



The Role of Family and School Support on Gen Z Leadership Capability Through PsyCap

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Abstract

As a generation that will later become a substitute leader for the current leader, Gen Z is the hope of the nation, especially for Indonesia, which is predicted to experience a demographic bonus in 2045. The article aims to look at the influence of the specific environment, school, family, and PsyCap as individual capital in influencing Gen Z leadership capabilities. We see Gen Z not only from prospective workers but also individuals who are prepared since early stage. This is the reason why we chose junior high school students to study. The results of the study found that school had a significant effect on PsyCap. However, the role of school and family in leadership capabilities through PsyCap mediation is not yet clear. Future research can examine using other scales to measure the desired variable so that the reliability of the influence of one variable on another variable appears.

Keywords: *Family Support; School Support; Gen Z; Leadership Capability; PsyCap*

INTRODUCTION

In 2045, Indonesia is predicted to experience a demographic bonus, namely a condition in which the total population of productive age is greater than that of non-productive age. Age productive is a population with ranges ages 15-64 years. Indonesia predicted it would dominate the development of the world economy and become an industrial country in 2045 (Rokhman et al., 2014 & Wisnumurti, Darma, & Suasih, 2018). The number of residents age productive in Surabaya itself recorded approximately 2,092,132 people (Dispendukcapil, 2022).

Generation Z (Gen Z) was born between 1997-2012 and is the generation that will be of productive age in 2045 (Saripudin et al., 2022). Based on data from the Department of Population and Registration Surabaya City Civil Service (2022), in the city of Surabaya, there are approximately 750,000 people who belong to this generation. Knowledge of Gen Z skills and personalities can help identify problems and make it easier to find the proper support for Gen Z (Magano et al., 2020 & Chillakuri, 2020). In practice, this can be done by providing appropriate accommodation for the behavior and culture of Gen Z (Baum, 2019). There lies the urgency of strengthening the development of Gen Z human resources that are effective and relevant according to its characteristics.

Studies by Schroth (2019) state that about 33% of Gen Z fear failure to lead and lack the confidence to be a leader. Gen Z said their resilience and fearlessness failed (Gutfreund, 2016). Resilience is also distinctive in an individual's upbeat relative personality, stable and capable of increasing adaptation and moderate effect hostility from stress (Magano et al., 2021). It becomes the reason why they need to take more to answer leadership roles. Meanwhile, there is hope that Gen Z is capable of optimal leadership in the future, especially in the face of demographic bonuses. Efforts to build a strategy for developing Gen Z can be proposition attractive to keep producing talent and HR development in the future (Chillakuri & Mahanandia, 2018). In this research, we will take 3rd-grade junior high school students as subject representatives of Gen Z, who are expected to represent the right human resources from and for Gen Z towards Golden Indonesia 2045. This

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group is selected because it includes the age range of teenagers in the phase of development transition from children to adults. The adolescent age range is relevant to seeing the regulation of emotions, remembering increasing emotions, and developing rapid change (Zimmermann & Iwanski, 2014).

LITERATURE REVIEW

Efforts to optimize demographic bonuses by developing Gen Z human resources are aimed at preventing disaster demographics later in the day. Child development is related to independence, one of which is represented by Erik Erikson. This development is in early childhood at the age of 2-4 years, which is the stage of autonomy vs. shame and doubt. This stage is when babies need to achieve an adequate sense of self and personal control over their physical competence to become more independent (Maree, 2021). It is the process of them developing their own will for the first time. Adolescents who are actively involved socially, are willing to participate in public activities, and can place themselves in public areas tend to become adults who participate in community maintenance. Both in the environment, community, and others (Brungardt, 1997). It indicates that youth is one of the most appropriate times for individual self-development.

According to Dupere et al. (2010), cultural, social, and economic structure influences parenting norms and parental access to resources power education. If tracing the theory of Ecology, the family is an ecological unit smallest that plays a role in forming an individual. In turn, this can affect children's development and shape them. Some theories affect the environment, saying that the environment can be affected either directly or indirectly through various social contexts and proximal social contexts, like family, friends, peers, parenting, and school (Dupere et al., 2010). On the other hand, there is also a school environment known as the School-Supportive Organizational Environment (SSOE). It is because the schools are close-knit and become one environment, forming supporters and individuals. Life in the school environment refers to levels of school-provided security, the kind of relationships within it, and the environment's bigger physique besides vision sharing and participation in the vision by all (Zullig et al., 2010).

Several criteria for the prominent Gen Z that they feel need to get attention are self-efficacy, hope, optimism, and resilience, which can be formed as constructing Psychological Capital (PsyCap) (Luthans et al., 2007). PsyCap is defined as a state of positive individual psychological development. Four things, namely characterize this: (1) having the confidence (self-efficacy) to take and make an effort needed to succeed in challenging tasks; (2) making positive attributions (optimism) about present and future success; (3) persistence towards goals and the ability to direct oneself to succeed towards goals (hope); and (4) having resilience or self-resilience when problems occur and experiencing difficulties, being able to survive and get back up and even surpass oneself to achieve success (Luthans et al., 2007).

Ability leadership individuals can lead to optimizing human resources at the rate. Leadership Capability is the skills, traits, and behaviors that enable individuals to lead and manage others effectively to achieve common goals (Zula et al., 2010). Practice leadership is needed for the achievement of organizational goals. Many researchers also concluded that leadership is the most important push of an organization's ability to retain high-performing people best (Pickett, 2005). An effective leader possesses a combination of abilities that are then used to inspire and motivate their team, build trust and good relationships, foster a positive work environment, and guide their organization to success (Zula et al., 2010).

So far, many studies have focused on understanding PsyCap, leadership, and Gen Z regarding their work preparation and work optimization (Barhate & Dirani, 2021; Black et al., 2020; Ababneh & Alnawas, 2022; Andries et al., 2020; Wahl et al., 2022), as well as in business (Deepika & Chitranshi, 2021; Chitranshi, 2021; & Hasan et al., 2021). Studies related to the characteristics of

Gen Z as the main subject of the main demographic bonuses related to PsyCap Gen Z have not received special attention. Many studies also select students at university (Chen et al., 2023; Black et al., 2020; & Wahl et al., 2022) or workers (Sigaeva et al., 2022; Ababneh & Alnawas, 2022; & Deepika & Chitranshi, 2021) as a representative sample of Gen Z. There are no studies that focus on school students as Gen Z research.

RESEARCH METHOD

This research was conducted using non-experimental quantitative methods. The population was selected using a purpose sampling technique. The population in this study was all grade 3 junior high school students in 20 public and private junior high schools in Surabaya who were members of the OSIS (Intra-School Student Organization). The population was chosen to focus the research description on similar subjects/respondents with the same criteria so that they could describe the leadership capability variable. Thus, this research also focuses on explaining the leadership capacity of student council administrators.

There are four scales used in this study. First, the Family Support Scale (FSS) measures individual FSOE. This scale is based on the conceptual model of Bronfenbrenner (1979) and operationalized by Dunst (1982), which describes how events in different ecological units can influence the development of children as they function as members of that ecology. The scale consists of 18 items with an alpha coefficient of 0.77. Then, the School Climate (SC) scale is used to measure the quality and character of school life based on individual experience patterns that reflect norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structure. The scale consists of 37 items adapted from a literature study by Zullig et al. (2010). The alpha coefficient ranges from 0.65 to 0.91. In measuring PsyCap, we use the PsyCap Questionnaire (PCQ). It consists of 24 items with a reliability of 0.93. Finally, the Student Perceptions of Leadership Instrument (SPLI) by Zula et al. (2010) is used to measure individual leadership abilities. The scale includes 18 items where each factor has high reliability: interpersonal/intrapersonal skills 0.85, skills for specific tasks 0.8, and cognitive skills and individual communication skills 0.7.

FINDINGS AND DISCUSSION

Researchers use Google Forms as a medium for data collection. The number of respondents obtained through Google Forms was 60, and three students represented each school as respondents. There are two groups of schools, namely public and private schools, each represented by ten schools from 63 junior high schools in Surabaya. Thus, the 60 data collected were processed in this study. The number of female respondents was higher than male respondents, namely 47 out of a total of 60 respondents. Meanwhile, the age range of students was 13-15 years, with 36 students aged 14 years, 18 students aged 15, and 4 students aged 13 years.

In the early stages of the study, a reliability test showed that the scale had an excellent Cronbach's Alpha coefficient, namely > 0.7 . However, the Average Variance Extracted (AVE) construct was found to be poor, where only the LC scale had AVE > 0.7 (Table 1).

Table 1. Validity and Reliability Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
FSOE	0.903	0.910	0.908	0.358
LC	0.975	0.992	0.979	0.726
PsyCap	0.919	0.950	0.930	0.394
SSOE	0.955	0.966	0.959	0.417

The results of the path analysis found that only the SSOE variable for PsyCap showed significant differences. Meanwhile, FSOE, PsyCap, and LC pathways did not show significant results (Tables 2 and 3). So, in this study, the only valid path is the effect of SSOE on PSyCap.

Table 2. Path Analysis Results 1

Path Coefficients	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T-Statistics (IO/STDEV)	P values
FSOE → PsyCap	0.204	0.241	0.108	1,880	0.060
PsyCap → LC	-0.152	-0.149	0.214	0.711	0.477
SSOE → PsyCap	0.533	0.547	0.099	5,369	0.000

Table 3. Path Analysis Results 2

Total Effects	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T-Statistics (IO/STDEV)	P values
FSOELC → LC	-0.031	-0.040	0.060	0.516	0.606
FSOE → PsyCap	0.204	0.241	0.108	1,880	0.060
PsyCap → LC	-0.152	-0.149	0.214	0.711	0.477
SSOELC → LC	-0.081	-0.079	0.119	0.682	0.495
SSOE → PsyCap	0.533	0.547	0.099	5,369	0.000

PsyCap is known to be identified in the academic domain of students (You, 2016). It is in line with the results of this study, which found that school has a significant effect on PsyCap. Furthermore, researchers argue that the learning climate can promote and enhance PsyCap in teams (Heled et al., 2016). These outcomes can extend beyond the workplace and have spillover and crossover effects on other domains of life, leading to higher levels of well-being at the individual, team, organizational, family, and even community levels. (Luthans & Youssef, 2017).

Family emotional support is known to influence job satisfaction and turnover intention positively. The partial mediating role of psychological capital in the relationship between family social-emotional support and job satisfaction is supported (Ganji & Johnson, 2020). Family support is also said to affect individuals with low PsyCap levels, where low personal resources increase the importance of external resources to deal with the demands they face (Barratt & Duran, 2021). Practical recommendations that family, friends, or a significant other can apply include helping to organize a quieter study area, providing support and encouragement during individual studies (especially when things may be challenging or not going as expected), seeking to organize and celebrating individual successes (Simpson, 2000).

However, this study does not support the hypothesis that family affects PsyCap. It is inconsistent with previous studies linking families and individual PsyCap. It may be because support from friends, family, or other important people significantly encourages and increases individual social involvement. Thus, the support that can affect an individual's PsyCap may depend on the desired outcome, depending on the source of support that the individual benefits from (Barratt & Duran, 2021).

Then, regarding PsyCap and leadership skills (LC), it is understood that the performance of individuals, teams, and organizations depends not only on economic, intellectual, and social capital but also on various psychological abilities that can be measured, developed, expanded, and utilized as resources (Luthans & Youssef-Morgan, 2017). Individuals may adopt different impression management tactics and convey strengths they do not possess. For example, a leader with low

PsyCap may sometimes engage in self-promotion to increase his perception of self-efficacy and resilience in front of his team members, regardless of how much he has. Conversely, a leader with a high PsyCap may also choose to convey a lower level of PsyCap to manage the desired impression on team members (Rego et al., 2011).

CONCLUSIONS

This article examines the influence of the environment, especially the family and school, with PsyCap mediation on leadership capability. This research enriches the literature regarding the influence of SSOE, FSOE, and PsyCap on LC in the Gen Z world represented by junior high school students. Instead of focusing on preparing for the world of work or business, this research examines children and the potential for strengthening leadership to optimize future human resources.

LIMITATION & FURTHER RESEARCH

This research can add to the literature for further studies on the influence of the environment and PsyCap on leadership capability. This research can also reference the environment that can be considered in strengthening Gen Z leadership.

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