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Exploring The Principals' Visionary Leaderships' Effect on School Organizational Culture and Teachers' Affective Commitment

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Abstract. This study explores the effect of principals' visionary leadership (PVL) on school organizational culture (SOC) and teachers' affective commitment. A questionnaire collected data through the survey methods toward 455 teachers of the public elementary school in Indonesia spread across seven provinces (Jakarta, Banten, West Java, Central Java, Riau Island, NTT, East Kalimantan). Data analysis uses path analysis supported by descriptive statistics and correlational. The results show that PVL had a significant effect on affective commitment mediating by SOC. Thus, the teacher's affective commitment can improve through PVL and SOC. This finding can discuss as a reference among practitioners and researchers to develop better models of teacher's affective commitment in the future and various filed and contexts.

Keyword: visionary leadership, organizational culture, affective commitment.

1. Introduction

The employees' commitment, including teachers, is very needed for the organization, including the school organization. This is related to the existence of a commitment that is essential for employees and organizations. For example, at individuals (employees) levels, the research result by Patil, Ramanjaneyalu, and Ambekar (2016) proves that organizational commitment influences job involvement. The studies by Tang, Shao, and Chen (2019) claimed that organizational commitment influences innovative behavior. The other studies carried out by López-Cabarcos et al. (2019), Teresa, Yasmina, and Sangwon (2019), and Grego-Planer (2019) concluded that organizational commitment affects OCB. Besides, several studies by scholars (e.g., Khunsoonthornkit & Panjakajornsak, 2018; Lin & Shiqian, 2018; Metin & Asli, 2018, Aryani & Widodo, 2020) also indicated that organizational commitment influences job performance. Moreover, organizational commitment is also reduced burnout (Enginyurt et al., 2016) and turnover intention (Guzaller & Ceijer, 2019). At the organizational levels, organizational commitment (including affective commitment) has a

significant effect on organizational effectiveness (Martono et al., 2020) and organizational performance (Princy & Rebeka, 2019).

In the organization context, including school organizations, a commitment reflected a force that binds an individual to a course of action of relevance to one or more targets; strong identification of someone with their duties, and self-identification, loyalty, and involvement expressed by someone (Gibson et al., 2012; Kreitner & Kinicki, 2013). Commitment also refers to 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 (Newstrom, 2017; Noe et al., 2019). The other hand, organizational commitment can describe as the desire of employees to remain members of the organization and the state of employees who side with the organization and its goals and desires to maintain its membership in the organization (Beardwell & Thompson, 2017; Robbins & Judge, 2015). One of the major components of organizational commitment is affective commitment, which involves the employees' emotional attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991). Affective commitment is also 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, 2017; Ivancevich, Konopaske, & Matteson, 2018). In reality, affective commitment is also experienced by teachers in schools. As a school member, the teacher also has an emotional attachment to, identification with, and involvement in the school organization. This affective commitment does not just happen but is at least influenced by two important factors, namely PVL and SOC.

2. Literature Review and Hypothesis Development

PVL and Affective Commitment

Visionary leadership is vital for the organization, so visionary leadership has been referred to as quality transcending the institution (Molina, 2018). Visionary leadership also offers the opportunity to grow an organizations' capacity to meet its constituents (Khoiri, 2020). According to Anshar (2017), visionary leadership is a leaders' action that can influence or encourage others to create and articulate realistically, credibly, and attractively about future visions that can improve the current state. For Robbins and Coutler (2016), visionary leadership can create and articulate a realistic, credible, and attractive future vision that improves the present situation. Besides, visionary leadership can also describe how a leader seeks intellectual ways of managing issues and empowering subordinates to develop and apply new ideas to achieve the stated goals and objectives (Kadir, Adebayo, & Olumide, 2020). Visionary leadership encourages motivation to enhance individual and team spirit by communicating encouragement to workers so they can achieve their vision (Saba, Tabish & Khan, 2017). Hence, Breevaart et al. (2014) address that visionary leadership is considered a type of transformational leadership because it can quickly achieve the task to meet the organizations or companys' standards.

In the school organization context, visionary leadership roled by principals, so the emerging term of principals visionary leadership (PVL), which is the principals' ability to create and articulate a realistic, credible, and attractive future vision that can inspire and

stimulate school members to make it happen in the future. Visionary leadership consists of multi-indicators, such as setting superior standards and reflecting high ideas, clarify goals and direction, inspire the spirit and keep a commitment, have good pronunciation and easy to understand (effective communication), reflect the uniqueness of various organizations and competencies, and ambitious (have a strong determination to realize the ideals) (Joseph, 2007; Anshar, 2017). If suitable conditions, this indicator stimulates teachers' affective commitment, reflected in an identification with the organization and involvement in the organization activities (Meyer & Allen, 1991; Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018). The research result by scholars (e.i., Olesia, Namusonge, & Iravo, 2013; Dhammika, 2016; Wu & Chen, 2018) also proved that visionary leadership is related to affective commitment. Based on argues and research result above, can formulate the hypotheses:

H₁: PVL had a direct effect on affective commitment.

SOC and Affective Commitment

A review of the literature on the concept of organizational culture reveals that a majority of writers have come to an agreement that culture refers to the taken-for-granted values, underlying assumptions, expectations, and definitions present which characterize organizations and their members (Lapina, Kairisa, & Aramina, 2015). McShane and Von Glinow (2015) also similarly state that organizational culture is a set of values and assumptions shared within an organization. Likewise, Hogan and Coote (2014) describe organizational culture as comprised of four distinguishable and interrelated components: shared basic values, norms, artifacts, and organizational behaviors. For Robbins and Judge (2015), organizational culture is a system of shared meaning held by members that distinguish the organization from other organizations. Moreover, organizational culture refers to the values, beliefs, customs, and norms shared by the members of that organization and can be classified into several types such as hierarchy-oriented, innovation-oriented, task-oriented, relation-oriented culture, and more (Pilch & Turska, 2015). Organizational culture can measure through multi-dimensions, namely: involvement, consistency, adaptability, and mission (Denison et al., 2006; Wahyuningsih et al., 2019). Organizational culture can occur, take place, and grow in the schools so that the term school organizational culture (SOC) appears, which is a set of values, beliefs, norms, customs, and assumptions held and believed by school members can be relied on to solve problems and achieve school goals. SOC that emphasizes and is oriented towards involvement, consistency, adaptability, and mission will tend to encourage an increasing teachers' affective commitment, reflected in an identification with the organization and involvement in the organization activities (Meyer & Allen, 1991; Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018). The studies by Acar (2012) and Aini and Maswanto (2019) also indicated that SOC influences affective commitment. Based on argues and research result above, can formulate the hypotheses:

H₂: SOC had a direct effect on affective commitment.

PVL and SOC

SOC, besides influencing teachers' affective commitment also affected by PVL. The indicators of PVL, such as setting superior standards and reflecting high ideas, clarify goals

and direction, inspire the spirit and keep a commitment, have good pronunciation and easy to understand (effective communication), reflect the uniqueness of various organizations and competencies, and ambitious (have a strong determination to realize the ideals) (Joseph, 2007; Anshar, 2017) if can smart applied in the school, potentially to drive a SOC conducive more, manifested in involvement, consistency, adaptability, and mission (Denison et al., 2006; Wahyuningsih et al., 2019). For example, the principals with superior standards and reflecting high ideas, inspire the spirit and keep a commitment will encourage the emergence of a strong culture of consistency, adaptability, and mission. The investigation by Setyaningrum (2017), Kurniadi, Lian, and Wahidy (2020), and Sarwono, Jusuf, and Sumarto (2020) also claimed that visionary leadership affects organizational culture. Based on argues and research result above, can formulate the hypotheses:

H₃: PVL had a direct effect on SOC.

PVL and Affective Commitment Mediating by SOC

The various studies above indicated that SOC mediates the effect of PVL on teachers' affective commitment. The indicators of PVL, such as setting superior standards and reflecting high ideas, clarify goals and direction, inspire the spirit and keep a commitment, have good pronunciation and easy to understand (effective communication), reflect the uniqueness of various organizations and competencies, and ambitious (have a strong determination to realize the ideals) (Joseph, 2007; Anshar, 2017) if can smart applied in the school, potentially to stimulate a SOC conducive more, manifested in involvement, consistency, adaptability, and mission (Denison et al., 2006; Wahyuningsih et al., 2019). That it then implicates enhancing teachers' affective commitment, reflected in an identification with the organization and involvement in the organization activities (Meyer & Allen, 1991; Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018). The studies carried out by Sarwono, Jusuf, and Sumarto (2020) also indicate that PVL affects SOC; meanwhile, the research conducted by Aini and Maswanto (2019) shows that SOC influences affective commitment. Based on argues and research result above, can formulate the hypotheses:

H₄: PVL had an indirect effect on affective commitment mediating by SOC.

3. Method

This research was conducted using a quantitative approach to the survey method through a questionnaire in a Likert scale model with five alternative answers: strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire made is base on the theoretical dimensions or indicators of the experts. The indicators of PVL: setting superior standards and reflecting high ideas, clarify goals and direction, inspire the spirit and keep a commitment, have good pronunciation and easy to understand (effective communication), reflect the uniqueness of various organizations and competencies, and ambitious (have a strong determination to realize the ideals) (Joseph, 2007; Anshar, 2017). SOC: involvement, consistency, adaptability, and mission (Denison et al., 2006; Wahyuningsih et al., 2019). Affective commitment: identification with the organization and involvement in the organization activities (Meyer & Allen, 1991; Newstrom, 2017; Ivancevich, Konopaske, & Matteson, 2018). VPL questionnaire consists of 12 items with an alpha coefficient = .943, SOC consists of 10 items with an alpha coefficient = .909, and affective commitment consists

of 10 items with alpha coefficients = .898. All variables have an alpha coefficient $> .7$, so it is reliable as a research instrument (Griethuijsen et al., 2014; Hair et al., 2018).

The research participant is 455 teachers of the public elementary school in Indonesia spread across seven provinces (Jakarta, Banten, West Java, Central Java, Riau Island, NTT, East Kalimantan) determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted (Widodo, 2019).

Table 1.
 Profile of The Research Participant

Profile	Amount	Percentage
Gender		
1. Male	89	19.56
2. Female	366	80.44
Age		
1. ≤ 25 Year	19	4.18
2. 26 – 35 Year	122	26.81
3. 36 – 45 Year	154	33.85
4. 46 – 55 Year	101	22.20
5. ≥ 56 Year	59	12.97
Education		
1. Diploma (D3)	37	8.13
2. Bachelor (S1)	407	89.45
3. Postgraduate (S2)	11	2.42
4. Doctoral (S3)	0	0
Status		
1. Married	421	92.53
2. Unmarried	34	7.47
Length of Teaching		
1. ≤ 5 Year	79	17.36
2. 6 – 10 Year	49	10.77
3. 11 – 15 Year	161	35.38
4. ≥ 16 Year	166	36.48

As shown in Table 1, the majority of gender is female (80.44%), ages 36 - 45 years (33.85%), bachelor education (89.45%), marital status (92.53%), and length of teaching ≥ 16 years (36.48%).

Data analysis by path analysis and to test the significance of the path coefficient uses a t-test supported by descriptive and correlational statistics. Descriptive analyzes were performed by SPSS version 26, while the path analysis by LISREL 8.80.

4. Result and Discussion

The descriptive statistical analysis result for the three research variables are present as follows in Table 2. The mean values of the three variables from the lowest to the highest in succession are affective commitment (42.66), SOC (43.21), and PVL (53.21). 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 PVL and affective commitment (.481), PVL and SOC (.558), and SOC and affective commitment (.562).

Table 2.
 Descriptive Statistics and Correlation Matrix

Variables	Mean	Std. Deviation	1	2	3
1. PVL	53.21	6.430	1.00		
2. SOC	43.21	5.655	.558**	1.00	
3. Affective commitment	42.66	4.227	.481**	.562**	1.00

** $p < .01$

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

Table 3.
 Summary of Path Coefficients and T values

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H ₁ : PVL (X) on affective commitment (Y ₂)	.24**	5.39	Supported
H ₂ : SOC (Y ₁) on affective commitment (Y ₂)	.42**	9.33	Supported
H ₃ : PVL (X) on SOC (Y ₁)	.56**	14.35	Supported
H ₄ : PVL (X) on affective commitment (Y ₂) mediating by SOC (Y ₁)	.24**	7.82	Supported

** $p < .01$

In Figure 1 and Figure 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, $df = 0$, p -value = 1.00000 $> .05$ and RMSEA = .000 $< .08$. That means the model tested is fit. This result indicates that the theoretical model being test is supported by empirical data from teachers of the public elementary school in Indonesia spread across seven provinces (Jakarta, Banten, West Java, Central Java, Riau Island, NTT, and East Kalimantan).

Chi-Square = 0.00, df = 0, p-value=1.00000 > .05, RMSEA= .000

Figure 1. Path Coefficients

Chi-Square = 0.00, df = 0, p-value=1.00000 > .05, RMSEA= .000

Figure 2. T Values

This research result found that PVL significantly affects teachers' affective commitment, either directly or indirectly mediating by SOC. The research also created a fit model that the theoretical model was in accordance (fit) with empirical data from teachers of the public elementary school in Indonesia spread across seven provinces (Jakarta, Banten, West Java, Central Java, Riau Island, NTT, and East Kalimantan). This finding confirms that PVL and SOC are essential determinants for the teachers' affective commitment. Moreover, SOC plays a significant role as a mediator of the effect of PVL on teachers' affective commitment. These findings were in line, consistent, and confirmed other studies and research results used as a reference to develop this research hypothesis. For example, several studies in multiple contexts and fields concluded that affective commitment is influenced by PVL (e.i., Dhammika, 2016; Wu & Chen, 2018) and SOC (e.g., Acar, 2012; Aini & Maswanto, 2019). As a consequence of this evidence, school principals urgently applied PVL intensively and manage SOC conductively more through various policies, approaches, and strategies that can rely on to enhance teachers' affective commitment. In PVL's case, the school principals should be implementing and setting superior standards and reflecting high ideas, clarify goals and direction, inspire the spirit and keep a commitment, have good pronunciation and easy to understand, reflect the uniqueness of various organizations and competencies, and ambitious (have a strong determination to realize the ideals) adequately (Joseph, 2007; Anshar, 2017). For SOC, the principal must be a driving force for the school culture to become a true learning organization that prioritizes involvement, consistency, adaptability, and the mission with school members in every activity (Denison et al., 2006; Wahyuningsih et al., 2019)

Besides, this study also found that SOC plays an important role as mediators of the effect of PVL on teachers' affective commitment. This evidence, in line with previous studies, concluded that PVL influences SOC (e.g., Setyaningrum, 2017; Kurniadi, Lian, & Wahidy, 2020; Sarwono, Jusuf, & Sumarto, 2020), SOC affects teachers' affective commitment (e.g., Acar, 2012; Aini & Maswanto, 2019), and PVL affects teachers' affective commitment (e.g., Dhammika, 2016; Wu & Chen, 2018). This finding reveals empirical facts that the existence of PVL crucial and urgent to consider in enhancing teachers' affective commitment through SOC. Therefore, any efforts to enhancing teachers' affective commitment will be better if done by developing PVL and SOC.

5. Conclusion

This research proves that PVL significantly affected teachers' affective commitment, either directly or indirectly mediated by SOC. This study also was found a fit research model about the PVL's affects teachers' affective commitment mediating by SOC with the research field of the teachers of the public elementary school in Indonesia, particularly in Jakarta, Banten, West Java, Central Java, Riau Island, NTT, and East Kalimantan province. This model can discuss among practitioners and researchers as references/discourse or a strategy for enhancing teachers' affective commitment in various fields and contexts. For practitioners, the model can provide to increase teachers' affective commitment by developing PVL, and SOC so implicates enhancing teachers' innovative behavior, job performance, organizational effectiveness, and performance. Meanwhile, for the researcher, the model can be further expanded and explored into new research by adding other variables, dimensions/indicators, and another statistical approach, particularly structural equation modeling (SEM). Besides, further research also can use more participants to expand the research generalization area.

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