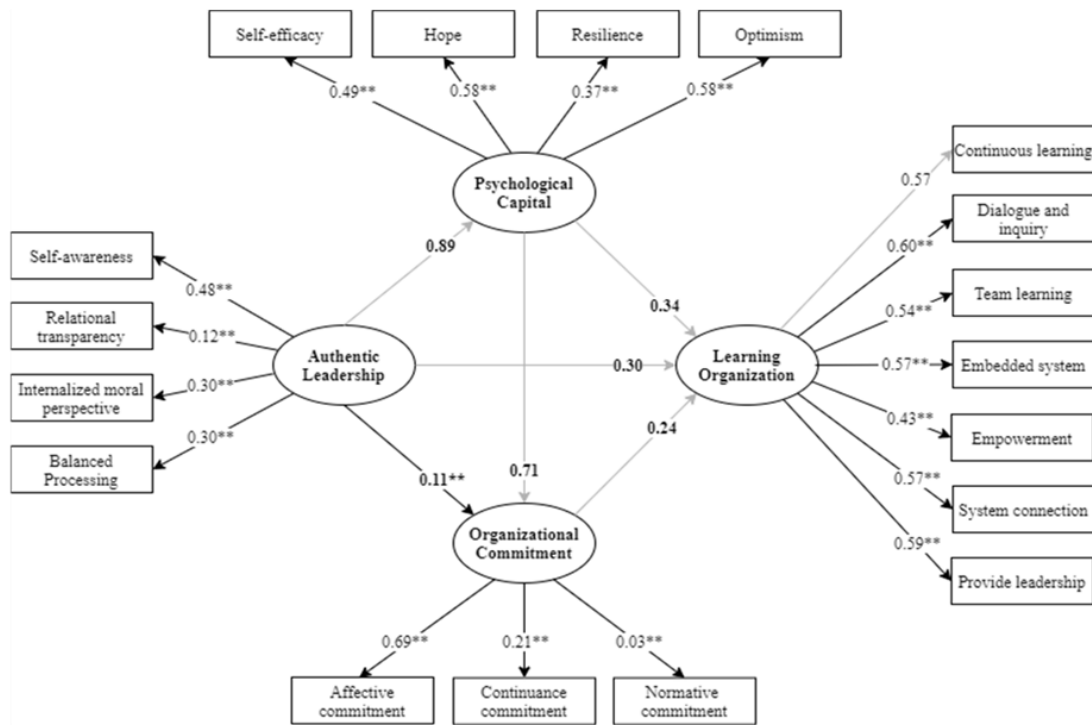**The Developed Structural Equation Modelling**

The developed model established causal relationships and affirmed the recognized structural equation modelling of authentic leadership as the mediator in a learning organization (Table 3). Consider the calculated R2 as the construct dependability of the 17 studied variables in the variables' squared multiple correlations. There was self-awareness (0.234), relational transparency (0.13), internalized moral perspective (0.91), and balanced processing (0.92) as the four observed variables in authentic leadership. For psychological capital, there were self-efficacy (0.236), hope (0.339), resilience (0.135), and optimism (0.331). Three variables indicated to signify organizational commitment were affective commitment (0.479), continuation commitment (0.043), and normative commitment (0.043). For learning organization, there were continuous learning (0.324), discussion and inquiry (0.364), team learning (0.288), embedded system (0.326), empowerment (0.186), and system connection (0.329), and provide leadership (0.347).

Table 3. The Distributions of the Variables in the Structural Equation Model

Latent variables	R^2	Observed variables	b	SE	t-value	B	Construct Reliability (R^2)
Authentic leadership	–	Self-awareness	0.319**	.027	11.953	.484**	.234
		Relational transparency	0.068**	.22	3.112	.115**	.013
		Internalized moral perspective	0.202**	.325	8.047	.302**	.091
		Balanced processing	0.183**	.022	8.128	.304**	.092
Psychological capital	.791	Self-efficacy	1.146**	.11	10.206	.486**	.236
		Hope	1.137**	.11	11.599	.582**	.339
		Resilience	0.653**	.07	8.487	.367**	.135
		Optimism	1.024**	.08	11.600	.575**	.331
Organizational commitment	.659	Affective commitment	2.154**	.52	4.147	.692**	.479
		Continuance commitment	0.896**	.24	3.741	.208**	.043
		Normative commitment	0.076**	.10	0.765	.029**	.001
Learning Organization	.684	Continuous learning	0.331	–	–	.567	.324
		Dialogue and inquiry	0.331**	.026	12.609	.603**	.364
		Team learning	0.226**	.020	11.441	.536**	.288
		Embedded system	0.389**	.030	12.972	.571**	.326
		Empowerment	0.275**	.029	9.379	.431**	.186
		System connection	0.380**	.032	11.780	.571**	.329
		Provide leadership	0.450**	.043	10.415	.589**	.347

** significant with $p<0.01$

Considering the standardized factor loadings of the 17 variables as indicated by B, there was only one variable that was not significant; the significance level was denoted by p<0.01 (**). Authentic leadership was a significant factor loading for variables of self-awareness (.484**), relational transparency (.115**), internalized moral perspective (.302**), and balanced processing (0.304**). Psychological capital was a substantial factor loading for variables of self-efficacy (.486**), hope (.582**), resilience (.367**), and optimism (.575**) according to their component loadings. Commitment to the organization was a substantial factor loading for variables with affective commitment (.692**), continuous commitment (.208**), and normative commitment (.029**). Learning organization was allocated factor loadings of continuous learning (.567), dialogue and inquiry (.603**), team learning (.536**), embedded system (.571**), empowerment (.431**), system connection (.571**), and provide leadership (.589**).

Chi-square = 86.417, *df* = 70, *p* = 0.089 , GFI = 0.992, AGFI = 0.980, RMR = 0.00890, RMSEA = 0.0147

Figure 2. The Structural Equation Modelling

The structural model of the causal linkages in empirical results analyzed the results from the hypothetical model; incorporating Chi-square was indicated at 86.417 (df = 70; p = 0.089); the Chi-square result was tested and found to be different from zero with no significant statistics. Accepting the developed hypothetical model was interpreted as being consistent with the empirical data. The Goodness of Fit Index (GFI) was found to be .992, the Adjusted Goodness of Fit Index (AGFI) to be .980, the Root Mean Square Residual (RMR) to be .00890, and the Root Mean Square Error of Approximation (RMSEA) to be .0147. The Q plot of standardized residuals was a slightly curved line that was slightly greater than the distributed diagonal line. Additionally, data were derived from the fitting index evaluation of the structural equation model (Table 4 and Figure 2).

The Causal Relationships of Authentic Leadership, Mediated by Psychological Capital and Organizational Commitment, Impacting Learning Organization

Authentic leadership was found to have the strongest favorable effects on psychological capital (0.89), followed by learning organizations (0.30) and organizational commitment (0.11**). Nonetheless, the direct positive effects of psychological capital (0.34), authentic leadership (0.30), and organizational commitment (0.24) were indicated to impact learning organizations (Table 4).

Table 4. Causal Relationships from Structural Equation Modelling

Effect from	To	Targeted Factor	Direct Effects	Indirect Effects	Total Effects
Authentic leadership	→	Psychological capital	0.89		0.89
Authentic leadership	→	Organizational commitment	0.11**	0.63	0.74
Authentic leadership	→	Learning organization	0.30	0.48**	0.78**
Psychological capital	→	Organizational commitment	0.71		0.71
Psychological capital	→	Learning organization	0.34	0.17	0.51
Organizational commitment	→	Learning organization	0.24		0.24
Goodness of fit statistics: Chi-square = 86.417, *df* = 70, *p* = 0.089, GFI = 0.992, AGFI = 0.980, RMR = 0.00890, RMSEA = 0.0147 (A Standardized Structural Coefficients; ** p<.01)					

Psychological capital was observed to have a significant positive effect on organizational commitment directly (0.71) and on learning organizations indirectly (0.17), as well as a total effect (0.51) on learning organizations with organizational commitment as a mediator. Authentic leadership had a total positive indirect effect (0.63) on organizational commitment, with psychological capital acting as a mediator.

The constructed structural equation model indicated that authentic leadership had a total significant indirect effect of 0.48, with psychological capital and organizational commitment serving as mediators for the learning organization, which also had a total significant indirect effect of 0.78. In this model, the indirect effects of authentic leadership on learning origination were identified via three causal pathways: a.) an indirect effect of 0.30 from authentic leadership, with psychological capital serving as a mediator affecting the learning organization; b.) an indirect effect of 0.03 from authentic leadership, with organizational commitment serving as a mediator affecting the learning organization; and c.) an indirect effect of 0.15 from authentic leadership, with psychological capital serving as a mediator affecting the learning organization. Indeed, these three indirect effects were identified due to the structural equation model's overall significant indirect effect of 0.48.

In the structural equation model of authentic leadership with psychological capital and organizational commitment affecting learning organization in Bangkok Metropolitan schools, Thailand, psychological capital had the highest squared multiple correlations (R2 of 0.791), followed by learning organization (R2 = 0.684) and organizational commitment (R2 = 0.659). The squared multiple correlations in the structural equations identified the understanding that the variances of psychological capital variables explained 79.10% of the variance from authentic leadership variables, followed by learning organization variables (68.40%), and organizational commitment variables (65.90%) of the variance in the model. The overall findings corroborated the study's research hypothesis.

Discussions

Impacts of Authentic Leadership on Learning Organization

The positive influences of authentic leadership with mediators affecting the learning organization of Bangkok Metropolitan schools were indicated by the conceptual model and extracted variables found fitting with the empirical data. It concluded that authentic leadership benefits learning organizations through the mediators. The key findings of the modeling indicated that authentic leadership obligated both direct and indirect positive benefits on learning organizations with psychological capital and organizational commitment.

Because of the unforeseen situations institutions and modern societies face (Avolio & Gardner, 2005), authentic leadership was an enhancement of transformational leadership (Starratt, 2014). The perception of authentic leadership among educators influenced the basic principles of the learning organization. Since the core of morality impacts learning, principals are viewed as authentic by teachers, the crucial persons boosting teacher development and fostering learning organization (Hannah et al., 2005). Educational leaders must be able to engage stakeholders to infuse traditions with a higher purpose, assisting members of the educational organization (Bhindi & Duignan, 1997) since the spirits began self-invention (Bailey, 2006), authentic leadership formed by time and collaborations of leaders and followers, with their perceptions (Walumbwa et al., 2008). This causal path resembled Chmiel's (2013) revealed solid and positive connections between genuine leaders and parts of learning organization outcomes. Staff and team members must feel comfortable expressing problems and making suggestions to improve the workstation and everyday activities. Internalized moral understanding and transparency dimensions promoting a secure working environment for organizations resulted in a healthy business outcome (Wong & Cummings, 2009) and work engagement (Hassan & Ahmed, 2011). This is connected to authentic relational orientation representing openness and truthfulness in relationships with individuals in an organization (Ilies et al., 2005). Authentic leaders recognize their awareness, relational transparency, internalized perception, and balanced processing (Walumbwa et al., 2008) in workplaces. The components promote the learning of people, teams, and organizations (Marsick & Watkins, 2003).

Indirectly and partially enriching learning organization is a corporate culture encouraging authentic practices in the workplace as behavioral sincerity (Leroy et al., 2012). The teachers confirmed this interactive dynamic (Priefert, 2014). Authentic leadership reaches members through interpersonal interactions (Dimovski et al., 2012). The authentic leadership domains are crucial for cultivating school team members, learning organization aspects and increasing engagement and trust (Sosik, Jung & Dinger, 2009), tolerating shared culture and team capabilities (Shirey, 2009), reducing problematic behaviors (Macik-Frey et al., 2009), dropping turnover, and improving well-being. The administration leadership had direct and indirect effects on the critical characteristics of the learning organization (Mazutis & Slawinski, 2008).

The leaders influenced individuals' perspectives about their working behaviors in practices (Grover & Moorman, 2007). Learning organizations, authentic leadership, and individual-level resistance to change are interrelated (Goffee & Jones, 2005). The knowledge acquisition and utilization orientation, information sharing and dissemination orientation, and information sharing and distributed alignment were positively impacted by authenticity (George et al., 2007). Authentic leadership abilities discreetly and thoroughly stimulated affective commitment (Okmen et al., 2018) and partially affected the learning organization at structural and organizational levels (Milić et al., 2017). The staff's opinion on leaders' morality and transparency influenced the core of the learning organization (Gardner et al., 2005).

The Roles of Mediators Psychological Capital and Organizational Commitment

Authentic leadership has a good and specific impact on learning organizations. Leaders that show compassion and consideration for their followers may have a more significant impact on their achievements (Walumbwa et al., 2010). Theoretical foundations of several tactics with such ideas; are optimistic organizational behavior, transformative leadership, and proper viewpoint of ethics as the behaviors considered productive organizational behaviors (Avolio & Gardner, 2005). They identified the effects of authentic leadership on proactive employee behavior (Luthans et al., 2007), particularly by mediating the impact of staff psychological capital and moderating the impact of staff compassion on working. It is authentic leadership that achieves relational interactions with members on followers' outcomes encompassing psychological capital (Ilies et al., 2005). Authenticity practices for leaders to establish and cultivate positive internal values (Dimovski et al., 2012). For psychological capital and well-being (Maher et al., 2017), organizational atmosphere and management techniques affect employees' psychological capital (Plessis & Boshoff, 2018), enhancing their work performance and productive behaviors (Hu et al., 2018).

Psychological Capital: According to the paradigm, psychological capital and organizational commitment are vital mediators between authentic leadership and learning organization. Authentic leadership shaped the learning organization, with psychological capital as a partially begun mediator. Besides this, they advised leaders to make more excellent psychological investments among the staff through improved processes and appropriate protocols, with their genuineness to their followers to build trust relationships that were proven to affect performance positively (Maher et al., 2017). This correlated with employee trust in managers and affective commitment (Xiong et al., 2016). Authentic leadership generates psychological capital (Munyaka et al., 2017; Keser & Kocabaş, 2021) and feasters. The evidence corroborated the efficiency of psychological capital as a mediator (Rego et al., 2014). The study's key findings also showed that authentic leadership influences employee creativity in two ways: directly and indirectly via psychological capital. Psychological capital is maintained through solid supervision practices and processes (Rego et al., 2014). In the workplace, people's psychological capital reflects their attitudes toward jobs and burnout (Adil & Kamal, 2018). Increasing employee psychological capital improves organizational commitment because employees are more psychologically ready, engaged, and committed; institutions should invest in psychological capital in other sub-components (Gota, 2017). This study's mediators' interrelationships confirmed their ability to work across organizational contexts. Psychological capital influences organizational commitment and individual perspectives. This was in line with the literature (Kliuchnikov, 2011) since authentic leadership is linked to dynamic and normative commitment types. Authentic leadership was a significant factor in employee commitment to the organization's vision and goals.

Organizational Commitment: In this processing dynamic, well-created organizational commitment is vital to promoting organizational effectiveness (Tseng, 2010). The literature supported the mediating roles of organizational commitment (Ausar et al., 2016). A beneficial influence of authentic leadership on organizational commitment was endorsed by structural equation modelling as mediating turnover intention falling. Only organizations that actively adapt to changing conditions may survive and grow as learning organizations. Human resource development is critical to the process. They were acquiring a grasp of authentic leadership, integrity, and the link between commitment and performance (Leroy et al., 2012).

Similarly, Smithikrai and Suwannadet (2018) found that organizational commitment was a mediator between authentic leadership and proactive work behavior. When employee dedication is recognized, the learning organization is recognized in organizational behavior (Yaghoubi et al., 2010). It is also practical to hire people with high organizational commitment (Atak & Erturgut, 2010). Learning organizations were constructive to more significant efficient impacts on organizational commitment with the organizational performance and transforming cultural characteristics tended toward learning organizations were practical approach and found to be vital for academic achievement among the students (Aslan, 2011). Individuals inside the organization, particularly influential leaders, are supposed to recruit, grow, develop, and maintain the improved capability of their followers (Bulut & Alpkan, 2006). A study supported that workaholic teacher are more committed to their organizations, in which principal supportive behaviors are observed in comparison with their colleagues (Özdemir & Arık, 2021). The results were also consistent with the research (Rukh et al., 2018) that found work satisfaction to mediate authentic leadership and organizational commitment. With authentic leadership, people experienced increased job satisfaction and continued to work for their organization.

Authentic transformational leadership is positively correlated with employee attitudes and behaviors (Tuttle, 2009), which links leadership effects to inner personnel factors. The model of authentic leadership with mediators; psychological capital, and organizational commitment, affecting learning organization, was developed for Bangkok Metropolitan schools. The findings harmonized with a structural equation model's finding a positive psychological capital mediated the relationship between authentic leadership and organizational commitment (Albashiti et al., 2017). A healthy work environment connected authentic leadership behaviors with trust in management, perceptions of supportive groups, work outcomes, speaking-up behavior, self-rated job performance, and burnout (Wong & Cummings, 2009). Given its apparent emphasis on positive position approaches of honesty, integrity, and high ethical values in reciprocal partnerships, authentic leadership was thought to be a successful leadership core requirement to establish trust. The study filled gaps (Kampa et al., 2017) on positive leadership processes, mainly how authentic leadership affects followers. The identified consistent links between authentic leadership and organizational commitment (Tamata & Kulophas, 2020) in school settings (Kulophas, 2017), as well as academic optimism and work engagement (Kulophas et al., 2018).

Conclusion and Implications

Based on theories and prior research, the investigation attempted to construct a structural equation of learning organization with psychological capital and organizational commitment as mediators affected by authentic leadership among Bangkok Metropolitan school teachers. The generated model was addressed quantitatively and confirmed the essential variables affecting the study's results in school settings. The model predicted direct and indirect effects, which were the study's main findings. The findings also improved understanding of the dynamic patterns of authentic leadership, psychological capital, organizational commitment, and learning organization. They also joined the gaps of literature which offered the incorporation and functionalization to researchers, policymakers, principals, and key persons in organizational development and educational management to understand better teachers' perception of authentic leadership as the principal's practices. Based on the model's significant findings, the study provided helpful recommendations to policymakers, stakeholders, school principals, and teachers participating in Bangkok Metropolitan schools.

Recommendations

Authentic leadership was discovered to be necessary for implementing psychological capital among educators as employees, but still only adequate to affect learning organization in school settings. For further study, developing a learning organization in the school entails further forms of leadership's transformational and transactional leadership. For a better knowledge of learning organizations, the researchers should explore variables counting psychological capital and organizational commitment. Researchers are suggested to observe characteristics such as employee's well-being, academic optimism, organizational culture, and organizational performance. The study results were only clarified and assessed using quantitative evidence. Future studies and researchers should investigate using qualitative or mixed-methods approaches to better understand mediator roles and how they impact causal relationships. The studies in other organizational, cultural, and population conditions are left for further research.

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