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## **Role of Psychological Capital as a Mediator between Authentic Leadership and Learning Organization in Bangkok Metropolitan Schools: A Causal Relationship Model**

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<b>Article History</b>	<b>Abstract</b>
<p><b>Article Submission</b> 20 November 2021</p> <p><b>Revised Submission</b> 28 February 2022</p> <p><b>Article Accepted</b> 28 March 2022</p>	<p>The purpose of the research was to develop the empirical causal relationship model of learning organization, with psychological capital as a mediator, impacted by authentic leadership in Bangkok Metropolitan school, Thailand. The literature review was extensively conducted to identify the research hypothesized model, and the causal relationship modelling was implemented by 1,080 teachers. Descriptive and inferential statistics and structural equation modelling were conducted to empirically investigate causal relationships. The findings revealed that the causal relationship model fit the data well, as indicated by fit indices; Chi-square indicated at 26.464 (df=34; p=0.818), with non-statistical significance. Model consistency was identified by Goodness of Fit Index (GFI) at 0.997, Adjusted Goodness of Fit Index (AGFI) at 0.988, Root Mean Square Residual (RMR) at 0.00519, and Root Mean Square Error of Approximation (RMSEA) at 0.000. The findings consistently and significantly revealed direct and indirect effects of authentic leadership on learning organization as mediated by psychological capital, which identified an indirect effect (0.56**) and a total effect (0.65**). The direct effects of authentic leadership were the highest impact on psychological capital (0.81**), though with a non-significant direct impact on learning organization (0.08). The results significantly indicated a direct effect of psychological capital on learning organization (0.69**), verified psychological capital as an effective mediator enhancing learning organization. By square multiple correlations of the latent variables, psychological capital was explained and predicated by authentic leadership for 66%, and learning organization was explained and predicated by authentic leadership and psychological capital for 58%.</p> <p><b>Keywords:</b> Structural Equation Model, Authentic Leadership, Learning Organization, Psychological Capital, Causal Relationship</p>

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## **1. Introduction**

Over decades, numerous investigations have previously explored learning organization hypotheses for their conceptualization and modelling, and it traces forms of constantly changing external environments to overcome gaining competitive advantages (Santa & Nurcan, 2017). Its core practices are vigorous to respond to apparent changes for both organizations and leaders, and the individuals are genuinely empowered in learning at all stages and levels with occupied progressions in the organization, collectively realizing their organization (Senge, 1990). As a critical dominant for leaders to initiate a changing breakthrough in organizational transformations (Pedler, Burgoyne, & Boydell, 1996), in educational institutions, and compelling operational aspects of educational administration and human capital (Ilies, Morgeson, & Nahrgang, 2005), are relatively aligned by learning organization.

For personnel in an organization, learning organization practices of the leaders chiefly tend to embrace the subordinators to retrieve a safe space for their psychological safety at work, encouraging them to take risks, make mistakes, and learn from work outcomes (Garvin, Edmondson, & Gino, 2008), as a primary for organizational improvement and development (George, 2003). While the literature on authentic leadership and additional variables were inspected as insufficient (Tamata & Kulophas, 2020), tentatively encompassed hypothetical relations of authentic leadership, psychological capital, and learning organization. The context of Thai educational organization is culturally and contextually related to authentic leadership as moral tactics for the leaders' practice (Kulophas, 2017). In Bangkok, schools were densely located as the most prominent educational settings. In response to existing gaps of knowledge (Kulophas, Hallinger, Ruengtrakul, & Wongwanich, 2018) in the mechanistic role of mediator, contributing within this specific context of Thailand is purposed as empirical evidence signified by this study.

The teachers' importance is recognized in efficiently preserving and apprising knowledge and skills and needed effective leadership to lead, manage, and support teachers in achieving changes (Tantranont, 2009) through challenges in the 21st century. The approach to a greater understanding of the mediating role and the nature of authentic leadership in learning organizations was beneficial to educational organizations and responded to strategic and significant steps needed to restart and support school principals in making changes in their roles (Hallinger & Lee, 2014). The structural equation modeling approach contributing to the body of knowledge in educational administration and development was vital in guiding key persons and stakeholders as practitioners who launch sustainable tactics based on the leader's values and ethics, leading to the achievement of school objectives (Mahapoonyanont, Wichitputchraporn, Niyamabha, & Piyapimonsit, 2018). Potentially and fundamentally, the expected empirical evidence from the study was to reveal the dynamics and theoretical chains of the mechanism of authentic leadership, psychological capital, and learning organization in educational administration and management.

### **1.1. Research Objectives**

- I.) To investigate causal relationships of authentic leadership through psychological capital as a mediator affecting learning organization
- II.) To develop a causal relationship model of learning organization with psychological capital as a mediator impacted by authentic leadership as perceived from the empirical data

### **1.2 Research Hypotheses**

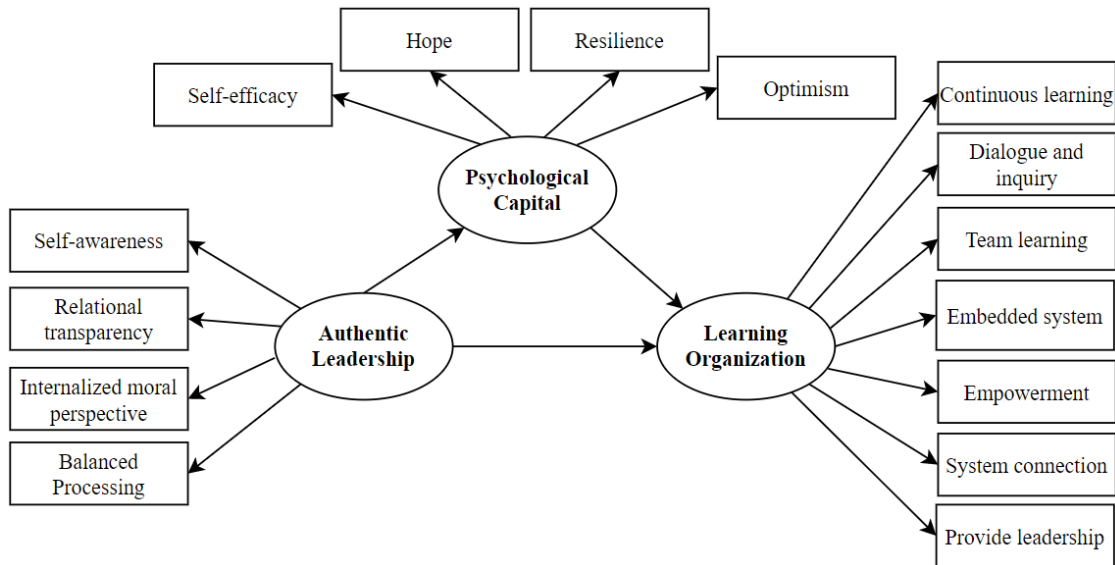
- I.) A direct effect of authentic leadership affecting learning organization
- II.) An indirect effect of authentic leadership with psychological capital as a mediator affecting learning organization

### **1.3 Hypothesized Model**

In the hypothesized model, authentic leadership comprises four domains: self-awareness, relational transparency, internalized moral perspective, and balanced processing (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Psychological capital as a mediator comprises four components: self-efficacy, hope, optimism, and resilience (Luthans, Yousseff, & Avolio, 2007). Learning organization

comprises seven dimensions: continuous learning, dialogue and inquiry, team learning, embedded systems, empowerment, system connections, and provide leadership (Marsick & Watkins, 2003) (see figure 1.).

Figure 1. Hypothesized Model



## 2. Literature Review

### 2.1 The Associations between Psychological Capital and Learning Organization

The positive psychological capital concept was emphasized in personal psychological sources (Gooty et al., 2009). Theory-based psychological research (Luthans, Avey, Avolio, & Peterson, 2010) is defined by hope, resiliency, self-efficacy, and optimism. The novel concept was entitled positive psychological capital as the prominence of advanced tactics (Luthans, 2002), meanings, and outcomes, characterizing as a mutually central capability to human encouragement, cognitive processing, determining for success, and succeeding performance (Peterson et al., 2011). Its integration of core elements could be measured, developed, and effectively achieved for improving work performance (Hughes, 2008). The breakthrough in psychological capital endures engaging views of human resource development, reinforced by the rationale of being managed and assessed to progress.

Learning organization is initiated to organizational development since it allows organizations to learn and change through time. Its concept fosters organizational environments for creative thoughts and recognition of solutions to ongoing work-related issues. It is where individuals have chances to be constantly excelled in their abilities, facilitated by new and expansive patterns of thinking that truly nurture collective aspiration and engorges continually learning together. The fifth discipline was an initial core of fundamental disciplines for creating learning organization (Senge, 1990). Their involvement in cooperative working that is collectively accountable shift, directed towards shared learning organization values (Watkins & Marsick, 1992). It is where it provides or creates safe spaces for employees in building continuous capacity to learn (DiBella, Nevis, & Gould, 1996), relatively to adapt and change by its culture, and features circumstances for learning practices in various levels (Berson et al., 2006), including sub-systems (Marquardt, 1996). Besides, seven dimensions of learning organization (Marsick & Watkins, 2003) outline interactive activities inclusively; create continuous learning opportunities, promote inquiry and dialogue, encourage collaboration and team learning, create systems to capture and share learning, empower people toward a collective vision, connect the enterprise to incubator environment, provide strategic leadership for learning.

As a learning organization needs employees to develop and learn in professions courteously, psychological capital is crucial for internal self-developing and team learning. The associations of psychological capital and learning organization were constructed. Since psychological capital affects organizational learning (Mahar et al. 2017), it is positively and significantly regardless of boosting and

promoting specifically in the learning environment. The psychological capital is manipulated in learning organization dimensions (Little & Swayze, 2015) and reveals significant associations in a learning organization (Sweet, 2012). Thus, when the personnel is more excellent in their psychological capital, it is potentially decisive to expand their levels of the learning organization.

## **2.2 The Associations between Psychological Capital and Authentic Leadership**

Psychological capital and authentic leadership are exchanging on their employees' creativity as a central resource for originating organizations through their competitive challenges, gaining advantages of opportunities, and advancing organizational effectiveness (Rego, Sousa, Marques, & Cunha, 2014) and commitment (Rego, Lopes, & Nascimento, 2016). The influences of psychological capital on employees' work well-being were impactful by the staff's performance, satisfaction, turnover rate, and staff work well-being (Maher, Mahmoud, & Hefny, 2017) as organizational climate and practices involve employees' which in turn affects their productivity. The psychological capital and authentic leadership jointly exposed an opposing force on burnout (Adil & Kamal, 2018). The potential role of psychological capital as a mediator was discovered in work engagement and authentic leadership (Plessis & Boshoff, 2018). The psychological capital was able to fulfill a mediating role (Africa, 2017, Hu et al., 2018) as leaders are the foremost persons persuading individuals in the organization and affect members' psychological capital in relations (Munyaka, Boshoff, Pietersen & Snelgar, 2017).

Authentic leadership links ethics and morality in making decisions (Kernis & Goldman, 2006) with considerations of thing that is significant, right, and meaningful (Duignan & Macpherson, 1992; Starratt, 2014; Sergiovanni, 1992), distinguished from leaders' actions (Hodgkinson, 1991). It is entitled in emerging positive organizational climate, within clearness of the persons in the organizations, from self-conscience, as explained by theoretical and practical stages advocated by ethics and transformational leadership (Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010). As derivation from enhancement from transformational leadership (Luthans & Avolio, 2003). Characteristics such as authenticity, self-realization, eudemonic well-being, and relational authenticity (Kernis, 2003) were constructed to its paradigms as argued (Gardner et al., 2005; Ilies et al., 2005) on four domains of authentic leadership; self-awareness, relational transparency, internalized moral perspective, and balance processing (Walumbwa et al., 2008).

## **2.3 The Associations between Learning Organization and Authentic Leadership**

Psychological capital and authentic leadership are exchanging on their employees' creativity as a central resource for originating organizations through their competitive challenges, gaining advantages of opportunities, and advancing organizational effectiveness (Rego, Sousa, Marques, & Cunha, 2014) and commitment (Rego, Lopes, & Nascimento, 2016). The influences of psychological capital on employees' work well-being were impactful by the staff's performance, satisfaction, turnover rate, and staff work well-being (Maher, Mahmoud, & Hefny, 2017) as organizational climate and practices involve employees' which in turn affects their productivity. The psychological capital and authentic leadership jointly exposed an opposing force on burnout (Adil & Kamal, 2018). The potential role of psychological capital as a mediator was discovered in work engagement and authentic leadership (Plessis & Boshoff, 2018). The psychological capital was able to fulfill a mediating role (Africa, 2017, Hu et al., 2018) as leaders are the foremost persons persuading individuals in the organization and affect members' psychological capital in relations (Munyaka, Boshoff, Pietersen & Snelgar, 2017).

The interactions are acknowledged as the leaders are essential in leading the transformations (Garvin, 1993), and the considerable literature indicates the connections between authentic leadership and learning organization. These qualities of authentic leadership and learning organization are established on capacities of being profoundly intrusive, masterful learners and the compassion of individuals who appreciate learning to make learning organizations more feasible. While learning organization features (Garvin et al., 2008) in line with the strategic leadership for learning as the key-leader behavior, vitally needed for learning organization (Smithikrai & Suwannadet, 2018), as advised to more focusing on the circumstances of interpersonal and authentic leadership in learning organization model (Priefert, 2014).

### **3. Methodology**

#### **3.1 Research Design**

A quantitative approach was employed to investigate the causal relationships and develop the causal relationship model of authentic leadership, mediated by psychological capital, affecting the learning organization perceived by the teachers in Bangkok Metropolitan schools. Structural Equation Modelling (SEM) is a statistical method to test hypotheses on the causal relationship relationships among variables to explore the complex and dynamic nature of interactions in educational research and practice (Khine, 2013), and the research team employed SEM as an approach in developing the causal relationship model of the study.

#### **3.2 Sample**

A total of 35 parameters identified in the study and calculation of this sample size were estimated to recommend at least 700 teachers for the sample size, following scholars (Lindeman, Merenda, & Gold, 1980; Hair, River, Babin, & Anderson, 2010), suggesting 20 samples per a parameter. However, this estimated sample was later additionally included for the compensatory response rate that exceeded a sample size for the study design; therefore, there were additional 380 respondents proposed to the powered sample size. The total estimated sample of this study was expected to be 1,080 respondents from 437 schools.

#### **3.3 Research Instrument**

There was a total of 78-item contained in the revised questionnaire. Five items are for the demographic information. The other 73 items were adapted from the researchers; 16-item for the Authentic Leadership Questionnaire (Walumbwa et al., 2008), 24-item for the Psychological Capital Questionnaire (Luthans et al., 2007), and 33-item for the Dimensions of Learning Organization Questionnaire (Marsick & Watkins, 2003).

#### **3.4 Data Collection**

The investigation was approved by the Committee for Research Ethics in Social Sciences, Mahidol University, certification of approval no. 2020/083.2104. The questionnaires were distributed in schools and collected within four weeks in the areas of Bangkok. The data collection periods from the 1,080 teachers (100%) were five months in 2020.

#### **3.5 Data Analysis**

The researchers utilized computer software: SPSS program to indicate descriptive and inferential statistics and LISREL program to use structural equation modeling and develop the causal relationship model. The descriptive statistics was to determine the frequencies and percentages. The inferential statistics investigated the correlations among the variables, and Pearson's Correlation Coefficient was observed to indicate relationships. The causal relationship model was developed to investigate both direct and indirect effects of authentic leadership on the learning organization, with psychological capital as a mediator as hypothesized causal relationships.

### **4. Results**

#### **4.1 Demographic Information**

Among 1,080 teachers in Bangkok Metropolitan schools, Thailand (see table 1), there were more female teachers (734 respondents; 68.0%) than male teachers (346 respondents; 32.0%). Four age ranges were indicated as teachers' current ages, and more than half of them reported their age as lower than 35 years old, which were lower than 25 years old (28.6%) and 25-35 years old (25.8%). More respondents obtained an educational degree higher than a bachelor's degree (556 teachers; 51.5%) than those with a bachelor's degree or equivalent (524 teachers; 48.5%). Of third reported their experience of working in a school for less than seven years (362 teachers; 33.5%), and the least reported their experience of working in a school for more than 21 years (228 teachers; 21.1%). There was almost the same percentage of teachers reported from each school size, small size school (365 teachers; 33.8%), medium size school (365 teachers; 33.8%), and the large size school (350 teachers; 32.4%).



Table 1. Demographic Information of the Teachers

(n = 1,080, a total sample)

Demographics	n	%
<b>1. Gender</b>		
Female	734	68.0
Male	346	32.0
<b>2. Age</b>		
Lower than 25 years old	309	28.6
25 – 35 years old	279	25.8
35 – 45 years old	286	26.5
More than 45 years old	206	19.1
<b>3. Educational level</b>		
Bachelor’s degree	524	48.5
Higher than bachelor’s degree	556	51.5
<b>4. Working experience in school</b>		
Less than 7 years	362	33.5
7 – 14 years	247	22.9
14 – 21 years	243	22.5
More than 21 years	228	21.1
<b>5. School size</b>		
Small (Less than 400 students)	365	33.8
Medium (400–800 students)	365	33.8
Large (more than 800 students)	350	32.4
<b>Total</b>	<b>1,080</b>	<b>100.0</b>

#### 4.2 The Correlations of Authentic Leadership, Psychological Capital and Learning Organization

The correlations of the investigated variables were found in the range of the Pearson’s Correlation Coefficient at .14\*\* to .53\*\* (see Table 2), and the relationships were indicated to be statistically significant (p<.01). The correlation between psychological capital and learning organization was the highest (.53\*\*), followed by the correlation between authentic leadership and psychological capital (.33\*\*) and the correlation between authentic leadership and learning organization (.14\*\*).

Table 2. The Correlations of across the Variables

Variables	Mean	S.D.	Pearson’s Correlation Coefficient (r)		
			AL	PC	LO
Authentic Leadership (AL)	3.51	0.35	1		
Psychological Capital (PC)	3.71	0.30	.33**	1	
Learning Organization (LO)	3.68	0.43	.14**	.53**	1

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

The Pearson’s Correlation Coefficient interpretation guided (Evan, 1996) indicated the strength of the relationships between psychological capital and learning organization was at a moderate correlation (.53\*\*), as same as the other sets of correlations between authentic leadership and psychological capital (.33\*\*). However, the strength of the relationship between authentic leadership and learning organization (.14\*\*) was indicated as a weak correlation (see Table 3).

Table 3. The Interpretations of the Correlations across the Variables

Variables’ Relationships	r (p<.01)	Interpretation Criteria (Evans, 1996)
1. Authentic Leadership ↔ Psychological Capital	.33**	Moderate
2. Authentic Leadership ↔ Learning Organization	.14**	Weak
3. Psychological Capital ↔ Learning Organization	.53**	Moderate

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

r, Pearson’s Correlation Coefficient

### 4.3 The Observed Variables in Causal Relationship Modeling

The causal relationships were revealed contributing associations and straightness of the developed causal relationship model of authentic leadership; psychological capital as a mediator, affecting learning organization of teachers in schools (see table 4).

Table 4. The Distributions of the Variables in Causal Relationship Model

Latent variables	R <sup>2</sup>	Observed variables	b	SE	t-value	B	Construct Reliability (R <sup>2</sup> )
Authentic Leadership	-	Self-awareness	0.32*	0.029	11.103	0.49**	.238
		Relational transparency	0.05*	0.024	2.203	0.09**	.008
		Internalized moral perspective	0.21*	0.026	7.926	0.31**	.096
		Balanced processing	0.02*	0.025	8.916	0.37**	.140
Psychological Capital	0.66	Self-efficacy	0.25	-	-	0.48	.232
		Hope	0.31*	0.031	10.312	0.60**	.326
		Resilience	0.14*	0.018	7.758	0.35**	.124
		Optimism	0.22*	0.025	8.976	0.55**	.229
Learning Organization	0.58	Continuous learning	0.34	-	-	0.59	.346
		Dialogue and Inquire	0.35*	0.030	11.692	0.66**	.410
		Team learning	0.20*	0.018	10.834	0.47**	.218
		Embedded system	0.39*	0.035	10.976	0.57**	.321
		Empowerment	0.29*	0.050	5.675	0.45**	.203
		System connection	0.46*	0.038	12.210	0.71**	.499
		Provide leadership	0.63*	0.034	18.462	0.83**	.687

\*\* significant with  $p < 0.01$

Considering the estimated R<sup>2</sup> as the construct reliability of assessed 15 observed variables, in a range (0.001–0.479) of the squared multiple correlations. Authentic leadership indicated a range (0.008–0.238), in 4 domains; self-awareness (0.238), relational transparency (0.008), internalized moral perspective (0.096), and balanced processing (0.140). Psychological capital indicated a range (0.124–0.326), in 4 components; self-efficacy (0.232), hope (0.326), resilience (0.124), and optimism (0.229). Learning organization indicated a range (0.203–0.678), in seven dimensions; continuous learning (0.346), dialogue and inquiry (0.410), team learning (0.218), embedded system (0.321), empowerment (0.203), system connection (0.499), and provide leadership (0.687).

The standardized factors loadings (B) among the observed variables were identified. The model revealed that authentic leadership indicated significant factors loadings of observed variables distributed as; self-awareness (0.49\*\*), relational transparency (0.09\*\*), internalized moral perspective (0.31\*\*), and balanced processing (0.37\*\*). In addition, psychological capital indicated both significant and non-significant factors loadings of the observed variables distributed as; self-efficacy (0.48), hope (0.60\*\*), resilience (0.35\*\*), and optimism (0.55\*\*).

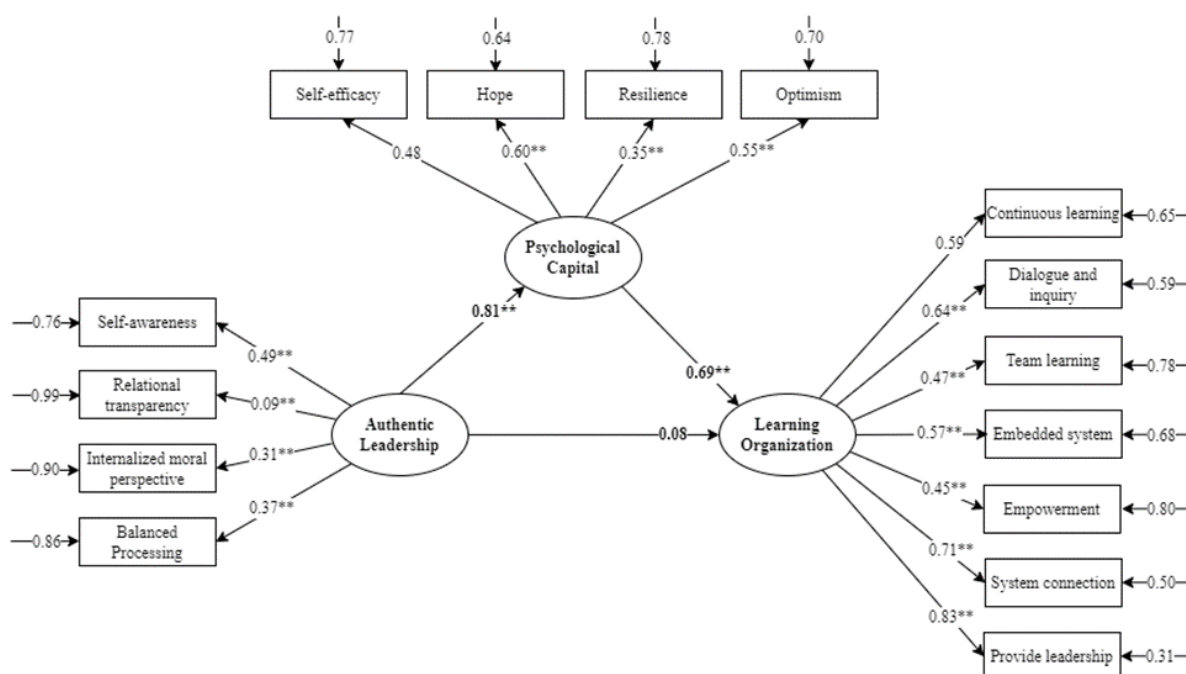
Lastly, learning organization was also indicated both significant and non-significant variables factors loadings of the observed variables distributed; continuous learning (0.59), dialogue and inquiry (0.66\*\*), team learning (0.47\*\*), embedded system (0.57\*\*), empowerment (0.45\*\*), system

connection (0.71\*\*), and provide leadership (0.83\*\*). There were two observed variables, self-efficacy (.48) from psychological capital and continuous learning (.59) from learning organization, that were found non-significant factor loadings but relatively loaded in the modelling.

#### 4.4 The Causal Relationships of Learning Organization, with Psychological Capital as a Mediator, impacted by Authentic Leadership

The structural equation modeling, which resulted in the hypothesized model or the causal relationship model), was cooperatively considered in the investigation of its causal relationships empirically (see figure 2); including Chi-square was indicated at 26.464 ( $df = 34; p = 0.818$ ), as the Chi-square results were tested and found to be distinct from 0 with no significant statistics. This interpretation was signified to accept of this developed hypothetical model as the results were consistent with the empirical findings. The consistency was identified with the Goodness of Fit Index (GFI) at 0.997, Adjusted Goodness of Fit Index (AGFI) at 0.988, Root Mean Square Residual (RMR) at 0.00519, and Root Mean Square Error of Approximation (RMSEA) at 0.000.

Figure 2. The Causal Relationship Model of Learning Organization, with Psychological Capital as a Mediator, impacted by Authentic Leadership.



**Chi-square = 26.464,  $df = 34, p = 0.818$ , GFI = 0.997, AGFI = 0.988, RMR = 0.00519, RMSEA = 0.000**

As a result, from the developed model (see table 5), the impacts of authentic leadership were positively revealed by its direct impacts on psychological capital (0.81\*\*) with the highest degree of significance, respectively shown on learning organization (0.08). Moreover, learning organization was also positively and significantly indicated in being influenced by psychological capital (0.69\*\*). The results indicated an indirect effect of authentic leadership on learning origination with psychological capital as a mediator, significantly positive (0.56\*\*). The total effects of authentic leadership were positively and significantly identified (0.65\*\*) in the causal relationships.

Table 5. The Causal Relationships of Learning Organization, with Psychological Capital as a Mediator, Influenced by Authentic Leadership in Bangkok Metropolitan schools, Thailand

Effect from	To	Psychological capital ( $R^2 = 0.66$ )			Learning organization ( $R^2 = 0.58$ )		
		DE <sup>a</sup>	IE <sup>a</sup>	TE <sup>a</sup>	DE <sup>a</sup>	IE <sup>a</sup>	TE <sup>a</sup>



Authentic Leadership	→ Psychological Capital	0.81**	–	0.81**	0.08	0.56**	0.65**
Psychological Capital	→ Learning Organization	–	–	–	0.69**	–	0.69**

Goodness of fit statistic: Chi-square = 86.417, df = 70, p = 0.089 , GFI = 0.992, AGFI = 0.980, RMR = 0.00890, RMSEA = 0.0147

<sup>a</sup> Standardized Structural Coefficients; \*\*  $p < .01$   
*DE*, direct effect; *IE*, indirect effect; *TE*, total effect

Considering the squared multiple correlations ( $R^2$ ) in the causal relationship model was explained in psychological capital (0.66), respectively following with learning organization (0.58). The square multiple correlations of the latent variables indicated that 66% of psychological capital was explained and predicated by authentic leadership, and 58% of learning organization was explained and predicated by authentic leadership and psychological capital.

## 5. Discussion

### 5.1 Impacts of Authentic Leadership on Learning Organization

Ultimately, the model revealed the following persuasive mechanisms of impacts of authentic leadership as positive effects of authentic leadership with psychological capital as a mediator on learning organization, and the main findings that yielded and incorporated as the primary outcome ensured that learning organization was both directly and indirectly influenced by authentic leadership. Ethical and moral approaches in leaders' decision making are allied with authentic leadership (Starratt, 2014), enhancement afterward from transformational leadership had acquired imposing relation in the currents for stating due to changes in organizations (Avolio & Gardner, 2005; Avolio & Luthans, 2006;). Teachers perceive these processes. The principals' authenticity is enhanced internally to teachers' advancement and fostering learning organization since the core of the morality impacts learning (Hannah, Lester, & Vogelgesang, 2005), and increased transparency impacts learning (Gardner et al., 2005). The school leaders shall be able to engage critical stakeholders to infuse some educational practices and compel leadership in supporting individuals in the organization (Bhindi & Duignan, 1997) since authentic leadership had led within the spirits beginning in self-invention (Bailey, 2006) and formed over time along with collaborations of leaders and followers. These dynamics are shaped within organizational culture, promoting authentic leadership practices.

The study establishes these underlying connections (Chmiel, 2013). Authentic leadership mechanisms are discussed as ingenuity roles for superintendents, leaders, and teachers, as a fact-based direction for establishing genuine relationships between leaders and followers, and as positive outcomes. Additionally, supportive leader behaviors and trust in administration (Harvey, Martinko, & Gardner, 2006) are required for staff and team members to express concerns and make suggestions to improve the workstation and daily tasks. The outcomes were consistent with internalized moral awareness and transparency, promoting a secure work environment (Hassan & Ahmed, 2011). The study was associated authentic relational orientation is reflected in openness and truthfulness in relationships with other members within the organization (Ilies et al., 2005) as initially indicated the connection between authentic leadership and psychological capital aspects (Clapp-Smith, Vogelgesang, & Avey, 2009). With their authenticity, leaders can identify approaches (Walumbwa et al., 2008) in their work environments, and these segments significantly promote learning among individuals and team members within the organization.

In these implications relationships, an organizational culture that values authenticity in the workplace as behavioral truthfulness promotes employees' work role performance, mediated by employees' commitment (Leroy, Palanski, & Simons, 2012), thereby indirectly partially enriching a learning organization. Authentic leadership connects with members through interactive relationships between followers, collaborators, and subordinators. Authentic leadership is critical for developing people who work collaboratively in a school and promoting the essential elements of a learning organization (Avolio, Gardner, Walumbwa, Luthans, & May 2004). These beneficial consequences for a learning organization and authentic leadership have been demonstrated through increased engagement and trust (Sosik, Jung, & Dinger, 2009), the facilitation of shared culture and team capabilities (Shirey, 2006: 2009), the reduction of bullying and victimization, the reduction of turnover, and increased well-being (Macik-Frey, Quick, & Cooper, 2009). Leadership had both direct and indirect effects on learning organizations. These consequences of authentic leadership examined in this study contributed to research gaps in leadership and organizational development (Priefert, 2014) and modeling tests (Mazutis & Slawinski, 2008).

The leaders influenced the learning organization toward the individuals' mindset toward their working behaviors in practices (Grover & Moorman, 2007). In a learning organization, authentic leadership and individual-level resistance to change are interrelated and advised mutual causality connections (Goffee & Jones, 2005). To eradicate individual-level resistance to change was recommended practices of authenticity (George, Sims, McLean, & Mayer, 2007) additionally addresses learning organization elements with an approach of knowledge management inside settings. It is structurally offered realistic environments for the individuals as the study discovered that knowledge acquisition and utilization orientation, information sharing, and dissemination orientation were positively impacted by authentic leadership behaviors (Okmen et al., 2018) in attributes of leadership and management (Preudhikulpradab, Suriyamanee, & Poopan, 2020). The findings of influential paths corresponded with the study (Milić et al., 2017) as significant influences of authentic leadership proficiencies on learning organization among members though their affective commitment as illustrating of the stemmed revealing apparent authentic leadership abilities discreetly and positively stimulated their affective commitment. The most critical characteristics of authentic leadership were the staff's perceptions of their leaders' and supervisors' morality and transparency (Gardner et al., 2005). The primary outcomes of authentic leadership identified in the study toward learning organizations corresponded to and explored gaps in the literature (Dimovski et al., 2012) and suggested including modeling tactics and components of psychological capital persuading learning organizations as leadership style properties.

## **5.2 The Mediating Role of Psychological Capital in Enhancing Learning Organization**

As learning organization was positively shaped by authentic leadership, but with psychological capital as an effectively initiated mediator enhancing the learning organization. Through mediating role of psychological capital correlated with staff well-being and turnover, the aspect of trust interrelated with their psychological capital; besides, this suggested instructing leaders to consider more outstanding psychological capital among the staff through sound management practices and proper systems, with their authenticity to their follower in order to build trust relationships that were proved to affect performance positively. Specifically, the psychological capital was drastically compressed by authentic leadership. The results of the effectiveness of psychological capital as a mediator corresponded with an empirical study (Rego et al., 2014). The significant outcomes in the study additionally have demonstrated how authentic leadership as an expectation to their employees, in two potential ways: direct effect and an indirect effect through employees' psychological capital as a mediating role. At the same intensity, that vindicates how learning organizations were influenced by authentic leadership as positively and precisely through psychological capital. The leaders showing care and respect for their followers have perspectives to have a more significant effect on follower outcomes (Walumbwa et al., 2010). This direction of leadership was preferable to being consciously introspective about the reasonable practices, with the conscious of the value judgments and beliefs and offered such significance to ethical standards (Avolio et al., 2004). The previous studies (Luthans, 2003; Luthans & Avolio, 2003) had connected authentic leadership as a nature of constructive leadership since groups were affected by ethical and precise behaviours, specifically constituted theoretical fundamentals of some tactics with such ideas; as optimistic organizational behaviour, transformative leadership and proper viewpoint of ethics as the behaviours considered to be productive organizational behaviours abrogated substructure of psychological capital (Luthans, Avolio, Avey & Norman, 2007).

The study's findings corresponded with the literature (Hu et al., 2018; Smithikrai & Suwannadet, 2018) as indicating the effects of authentic leadership on employees' proactive behaviour, particularly with mediating the impact of staff psychological capital and moderating the impact of staff compassion on working. The study confirmed the mediating role of psychological capital, a crucial variable and an indispensable mediator in enhancing or influencing learning organizations. However, the findings revealed by the model were not consistent in one component, "resilience" (Africa, 2007). This was potentially related due to the differences in the methodological approach in terms of the relationship between authentic leadership, and dimensions of psychological capital, especially the operational definition of employee resilience as authentic leadership achieved to the members by incorporating relational interactions with members on the followers' outcomes in the settings as manifesting of their integrity (Dimovski et al., 2012). The openness and truthfulness in relationships with others are initiated as authenticity practices for the leaders to implement and cultivate positive internal values encompassing psychological capital (Ilies et al., 2005). In comparison, authentic leadership was an idyllic preference to be initiated for the highly projected consequences on psychological capital in human resource development for the educational associations.

Psychological capital addresses employees' work well-being (Maher et al., 2017) and work engagement (Plessis & Boshoff, 2018). Additionally, among the employees, the organizational climate and management practices shape their psychological capital that enriches their working performance and productive behaviours (Hu et al., 2018) and their creativity (Rego et al., 2014). Good management practices and proper systems are recommended to sustain psychological capital among the employees. Within the organizational settings, the psychological capital of the individuals addressed the attitudes toward their works, and in fact, it also signified their burnout (Adil & Kamal, 2018) and intention to resign (Munyaka et al., 2017). In mechanism processes of authentic leadership highlighted psychological capital and organizational commitment patterns. Increasing psychological capital among the employees is vital to enhancing organizational commitment.

The organizations should invest in psychological capital progress in the sub-elements crucially as the employees are likely more psychologically ready and engaged and have more commitment which would eventually result in a happier and more productive performance (Gota, 2017). Moreover, the dynamics of psychological capital grounded in this study paralleled the previous research in the different contexts of an organization such as school (Lather & Kaur, 2015), healthcare, and business. These interrelationships of the mediators of this study verified their capable role across organizations, like the state of psychological capital affects the organizational commitment among the individuals' perceptions. In the relations, authentic leadership factors potentially initiate organizational commitment (Kliuchnikov, 2011), which is driven by thoughts of morals and values. Authentic leadership was also an essential attribute in building organizations with committed employees to share the vision and goals of the organization. As explored by the study (Tuttle, 2009), authentic transformational leadership was directly related to employee attitudes, and these also were positively associated with employee behaviors. It entails the effects of leadership through internal variables among the employees.

Furthermore, this developed model of authentic leadership with psychological capital as a mediator affecting the learning organization of Bangkok Metropolitan schools, Thailand strengthened as extensive bearings of authentic leadership as one of the most convincing dominant findings for learning organization development, with the inclusion of psychological capital as being initiated as a vital mediator. The findings were paralleled with the structural equation model (Albashiti et al., 2017), exploring the mediating role of positive psychological capital in the relationship between authentic leadership and organizational commitment, and the model exposed as positive psychological capital mediated relationships between authentic leadership and organizational commitment. Additionally, psychological capital's mediating role in the associations with authentic leadership, and organizational commitment, were also partly corresponded with the supporting literature (Rego et al., 2014).

Meanwhile, the researchers (Wong & Cumming, 2009) recognized a healthy work environment that was trust between staff and leaders in a developed model connecting authentic leadership behaviors with trust in management, perceptions of supportive groups, and work outcomes, including voice or speaking up behavior, self-rated job performance, and burnout. Authentic leadership was expected to be an effective leadership core required to build trust since its apparent emphasis on a positive position shaping honesty, integrity, and high ethical principles in the development of mutual relationships. This study outcome potentially fulfilled the knowledge gaps (Kampa, Rigotti, & Otto 2017) in knowing the processes of positive leadership concept, particularly on how authentic leadership impacts followers.

Similarly, this also fulfilled the gaps among these proposed interrelated variables limited, as indicated by the researchers (Tamata & Kulophas, 2020), which highlighted a logical possibility in the relations between authentic leadership and organizational commitment, especially in the school setting (Kulophas, 2017). In addition, the model in this study was able to rationalize variables variance with psychological capital for 66% and learning organization for 58%, respectively. The researchers contributed to merged literature and identified knowledge gaps, and also verified the significant mechanism among these key variables to the greater understanding across the contexts of the organization on the mediating role of psychological capital in learning organization and authentic leadership in school settings. The model provided associations for organizational and school leaders, policymakers, stakeholders, and teachers for encompassing authentic leadership practices, and the development of psychological capital, in the growth being a learning organization, exclusively in Thai educational settings.

## **5. Conclusion and Implications**

The research empirically constructed the causal relationship model of learning organization impacted by authentic leadership mediating with psychological capital among Bangkok Metropolitan school

teachers, Thailand. The quantitative approach and analysis had accounted for the major variables' impacts in the school settings context. The crucial outcomes were identified by both direct and indirect effects, as indicated in the model. The findings also provided a better understanding of theory and practice, which tended to signify the yielded outcomes and the tactics as applications across organizational contexts, and responded to emerging the implementation and complementation for other researchers, policymakers, principals, and key persons in organizational development and educational administration. The recommendations were proposed to these involved stakeholders in the study to comprehend their practices and understanding of the mediating role of psychological capital in a learning organization and authentic leadership, by Bangkok Metropolitan schools, on behalf of the research contributions.

## 6. Recommendations for the Further Research

Psychological capital was crucial in enhancing the mechanism of authentic leadership toward the learning organization. In the relations of impacts on learning organization, psychological capital was recognized for its major role mediating in leadership toward learning organization. However, the other approaches with transformational leadership and transactional leadership were recommended as potential ones in further investigation with its comparative and predictive mediator, especially psychological capital from leadership practices enhancing learning organization in school and organization. The concepts of work engagement, employee burnout, academic optimism, organizational culture, organizational performance, and effectiveness were endorsed ideas for researchers to study psychological capital and learning organization on a larger scale of understanding and perception. The methodology consolidated for literature review was initially recommended to critically identify the feasible knowledge gaps in constructing research hypotheses. The results were only explained and interpreted based on the quantitative evidence; therefore, incorporating qualitative or mixed-methods approaches with other prospective roles of mediators could be beneficial for the researchers. This model was relevant to school contexts in the country. The studies in the diverse contexts of organizations, cultures, and populations remain for further research.

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