

# The relationship between psychological capital and career commitment in teachers

Rizka Awaliah <sup>a,1</sup>, Tri Muji Ingarianti <sup>a,2,\*</sup>

<sup>a</sup> Faculty of Psychology, Universitas Muhammadiyah Malang, Jl. Raya Tlogomas No.246, Malang, East Java 65144, Indonesia.

<sup>1</sup>rizkaawaliah735@gmail.com; <sup>2</sup>ingarianti@umm.ac.id\*

\*Corresponding author

**Abstract:** When teachers have a high level of psychological capital, it can motivate them to be more proactive, exhibit higher confidence, and achieve better performance. This positive impact, in turn, can lead to strong commitment to their work, career, and the organization they belong to, resulting in the formation of high-quality teaching staff. This research aims to examine the relationship between psychological capital and career commitment among teachers. The participants in this study were 336 teachers. The research utilized a quantitative research model with a correlational method employing the simple linear regression assumption test. The instruments used in this study were the Psychological Capital Questionnaire (PCQ) and Career Commitment Measure (CCM). The results of this study indicate a correlation between two psychological capital dimensions (efficacy and optimism) and three dimensions of career commitment. There is also a relationship between the hope dimension and the identity dimension of career commitment, while the other two dimensions do not have a connection with career commitment dimensions. Additionally, the resilience dimension is also associated with career planning.

**Keywords:** career commitment; psychological capital; teachers

## 1. Introduction

Education has an important role in the formation of a quality society, and teachers are one of the key elements in the education system. When we talk about the quality of education, of course, the role of "educators", both teachers and lecturers, is very important. The educators referred to here are individuals who have a high level of professionalism and function to improve the quality standards of national education, in accordance with Article 4 of Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers. However, optimizing the role of teachers in efforts to improve the quality of education is not an easy challenge. This challenge basically begins with giving serious attention to the Human Resources (HR) of the teachers themselves, in relation to teacher human resources, Indonesia has the principle of professionalism regulated in Article 7 of Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers. The article emphasizes that a teacher or lecturer must show a strong "commitment" to their profession (Ariani, 2015). In line with this view, being a teacher requires a higher level of commitment than financial motivation, and also requires acceptance of the values related to the job (Ariani, 2015). In other words, this confirms that commitment is one of the essential requirements in carrying out the profession as an educator.

Theoretically, a teacher's career commitment refers to the teacher's motivation to carry out all actions in accordance with the values and demands that exist in the teaching profession (Carson & Bedeian, 1994). The role and importance of teachers' career commitment is explained by the view of Carson and Bedeian (1994), namely teachers who have a career commitment are considered focused on their profession as teachers. They make decisions that support their career development in the world of education. This creates an image of teachers who have a strong determination to face various challenges in their profession and continue to improve their knowledge and skills in accordance with

**Citation:** Awaliah, R.; Ingarianti, T.M. (2024). The relationship between psychological capital and career commitment in teachers. *Research and Development in Education*, (RaDEn), 4(1), 709-724. <https://doi.org/10.22219/raden.v4i1.32347>

Received: 15 February 2024

Revised: 4 March 2024

Accepted: 18 March 2024

Published: 30 June 2024



Copyright © 2024, Awaliah et al.  
This is an open access article  
under the CC-BY-SA license

the demands of the profession, as a result teachers who have a high level of career commitment tend to experience intellectual growth and improvement in skills relevant to their work (Ariani, 2015). This causes the education and knowledge that teachers convey to students will be of higher quality and always updated. The importance of teacher career commitment can also be seen from the negative impact that may arise if a teacher lacks career commitment.

Teachers who lack career commitment tend to have inconsistent thoughts and behaviors towards their profession, they may consider switching to other professions, use unethical practices in their work for personal gain, and often lose enthusiasm when faced with challenges in their profession as a teacher (Ariani, 2015). In 2022, there were 384 CPNS PPPK (Prospective Civil Servants of Government Employees with Employment Agreements) teachers in stages 1 and 2 resigned. According to the State Civil Service Agency (BKN), the hundreds of Civil Servant Candidates (CPNS) decided to resign for various reasons, including the mismatch of the salary and benefits received with their expectations. They argue that the salary given is considered too low. This is an example of a lack of career commitment in a teacher.

One of the obstacles that allegedly prevents teachers from fully committing to their careers is economic constraints, where the teaching profession is often undervalued and considered "Unsung Heroes" facing financial problems (Somech & Blogler, 2002). These economic constraints encourage teachers to look for additional work to increase their income, so they have limited time to read, write, and improve themselves, which can ultimately affect their professionalism in carrying out teaching duties (Somech & Blogler, 2002). In addition, although there is a certification program for teachers that is supposed to address this economic problem, there are weaknesses in its implementation. Many teachers only pursue relatively easy portfolio components in certification programs, such as attending seminars only as a formality to obtain a certificate (Somech & Blogler, 2002). Fasli Jalal in a workshop for school principals in Semarang even noted that only a few teachers attach components of professional development work in the certification test (Somech & Blogler, 2002). This is clearly contrary to the expectation that a teacher who has a Career Commitment will be more committed to their professional development.

Career commitment in teachers refers to the level of resilience of teachers to changes in terms of career identification, emotional bonding, and internalization of social norms (Wang et al., 2015). Career commitment to teachers not only affects the career development of teachers, but also has an impact on their performance and job satisfaction, which ultimately affects the stability of the teaching staff (Kokubun & Yaisu., 2020). It is important to remember that teachers' career commitments have a crucial role in the development of teachers' careers and are directly linked to their level of involvement in the job and the quality of teaching. Teachers who are competent and strongly committed to their profession have a great positive impact on student development and the success of the education system as a whole. Teachers' career commitment is a decisive factor in maintaining and improving the quality of education.

However, in the fast-paced and complex reality, teachers often face a variety of pressures and challenges in carrying out their duties, which can affect their level of commitment. One factor that can help teachers cope with pressure and stay committed to their careers is psychological capital. Psychological capital refers to positive psychological conditions that are reflected in the process of growth and development of individuals. This psychological capital is also considered an essential psychological element that serves as a psychological resource to support individual growth and performance improvement (Lyu et al., 2021). Psychological capital is a psychological resource that helps individuals to deal with stress, overcome obstacles, and achieve their goals (Ariani, 2015). Psychological capital is a concept that includes four main dimensions, namely, hope, optimism, self-efficacy, and resilience (Luthans et al., 2008). Research on psychology capital has shown that this concept can encourage development in individual work, thereby stimulating human potential to develop (Lyu et al., 2021).

As a psychological element that has a major impact on teachers' behavior in an organizational environment, psychological capital has significant potential in encouraging teachers' career commitment (Hu et al., 2022). Psychological capital is a concept related to high-level positive psychological elements that represent psychological characteristics that reflect the motivation of the individual (Luthans et al., 2008). Psychological capital is closely related to the ability to trigger individual growth, both in personal and professional contexts (Tang, 2020). As a very important positive psychological resource, psychological capital can have a positive impact on emotional performance and well-being in the workplace (Zhao & You, 2021). An individual's internal motivation can be influenced by how individuals perceive their own abilities (Bandura & Locke, 2003). Based on the theory of psychological capital, it can facilitate the integration of internal resources, both psychological and other resources such as physical resources, intellectual resources, and interpersonal resources (Fredrickson & Branigan, 2005). This integration supports the previously mentioned internal motivation process, and effectively, increases career commitment to teachers. A number of previous studies have shown that psychological capital has a significant and positive relationship with employee career commitment (Singhal & Rastogi, 2018).

Psychological capital has the ability to make a significant competitive contribution to an agency or organization, which is difficult for competitors to follow. Psychological capital generally has a strong influence on teachers' behavior and attitudes, which directly has a positive impact on improving the performance of educators (Newman et al., 2014). This happens because psychological capital affects the level of emotional intelligence which allows them to stay motivated and not be affected by negative consequences, so teachers tend to encourage innovation and creativity, which can result in improved organizational performance (Tang, 2020). A clear understanding of psychological capital is essential in improving the performance of individuals and the organization as a whole. Positive psychological capital also helps to create a work culture that motivates and supports employees, thus helping companies to stay competitive in the market, this will facilitate efficient job design, as motivated individuals will be more likely to achieve organizational goals effectively (Tang, 2020).

According to the search results that researchers searched through google scholar and publish or perish, between 2015-2023 in Indonesia there are still not many who research related to the relationship between psychological capital and career commitment, there is only 1 research researched, there is not even a study that focuses on teachers. Many of the research that has been conducted in the past has focused on organizational commitment, not career commitment. Even in google scholar, there is only 1 study from China that discusses the relationship between psychological capital and career commitment in teachers researched (Hu et al, 2015). Therefore, the relationship between psychological capital and teachers' career commitment is very interesting to research. With a deeper understanding of how psychology capital relates to teachers' career commitments, it is possible to identify strategies and interventions that can increase teachers' career commitments which ultimately improve the quality of education. Through this research, it is hoped that it can provide better insight into the factors that affect teachers' career commitment and provide a foundation for the development of programs that can improve the quality of education through strengthening psychological capital in teachers. This research is expected to provide deeper insight into the role of psychological capital in shaping teachers' career commitments. The purpose of this study is to find out whether there is a relationship between the level of psychological capital and the level of commitment career in teachers.

## 2. Materials and Methods

### 2.1 Research Design

This research was conducted using a quantitative research approach with a correlational method that uses simple linear regression assumption data analysis. Correlational quantitative research aims to assess the relationship and degree of

association between two or more variables without involving efforts to influence these variables, so that no variable manipulation is carried out. This approach is based on a research method that involves experimental studies and numerical data analysis using statistical methods, in quantitative research the research problem is expressed in the form of a testable hypothesis (Rahim et al., 2021). Explained that correlational quantitative research is research using data in the form of numbers and applying statistical calculation analysis to test the theory objectively by evaluating the existence of relationships between variables. Substantially, correlational quantitative research aims to test hypotheses and reach conclusions regarding whether there is a relationship between research variables. The correlational quantitative research that will be carried out aims to test hypotheses and find conclusions about whether or not there is a relationship between Psychological Capital and Career Commitment in teachers.

### 2.2 Research subjects

The population involved in this study is educators (teachers). Sampling was carried out through the quota sampling method. Quota sampling, or quota sampling, refers to a sampling method that involves drawing a number of samples according to a certain quota from the population, and sampling is stopped after the quota is met. The minimum quota set in this study is 300 teachers, this is seen from the Isaac and Michael table with an error rate of 10%. The total subjects involved in this study are 336 teachers with the following criteria: 1) Educators in formal schools (SD, SMP, SMA) both public, private, and foundation schools 2) Have taught for at least 1 year 3) Have a minimum D4/S1 graduate degree.

Based on the data contained in Table 1, the researcher managed to collect 336 respondents in the data collection process. These respondents consisted of 110 men (32.7%) and 226 women (67.3%). Most of the respondents in this study were teachers with the last level of education S1 (94.0%) with an age range of <30 years as many as 100 teachers (29.76%), 76 teachers (22.62%) aged 30-35, 53 teachers (15.78%) aged 36-40 years, and teachers with >40 years old as many as 107 teachers (31.84%). The teachers with a working period of <5 years were 134 teachers (39.9%), 5-10 years were 88 teachers (26.2%), and >10 years were 114 teachers (33.9%).

Table 1. Demographic

Category		Frequency	Percentage (%)
Gender	Male	110	32.7 %
	Female	226	67.3 %
Age	<40 years	229	68.16%
	>40 years	107	31.84%
Education Level	D4	5	1.5 %
	S1	324	94.0 %
	S2	14	4.5 %
Working Period	<5 years	134	39.9%
	5-10 years	88	26.2%
	>10 years	114	33.9%

The origin of respondents includes several regencies/cities in East Java (Table 2), including (Malang = 42.9%, Batu = 0.9%, Gresik = 28.6%, Surabaya = 2.4%, Kediri = 2.4%, Mojokerto = 0.3%, Pasuruan = 0.9%, Lamongan = 0.3, Bondowoso = 21.4%).

### 2.3 Research Variables and Instruments

In this study, two variables are used to be studied. The first variable is psychological capital as an independent variable. The second variable to be studied is career commitment as a dependent variable. Psychological Capital is a number of psychological attributes that can be measured and observed in individuals, which include intrinsic motivation levels, self-efficacy, resiliency, hope, optimism, as well as the ability to cope with stress and challenges in the context of the work environment. Measurement of psychological capital

is usually done through questionnaires and evaluations of individual behavior that reflect these components. In this study, the instrument used is a measuring tool for Psychological Capital developed by (Luthans et al, 2007) known as the Psychological Capital Questionnaire (PCQ) which has been translated into Indonesian (Setyandari et al, 2019). This measuring tool consists of 24 items categorized into four components, namely self-efficacy, optimism, hope, and resilience, with each component containing 6 indicators. The Psychological Capital Questionnaire (PCQ) developed (Luthans, 2007) uses a response range from 1 to 6, ranging from "Strongly Disagree" to "Strongly Agree" which translates into Indonesian as "Very Disagree (STS)" with a score of 1 to "Strongly Agree (SS)" with a score of 6. However, for items that are unfavourable the rating is reversed, which means "Strongly Disagree (STS)" with a score of 6, while "Strongly Agree (SS)" with a score of 1. The score generated by this measuring tool ranges from 24 to 144. The psychological capital Questionnaire (PCQ) which has been translated into Indonesian (Setyandari et al, 2019) is suitable for use because it has a Cronbach's Alpha value of 0.759, this shows that the measuring tool has a high level of reliability.

Table 2. Region

Category		Frequency	Percentage (%)
Region	Malang	144	42.9%
	Batu	3	0.9%
	Gresik	96	28.6%
	Surabaya	8	2.4%
	Kediri	8	2.4%
	Mojokerto	1	0.3%
	Pasuruan	3	0.9%
	Lamongan	1	0.3%
	Bondowoso	72	21.4%

Career commitment is an individual's attitude to achieve career goals, by giving time, effort, and thought to achieve the expected career goals. In this study, the instrument used is the Career Commitment Measure (CCM) (Carson and Bedeian, 1994). CCM has three dimensions, namely career identity (such as giving career advice to others), career planning (identifying specific career goals), and career resilience (adjusting behavior to cope with changes in career demand) (Carson & Bedeian, 1994). CCM detected differences in the level of career commitment associated with different levels of professionalism between job groups (Ingarianti et al., 2019). The results of the analysis of factors that support the validity of CCM discrimination. CCM consists of 12 items with 5 response options, the scale method applied in measuring the level of career commitment is the summated ratings (Likert) approach which utilizes five response options, namely from strongly disagree (given a score of 1), disagree (given a score of 2), neutral (given a score of 3), agree (given a score of 4), to strongly agree (given a score of 5) (Ingarianti et al., 2019). This measuring instrument is feasible to use because it has a high Cronbach's Alpha reliability coefficient for three dimensions ranging from 0.80 to 0.91 (Ingarianti et al., 2019). The Career Commitment Measurement (CCM) is a tool that can be used to measure an individual's dedication to their career. The purpose of using The Career Commitment Measurement (CCM) is to assess teachers' commitment to their work. Here are the components of a career commitment.

#### 2.4 Procedures and Data Analysis

The procedure in this study consists of three stages, namely preparation, implementation, and data analysis. In the preparation stage, the researcher examines phenomena related to the variables to be investigated, prepares proposals, and delves into theories related to these variables. Next, the researcher established the sample and scale of the research instrument. In the implementation stage, the scale of the research is distributed conventionally by distributing printed questionnaires to subjects according to the criteria that have been set. The final step is data analysis, where researchers evaluate

the results of the study obtained from the scale distribution. Scoring is carried out using google sheets, and the scored data is entered into the Jamovi statistical software version 2.3.28 to analyze simple linear regression test data, and finally write down the regression test results that have been obtained.

### 3. Results

The [Table 3](#) shows the results of the item reliability test on the variable psychological capital, with Cronbach's alpha of 0.729 with a total item correlation value range of (0.038-0.593). Each dimension of psychological capital has an internal consistency of the reliability coefficient of each aspect, efficacy = .777 with the correlation of total items (.038 - .594), hope = .538 (.029 - .632), resilience = .439 (.086 - .443), and optimism = .607 (.075 - .483).

Table 3. Reliability of Psychological Capital Scale

Instrument Name	Number of Items	Item-rest correlation	Reliability
Psychological Capital	24	.038 - .594	.729
Efficacy	6	.374 - .743	.777
Hope	6	.029 - .632	.538
Resilience	6	.086 - .443	.439
Optimism	6	.075 - .483	.607

As for career commitment instruments, it has Cronbach's alpha of 0.854. The internal consistency of the reliability coefficient of each aspect included Career identity = .863 with total item correlation (.679 - .790), career planning = .757 (.562 - .632), career resilience = .692 (0.395 - .590) ([Table 4](#)).

Table 4. Reliability of career commitment scale

Instrument Name	Number of Items	Total Item Correlation	Reliability
Career Commitment	9	.830 - .855	.854
Career Identity	3	.679 - .790	.863
Career Planning	3	.562 - .632	.757
Career Resilience	3	.395 - .590	.692

From the [Table 5](#), it is explained that psychological capital has a mean of 117 with a standard deviation value of 7.22, while career commitment has a mean of 29.9 with a standard deviation value of 2.41. Then, it can be seen in the table that it turns out that in the psychological capital variable there is no significant difference in the mean difference between women (117.36) and men (116.96). Likewise with the aspect of career commitment, there was no significant difference between men (29.80) and women (29.92).

Table 5. Descriptive Analysis

Variable		Mean	Standard Deviation
Psychological Capital		117	7.22
	Male	116.95	6.27
	Female	117.36	7.65
Career Commitment		29.9	2.41
	Male	29.80	2.67
	Female	29.92	2.27

Based on the normality test carried out with the normality test of skewness and kurtosis, the results were obtained that in the psychological capital variables, the skewness and kurtosis values were -.416 and 1.08, respectively, while in the career commitment variables, the skewness and kurtosis values were -.467 and .244. Normally distributed data

is calculated from skewness and kurtosis values that are no more than -2 to 2. Therefore, this means that the variables of psychological capital and career commitment are normally distributed. If the sample is large, then normality test analysis can be done by checking the Skewness and Kurtosis values without the need to divide them by the error standard.

The results of the correlation analysis as known from the [Table 6](#) show that efficacy is positively correlated with career identity ( $r = .264, p < .001$ ), career planning ( $r = .474, p < .001$ ), and with career resilience ( $r = .403, p < .001$ ). This means that H1, H2, and H3 are accepted. In the hope relationship, it was negatively correlated with career identity ( $r = -.147, p = .007$ ). Meanwhile, the other two aspects (career planning and career resilience) did not show a significant correlation with hope ( $p > .05$ ). This means that H3 is accepted, but H4 and H5 are rejected. There is a correlation between resilience and career planning ( $r = .114, p < .05$ ), with this means that H8 is accepted. Then there was no significant correlation between resilience and career identity and career resilience ( $p > .05$ ), therefore H7 and H9 were rejected. Finally, it can be seen that the optimism aspect is positively correlated with career identity ( $r = .320, p < .001$ ), career planning ( $r = .522, p < .001$ ), and optimism is positively correlated with career resilience ( $r = .429, p < .001$ ). Therefore, H10, H11, and H12 are accepted.

Table 6. Correlation Between Aspects

Variabel	Person's r	P	Description
Efficacy → Career Identity	.264	< .001	Significant
Efficacy → Career Planning	.474	< .001	Significant
Efficacy → Career Resilience	.403	< .001	Significant
Hope → Career Identity	-.147	.007	Significant
Hope → Career Planning	.026	.634	Insignificant
Hope → Career Resilience	-.041	.452	Insignificant
Resilience → Career Identity	.048	.377	Insignificant
Resilience → Career Planning	.114	.036	Significant
Resilience → Career Resilience	.058	.293	Insignificant
Optimism → Career Identity	.320	< .001	Significant
Optimism → Career Planning	.522	< .001	Significant
Optimism → Career Resilience	.429	< .001	Significant

Based on the [Table 7](#), most of the subjects in this study had a moderate level of psychological capital which was 236 people (70.24%). Then 55 people (16.37%) had psychological capital with a low category and as many as 45 people (13.39%) had a high category. Thus, it means that as many as 45 teachers have high psychological capital compared to other teachers.

Table 7. Categories Psychological Capital Level

Level	Score	Frequency	Percentage
High	124 <	45	13.39%
Medium	110 - 124	236	70.24%
Low	< 110	55	16.37%

Based on data from [Table 8](#). It can be seen that in every aspect of shaping psychological capital, there are as many as 57 people (16.96%) of the subjects in this study who have high self-efficacy. Then, as many as 39 people (11.61%) have high hopes, this means that there are only 39 teachers out of 336 teachers who have high hopes. Furthermore, there were 37 teachers (11.01%) who had high resilience compared to other

teachers involved in this study. It can also be seen that at the level of optimism of the subjects in this study, there are only 23 people who have high optimism. This means that only 23 teachers have high optimism. The highest mean is in the efficacy dimension of (30.60), and the lowest mean is in the resilience dimension of (27.62).

Table 8. Categories Level Psychological Capital Dimension

Dimension	Mean	Level	Score	Frequency	Percentage (%)
Efficacy	30.60	High	33 <	57	16.96
		Medium	28 - 33	237	70.54
		Low	< 28	42	12.50
Hope	28.82	High	31 <	39	11.61
		Medium	26 - 31	260	77.38
		Low	< 26	37	11.01
Resilience	27.62	High	30 <	37	11.01
		Medium	25 - 30	256	76.19
		Low	< 25	43	12.80
Optimism	30.19	High	34 <	23	6.85
		Medium	27 - 34	269	80.06
		Low	< 27	44	13.10

From Table 9. It is known that most teachers have a career commitment with a moderate level, which is as many as 267 people (79.46%). Then as many as 23 people (6.85%) had a low level of career commitment, and as many as 46 people (13.69%) had a high level of career commitment. This means that out of as many as 336 participants in this study, only 46 teachers have a high career commitment. Male teachers have a high career commitment (15.45%) compared to female teachers (12.83%).

Table 9. Category Career Commitment Level

Level	Score	Frequency	Percentage
High	>32	46	13.69%
Medium	27 - 32	267	79.46%
Tall	<27	23	6.85%

Based on data from Table 10. It can be seen that in each aspect of the composition of career commitments has different levels, scores and frequencies. When viewed in each aspect, there were as many as 0 people (0.00%) of the subjects involved in the research had a high career identity. This means that there are no teachers who have a high career identity, most teachers only have a medium career identity. Furthermore, in the aspect of career planning, it can be seen that only 19 people (5.65%) of the subjects have high career planning, with this it can be seen that only 19 teachers have high career planning compared to other teachers involved in the research. Finally, there are 30 teachers (8.93) who have high career resilience compared to other teachers. The highest mean is in the career identity dimension, which is (13.09) and the lowest mean is in the career resilience dimension, which is (6.96).

Table 10. Category Level Dimension of Career Commitment

Dimension	Mean	Level	Score
Career Identity	13.09	High	15 <
		Medium	11 - 15
		Low	< 11
Career Planning	9.84	High	11 <
		Medium	8 - 11
		Low	< 8
Career Resilience	6.96	High	10 <
		Medium	4 - 10
		Low	< 4



#### 4. Discussion

It was explained that there is a correlation between the two dimensions of psychological capital (efficacy and optimism) and the three dimensions of career commitment, there is also a relationship between the hope dimension and the career identity dimension, while the other two dimensions have no relationship with the career commitment dimension, then the resilience dimension is also related to career planning. Based on Pearson's  $r$ , the direction of the relationship between the psychological capital dimension and the three related dimensions of career commitment shows positive and negative directions, indicating that there is a parallel and inconsistent relationship between the independent variable and the bound variable. In other words, if it shows the direction of a positive relationship, when the psychological capital dimension is high, then the third dimension of career commitment is also high. If it shows a negative relationship, then when the psychological capital dimension is high, the three dimensions of related career commitment will be low.

The results of the first test showed a correlation between efficacy and the dimension of career identity. Career identity refers to a person's emotional connection with their job choices (Tedja & Sijabat, 2021). This can be interpreted as the extent to which a person identifies himself or herself through his chosen occupation (London & Noe, 1997). Efficacy is an individual's belief in his or her ability to mobilize motivation, cognitive strength, resources or the series of actions necessary to achieve success in carrying out a particular action or task (Luthans & Morgan, 2017). Self-efficacy as an individual's cognitive factor has relevance in the development of career interests and career-related decision-making (Chan et al., 2018). Previous research has shown that individuals with high levels of self-efficacy tend to be better at career decision-making and achieve career satisfaction (Schooreel et al., 2017). Then other research shows that the higher the self-efficacy, the stronger the relationship between career identity and career commitment (Tresi & Mihelic, 2022).

Individuals with high efficacy will also have high self-confidence, so that the individual is able to identify himself through the chosen job. The challenges and shortcomings are not used as obstacles, but as motivation as self-development. Teachers with high efficacy can influence the way they choose their actions, including how far they will try, how long they will persist in facing obstacles and failures, how resilient they are to face adversity, how clear their thinking is in finding solutions to obstacles, how much they absorb pressure and anxiety in responding to problems from the environment, and the extent to which they can achieve a level of achievement (Damri et al., 2017). Teachers who have self-efficacy are able to recognize and develop their potential, so that there is an emotional attachment to the chosen career. Therefore, teachers with high psychological capital will be able to face various challenges that occur in their work, then can help in dealing with pressure so that they can think positively in facing all existing problems.

Second, efficacy has been shown to have a relationship with career planning. Efficacy is an important thing that must be possessed by every individual. Bandura (1997) explained that self-efficacy has an important role in an individual's career, including in career planning. Efficacy is indispensable in dealing with various difficult situations, such as overcoming obstacles or existing problems. Belief in high self-ability will make individuals feel optimistic in facing various things, no matter how difficult the situation is if they have efficacy, individuals will not give up easily, because they are confident in their ability to overcome the situation (Latif et al., 2017). Career planning is a determinant of a person's career goals, where there are strategic steps to achieve them. This includes an understanding of an individual's abilities, interests, values, and aspirations in the context of their career development (Brown & Brooks, 1990). Self-confidence or self-efficacy increases cognition and motivation, encouraging individuals to make decisions in making certain career choices (Rahmi, 2019). With the self-efficacy possessed, individuals will continuously make plans for the sustainability of their careers in the future. Regarding the teaching profession, efficacy will help teachers to continue to make goals that they want to achieve both in the long term (long range goals) and in the short term (short range goals).

This can also make them more focused on self-development to achieve their desired goals in their career.

Third, efficacy has been shown to correlate with career resilience. Efficacy is the belief that a person has the ability to overcome problems that arise in a certain situation and are able to overcome them. A person who holds positive beliefs, associated with increased motivation and perseverance, will increase the attitude of rejection of negative thoughts about self-ability (Cassidy, 2015). With the rejection of negative thinking about their abilities, it will be easier for individuals to survive the problems they face. Efficacy has no relationship with a person's ability, but individuals with high efficacy have confidence in their own abilities. This is supported by previous research that explains that high efficacy in individuals can affect motivation in them, both positive and negative motivation (Cavus & Gokcen, 2015). Teachers with high efficacy will prove that they are able and able to face various kinds of difficulties and challenges in their career journey, so that they will have a higher commitment attachment to their own career.

Fourth, optimism shows a relationship with career identity related to having an impact on an individual's career development. In pursuing their careers, individuals need to have a confident attitude that whatever happens is a good thing. Individuals who have an optimistic attitude will focus more on the positive aspects of themselves and ultimately support the achievement of career success (Rottinghaus et al., 2005). This also encourages individuals to actively pursue their advantages, such as knowledge and skills to be improved to improve their quality (McLennan et al., 2017). Individuals with a high optimism attitude have an attitude of not giving up easily, are optimistic and have high motivation in facing challenges, immediately rise from failure. Thus the individual is able to interpret, realize, create, and use the opportunities they have optimally. Teachers who have an optimistic attitude will be able to recognize and develop their potential, so that they can maintain their performance and develop their potential. Teachers are also able to be consistent with the career choices made, so that their commitment to their careers is achieved.

Fifth, optimism shows the relationship with career planning. Optimism can be interpreted as the ability of an individual to internalize positive elements into himself, as well as interpret negative elements as external factors (Luthans et al., 2007). Individuals who are judged to have an optimistic attitude tend to be interested in the future development of their careers and are active in efforts to improve professional knowledge related to their work (Ramadhanti & Priyatama, 2023). Therefore, when there is a change, individuals tend to interpret that various possibilities can be positive or negative. In the course of their career, individuals will face a lot of obstacles and challenges. However, for optimistic individuals, the problems that occur will be used as future learners. That way, teachers with high optimism will think about their career future plans, and consistently update the plans they want to achieve. Thus, teachers have a way to continue to improve their careers.

Sixth, from the results of the study, it was obtained that optimism has a relationship with career resilience. Optimism is the ability of individuals to internalize positive aspects into themselves and interpret negative things as external factors (Luthans et al., 2007). An optimistic view is a holistic perspective that involves observation in all aspects as a positive thing (Ghufron & Risnawati, 2017). Individuals with high optimism will always think positively about all problems that occur. Optimism in resilience has a significant role in supporting career exploration at the level of career maturity, in other words, individuals who have resilience traits can maximize their efforts in seeking career information from various sources, as well as learning to understand and develop their potential (Reskido, 2023). Thus, when in a difficult situation, the teacher will be able to face it and will continue to struggle even with a slow process, this is because the teacher believes that there will be good things later. This is in line with research conducted by Syarafina et al. (2019) who said that when facing a challenge, teachers who have an optimistic attitude will remain confident and persistent in overcoming obstacles, even though the development of their business through difficult phases is slow.

Seventh, there is a relationship between resilience and career planning in teachers. Resilience is a positive adaptation process in facing difficulties. Increasing resilience is an obligation because it can provide opportunities for individuals to face obstacles and difficulties in their lives. Individuals with high resilience will develop and have the ability to plan for their future careers. This is supported by the statement of [Utami & Helmi \(2017\)](#), with the high resilience possessed, a person can develop life skills such as communicating effectively, having realistic abilities in planning life, and being able to take the right steps to manage his life. Teachers with high resilience will be able to continuously plan their careers in the future. Despite the many problems experienced in his career, teachers will not stop at the place, teachers will take the right steps in arranging their lives in the future.

Finally, there is a negative relationship between the hope dimension and career identity. Individuals who have hope tend to have more practical goals, thus providing a motivational boost to direct work according to those goals ([Julianti & Dewayani, 2015](#)). Hope will motivate individuals to take concrete steps to achieve future goals ([Sulistiani & Rahmania, 2021](#)). Therefore, if a teacher has concrete steps in achieving his goals, then the emotional attachment he has to his career will decrease. According to a study conducted by [Rigoni & Adkins \(2016\)](#) on millennials' preferences in the work environment, about 21% of them expressed a desire to leave their current job and look for new job opportunities. In more detail, most of them are more interested in opportunities outside the organization where they previously worked, and only a few choose to change jobs within the same organization ([Adininggar et al., 2020](#)). The motivation behind this action is the existence of attractive offers, especially opportunities for learning and self-development, which are considered very attractive to millennials ([Rigoni & Adkins, 2016](#)). According to [Ali & Purwandi \(2016\)](#), it is explained that the millennial generation is a generation that is in the age range of 20 to 40 years. In this study, as many as 229 teachers (68.16%) are <40 years old, which means that more than 50% of teachers are millennials. Thus, the existence of negative relationships caused by careers is not the main focus for the millennial generation. On the contrary, this generation focuses more on the opportunities for learning and development offered by an organization/institution. Indirectly, this reflects that millennials are not fixated on the concept of a hierarchical career, but tend to pursue lateral development more.

The next discussion is related to the absence of a relationship between the psychological capital dimension, namely resilience and the dimensions of career commitment, including career identity and career resilience. These dimensions are directly related to the individual's external or external environment. The more dynamic and complex an environment is, the more organic and diverse the needs needed to achieve success ([Ingarianti et al., 2020](#)). Resilience is the ability to successfully overcome problems by using internal and external resources, even when faced with significant obstacles. Resilience is defined as the ability to adapt positively in the face of difficulties. In previous research, it was found that resilience was not proven to have a significant influence on the level of individual commitment to the organization. Resilience is the ability to recover from adversity or setbacks and the ability to develop which will eventually create reinforcement as a result of adjustment ([Luthans et al., 2007](#)). The results of the [Buyukgoze-Kavas study \(2016\)](#) show that individuals who have resilience tend to judge themselves as adaptive individuals in managing their careers. With resilience, individuals are still able to adapt positively to the problems they face even though they do not have emotional attachment and further plans for their careers. The absence of a relationship between the resilience dimension and the three dimensions of career commitment can also be caused by the influence of existing demands. Teachers, as a key element in the world of education, are required to be able to adapt to and even exceed the development of science and technology that continues to develop in society ([Baharudin & Maunah, 2022](#)). With excessive demands and inadequate abilities, teachers who are not prepared for change experience difficulties in their career journey. Financial demands are influential in the survival of teachers even though there are many demands faced, this makes teachers forced to live their careers as

teachers so that there is no emotional attachment to their careers. The career is not because of the commitment you have but because of financial demands alone.

Hope does not correlate with career planning and career resilience. It should be noted that these dimensions are directly related to the individual's external environment. The environment has a great influence on individuals. A number of studies have shown that hope has a positive correlation with life satisfaction, job satisfaction, performance, and motivation to overcome stress-causing challenges (Cavus & Gocken, 2015). Individuals who have expectations will have high motivation to achieve what they want. Vroom's theory of hope, conceptualizes motivation as a form of reward. This theory covers three main aspects, namely valence, expectation, and intermediation. According to Victor Vroom, individuals are motivated by the benefits or rewards obtained from the results of their performance (Kumar, 2018). This theory of expectation emphasizes the compatibility between rewards and achievements, with each employee's efforts. Thus, it can be concluded that teachers who have expectations will be motivated by expecting rewards from everything they do, therefore the expectations that teachers have are not because of the high or low planning and resilience of their careers, but rather the motivation to get rewards from what has been done.

The latest in this study is the specification of the direct relationship between psychological capital and career commitment in the teaching profession. Studies that have been conducted still place psychological capital as a moderation variable or only related to career success in general. This study is unique because it uses all dimensions of psychological capital and career commitment in measurement, so that more detailed information is obtained about the relationship between each dimension of psychological capital and the dimension of career commitment. With this more detailed information, the researchers hope that readers, especially teachers who are the subjects of the study, can broaden their understanding of how psychological capital can support career commitment in more depth by considering all dimensions of each variable. Not only that, it is hoped that this research will enable readers to understand and overcome future career challenges by looking at the correlation between psychological capital and career commitment optimally.

Meanwhile, the limitations of this study include the similarity of concepts between resilience in general and career resilience, where career resilience is a more specific concept related to the career domain. Then the measuring tool used to measure career commitment, is an old measuring tool and has not been updated until now. In addition, cultural differences between Indonesia and western countries may result in differences in research on the relationship between psychological capital and career commitment. The researcher also did not include antecedent control of resilience in this study, so there are limitations in explaining the factors that can cause differences in results in detail related to the insignificant resilience with the three dimensions of career commitment and career resilience with hope. The researcher also did not control the psychological capital dimension with the career commitment dimension because the purpose of this study did not involve these conditioning, and data analysis was considered adequate.

## 5. Conclusions

Based on the explanation in the previous discussion, it can be concluded that there are two dimensions of psychological capital (efficacy and optimism) with three dimensions of career commitment, namely career identity, career planning, and career resilience. There is also a relationship between the hope dimension and the career identity dimension, while the other two dimensions have no relationship with the career commitment dimension. The relationship pattern between the four dimensions of psychological capital and the three dimensions of interrelated career commitment shows positive and negative directions, which means that when psychological capital increases, the three dimensions of career commitment also increase. Meanwhile, the direction of negative relationships shows that if the psychological capital dimension is high, the related career commitment dimension will be low.

This research is expected to indicate that it is important for teachers to develop psychological capital in each person. Thus, teachers can have a positive view of problems in their career and always be optimistic, positive, and do not demean their abilities. Additionally, it is important for teachers to continuously improve their career goals, create an emotional closeness to their careers, and constantly develop their careers for future success. These things, if done optimally, will make a positive contribution to the teacher's career commitment.

**Author Contributions:** R. A: methodology and data analysis; T. M. I: writing original and draft preparation, review, editing and edition.

**Conflicts of Interest:** Authors declare there are no conflicts of interest.

## 6. References

- Adininggar, H., Indrayanti, & Himam, F. (2020). Career resilience as mediator between perceived supervisor support and employability of millennials. *Gadjah Mada Journal Of Psychology*, 6(2), 191-209. <https://doi.org/10.22146/gamajop.54652>
- Adnan, B. R., & Prihatsanti, U. (2017). Hubungan antara psychological capital dengan komitmen organisasi pada mahasiswa UNDIP. *Jurnal Empati*, 6(4), 185-194. <https://doi.org/10.14710/empati.2017.20030>
- Ali, H., & Purwandi, L. (2016). Indonesia 2020: The urban middle-class millennials. Alvara Strategi Indonesia.
- Ariani, D. S. (2015). Hubungan antara pemberdayaan psikologis dan komitmen karir guru. *Scholaria*, 5, 75-81. <https://doi.org/10.24246/j.scholaria.2015.v5.i3.p75-81>
- Arthur, M. B., Hall, D. T., & Lawrence, B. S. (1989). *Handbook of career theory*. Cambridge: Cambridge University Press.
- Baharuddin, M. S., & Maunah, B. (2022). Problematika guru di sekolah. *Jurnal Penelitian dan Ilmu Pendidikan*, 3(1), 226-246. <https://doi.org/10.55681/nusra.v3i1.128>
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. W.H. Freeman.
- Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88(1), 87-99. <https://doi.org/10.1037/0021-9010.88.1.87>
- Blau, G. J. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology*, 58, 277-288. <https://doi.org/10.1111/j.2044-8325.1985.tb00201.x>
- Brown, D., & Brooks, L. (1990). *Career choice and development: Applying contemporary theories to practice* (2nd ed.). Jossey-Bass.
- Buyukgoze-Kavas, A. (2016). Predicting career adaptability from positive psychological traits. *The Career Adaptability From Positive Psychological Traits*, 64(2), 114-125. <https://doi.org/10.1002/cdq.12045>
- Carson, K. D., & Bedeian, A. (1994). Career commitment: Construction of a measure and examination of its psychometric properties. *Journal of Vocational Behavior*, 44(3), 237-262. <https://doi.org/10.1006/jvbe.1994.1017>
- Cassidy, S. (2015). Resilience building in students: The role of academic self-efficacy. *Frontiers in Psychology*, 6, 1-14. <https://doi.org/10.3389/fpsyg.2015.01781>
- Cavus, M. F., & Gocken, A. (2015). Psychological capital: Definition, components and effects. *British Journal of Education, Society & Behavioural Science*, 5(3), 244-255. <https://doi.org/10.9734/BJESBS/2015/12574>
- Chan, C., Chen, S., Lin, Y. W., Liao, T. Y., & Lin, Y. E. (2018). Social cognitive perspective on factors influencing Taiwanese sport management students' career intentions. *Journal of Career Development*, 45(3), 239-252. <https://doi.org/10.1177/0894845316681643>
- Colarelli, S. M., & Bishop, R. C. (1990). Career commitment: Functions, correlates, and management. *Group & Organization Studies*, 15(2), 158-176. <https://doi.org/10.1177/105960119001500203>

- Creswell, J. W. (2012). Educational research planning: Planning, conducting, and evaluating quantitative and qualitative research. Pearson Education.
- Damri, Engkizar, & Anwar, F. (2017). Hubungan self-efficacy dan prokrastinasi akademik mahasiswa dalam menyelesaikan tugas perkuliahan. *Jurnal Bimbingan Konseling*, 3(1), 74-95. <https://doi.org/10.22373/je.v3i1.1415>
- Dewanto, F. A., & Kusumastuti, R. (2022). Psychological capital dan career commitment pada karyawan milenial kantor pusat Bank BRI. *Jurnal Administrasi Bisnis*, 11(2), 137-148. <https://doi.org/10.14710/jab.v11i2.45706>
- Ellemers, N., De Gilder, D., & Heuvel, H. (1998). Career-oriented versus team-oriented commitment and behavior at work. *Journal of Applied Psychology*, 83(5), 717-730. <https://doi.org/10.1037/0021-9010.83.5.717>
- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Journal Cognition and Emotion*, 19(3), 313-332. <https://doi.org/10.1080/02699930441000238>
- Gan, Y., & Cheng, L. (2021). Psychological capital and career commitment among Chinese urban preschool teachers: The mediating and moderating effects of subjective wellbeing. *Frontiers in Psychology*, 12, 1-12. <https://doi.org/10.3389/fpsyg.2021.509107>
- Ghufron, & Risnawati. (2017). Teori-teori psikologi. Ar-Ruzz Media.
- Goulet, L. R., & Singh, P. (2002). Career commitment: A reexamination and an extension. *Journal of Vocational Behavior*, 61, 73-91. <http://doi.org/10.1006/jvbe.2001.1844>
- Hall, D. (1971). . A theoretical model of career sub identity development in organizational settings. *Organizational Behavior and Human Performance*, 6, 50-76. [https://doi.org/10.1016/0030-5073\(71\)90005-5](https://doi.org/10.1016/0030-5073(71)90005-5)
- Hedo, D., & Simarmata, N. (2023). Harapan sebagai kekuatan psikologis remaja dalam surviving the adversity. *Buletin KPIN*, 9(7). <https://buletin.k-pin.org/index.php/arsip-artikel/1256-harapan-sebagai-kekuatan-psikologis-remaja-dalam-surviving-the-adversity>
- Hidayat, N., & Nurhayati, S. R. (2019). The effect of social support and hope on resilience in adolescents. *Humaniora*, 10(3), 219-225. <https://doi.org/10.21512/humaniora.v10i3.5852>
- Hu, D., Zhou, T., Zhou, K., & Deng, F. (2022). The relationship between psychological capital and teacher career commitment in ethnic areas of China: The mediating effects of gratitude and career well-being. *Frontiers in Psychology*, 12, 1-11. <https://doi.org/10.3389/fpsyg.2021.818274>
- Ingarianti, T. M. (2019). Adaptasi instrumen komitmen karir. *Jurnal Psikologi*, 18(2), 199-217. <https://doi.org/10.14710/jp.18.2.199-217>
- Ingarianti, T. M., Fajrianti, & Chusairi, A. (2020). Kesuksesan karier subjektif sebagai identitas karier karyawan. *Buletin Psikologi*, 28(2), 201-216. <https://doi.org/10.22146/buletinpsikologi.43401>
- Jessica, P. J. (2010). happiness at work : Maximizing your psychological capital for success. Chichester : John Wiley and Sons. ISBN:9780470689424
- Julianti, A., & Dewayani, K. (2015). Pengaruh psychological capital terhadap komitmen organisasi dan perilaku kewargaorganisasian pada karyawan. *Jurnal Ilmiah Psikologi Gunadarma*, 8(2), 128-138.
- Kokubun, K., & Yaisu, M. (2020). Gender differences in organizational commitment and rewards within Japanese manufacturing companies in China. *Cross Cultural & Strategic Management*, 28(3). ISSN: 2059-5794
- Kumar, P. (2018). Personality and work motivation: A decisive assessment of vrooms's expectancy theory on employee motivation. *Asia Pacific Journal of Research*, 1, 174-179. ISSN: 2347-4793
- Kumari, N., & Afroz, N. (2013). The impact of affective commitment in employees' life satisfaction. *Global journal of management and business research interdisciplinary*, 13(7),

25-30. ISSN: 2249-4588

- Kusuma, K. A., & Prihatsanti, U. (2016). The relationship between psychological capital and work discipline of PT. Argamas Lestari production unit employees, Semarang. *Jurnal Empati*, 5(2), 317-321. <https://doi.org/10.14710/empati.2016.15248>
- Latif, A., Yusuf, A. M., & Effendi, Z. M. (2017). Hubungan perencanaan karier dan efikasi diri dengan kesiapan kerja mahasiswa. *Konselor*, 6(1), 29-38. <https://doi.org/10.24036/02017616535-0-00>
- London, M. (1993). Relationships between career motivation, empowerment and support for career development. *Journal of Occupational and Organizational Psychology*, 66(1), 55-69. <https://doi.org/10.1111/j.2044-8325.1993.tb00516.x>
- London, M., & Noe, R. A. (1997). London's career motivation theory: An update on measurement and research. *Journal of Career Assessment*, 5(1), 61-80. <https://doi.org/10.1177/106907279700500105>
- Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, 23, 695-706. <https://doi.org/10.1002/job.165>
- Luthans, F., Avolio, B. J., Avey, J. B., & S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60(3), 541-572. <https://doi.org/10.1111/j.1744-6570.2007.00083.x>
- Luthans, F., & Morgan, Y. (2017). Psychological capital: An evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 339-366. <https://doi.org/10.1146/annurev-orgpsych-032516-113324>
- Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B. (2008). The mediating role of psychological capital in the supportive organizational climate-employee performance relationship. *Journal of Organizational Behavior*, 29(2), 219-238. <https://doi.org/10.1002/job.507>
- Lyu, B., Liu, X., Fan, J., Yu, S., Xiong, Y., & Chen, H. (2021). A study on influence of psychological capital of chinese university teachers upon job thriving: based on motivational work behavior as an intermediary variable. *Sage Journals*, 11(2). <https://doi.org/10.1177/21582440211003093>
- McLennan, B., McIlveen, P., & Perera, H. N. (2017). Pre-service teachers' self-efficacy mediates the relationship between career adaptability and career optimism. *Teaching and Teacher Education*, 63, 176-185. <https://doi.org/10.1016/j.tate.2016.12.022>
- Nelson, D., & Cooper. (2010). Positive organizational behavior at work. *International Review of Industrial and Organizational Psychology*, 2, 253-291. <https://doi.org/10.1002/9780470661628.ch7>
- Newman, A., Ucbasaran, D., Zhu, F., & Hirst, G. (2014). Psychological capital: A review and synthesis. *Journal of Organizational Behavior*, 35, 1-46. <https://doi.org/10.1002/job.1916>
- Pratiwi, E. A., Hardianto, Y., & Permana, M. Z. (2023). Kontribusi psychological capital terhadap komitmen organisasi pada karyawan RS "X" di Sukabumi. *Jurnal Cendekia Ilmiah*, 2(4), 324-333. <https://doi.org/10.56799/jceki.v2i4.1666>
- Rahim, R., Sao'dah, Tiring, S. S., & Asman. (2021). Metodologi penelitian (Teori dan praktik). Penerbit Perkumpulan Rumah Cemerlang Indonesia (PRCI).
- Rahmi, F. (2019). Career decision making self efficacy in college students. *InSight Jurnal Ilmiah Psikologi*, 21(1), 12-22. <https://doi.org/10.26486/psikologi.v21i1.756>
- Ramadhanti, H. D., & Priyatama, A. N. (2023). Hubungan career optimism dan social support dengan career adaptability mahasiswa pengguna layanan career development center UNS. *Journal of Psychological Research*, 8(1), 23-32. <https://doi.org/10.29313/schema.v0i0.11673>
- Reskido, A. (2023). Resiliensi dan growth mindset sebagai solusi peningkatan kematangan karier mahasiswa pada era VUCA. *Psychology and Behavioral Sciences*, 2(1), 22-31. ISSN:2963-0886
- Rigoni, B., & Adkins, A. (2016). What millennials want from a new job. Harvard Business

## Review.

- Rottinghaus, P. J., Day, S. X., & Borgen, F. H. (2005). The career futures inventory: A measure of career-related adaptability and optimism. *Journal of Career Assessment*, 13, 3-24. <https://doi.org/10.1177/1069072704270271>
- Schooreel, T., Shockley, K. M., & Verbruggen, M. (2017). What if people's private life constrained their career decisions? Examining the relationship between home-to-career interference and career satisfaction. *Career Development International*, 22(2), 124-141. <https://doi.org/10.1108/CDI-03-2016-0037>
- Setyandari, A., Wibowo, M. E., & Sunawan. (2019). Adaptation of academic psychological capital questionnaire in Bahasa Indonesia. *Advances in Social Science, Education and Humanities Research*, 443, 261-264. <https://doi.org/10.2991/assehr.k.200620.051>
- Singhal, H., & Rastogi, R. (2018). Psychological capital and career commitment: the mediating effect of subjective well-being. *Journal of Management Decision*, 56, 458-473. <https://doi.org/10.1108/MD-06-2017-0579>
- Somech, A., & Blogler, R. (2002). Antecedents and consequences of teacher organizational & professional commitment. *Educational Administration Quarterly*, 38(4), 555-557. <https://doi.org/10.1177/001316102237672>
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442-1465. <https://doi.org/10.2307/256865>
- Spreitzer, G. M. (2007). Giving peace a chance: organizational leadership, empowerment, and peace. *Journal of Organizational Behavior*, 28, 1077-1095. <https://doi.org/10.1002/job.487>
- Sulistiani, W., & Rahmania, A. M. (2021). Hubungan optimism dengan career adaptability mahasiswa selama pandemi Covid-19. *Jurnal Psikologi TALENTA*, 7(1), 36-43. <https://doi.org/10.26858/talenta.v7i1.23749>
- Syarafina, S. O., Nurdibyanandaru, D., & Hendriani, W. (2019). pengaruh optimisme dan kesadaran diri terhadap adversity quotient mahasiswa skripsi sambil bekerja. *Cognicia*, 7(3), 295-307. <https://doi.org/10.22219>
- Tang, J. (2020). Psychological capital and entrepreneurship sustainability. *Frontiers in Psychology*, 11, 1-7. <https://doi.org/10.3389/fpsyg.2020.00866>
- Tedja, T., & Sijabat, R. (2021). Analisis pengaruh perkembangan identitas terhadap intensi turnover dengan mediasi komitmen karier pada karyawan milenial Jabodetabek. *Jurnal Sekretari dan Manajemen*, 5(2), 124-135. <https://doi.org/10.31294/widyacipta.v5i2.10937>
- Tresi, D. G., & Mihelic, K. K. (2022). Career identity, career commitment, and self-efficacy: the role of gender and family characteristics. *Irish Journal of Management*, 42(1), 1-14. <https://doi.org/10.2478/ijm-2022-0006>
- Utami, C., & Helmi, A. (2017). Self-efficacy dan resiliensi: Sebuah tinjauan meta-analisis. *Buletin Psikologi*, 25(1), 54-65. <https://doi.org/10.22146/buletinpsikologi.18419>
- Wang, G., Huang, X., Lu, X., & Zhang, D. (2015). Effects of occupational commitment on job performance among kindergarten teachers: mediating effect of occupational well-being. *Psychological Development and Education*, 31, 753-760. <https://doi.org/10.16187/j.cnki.issn1001-4918.2015.06.15>
- Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior organizational behavior in the work place: The impact of workplace: the impact of hope, optimism, and resilience. *Management Department Faculty Publications*, 33(5). <https://doi.org/10.1177/0149206307305562>
- Zhao, X., & You, X. (2021). The impact of psychological capital on vocational well-being: The mediation effect of emotional labor and its invariance across ethnicities. *Current Psychology*, 40, 102-112. <https://doi.org/10.1007/s12144-019-00287-w>