

IMPACT OF PSYCHOLOGICAL CAPITAL ON TEACHERS' PERFORMANCE

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ABSTRACT

Psychological capital is the positive state of employees' development having four positive strengths viz., self-efficacy, hope, resilience, and optimism which influence and promote satisfaction, commitment, encouragement, mental capabilities and struggle to succeed. Psychological capital is essential concept which leads to better performance in working area. This study was focused on the association between work-attitude, psychological capital and teachers' performance. The sample of teachers $n=125$ by using L.R Gay formula (50%) from $N=250$, were taken from three male degree colleges: Degree college-1, Degree college-2 and Degree college-3, located in district D. I. Khan, KPK. Structured questionnaire with five point Likert scale was used to collect data from the respondents. Statistical analysis was done by using SPSS at 95% confidence level. The results revealed a positive and significant association between psychological capital and performance of the teachers. Lastly, it was found that psychological capital has a significant impact on the teachers' performance.

Keywords: Psychological capital, Performance, Degree colleges, D.I. Khan.

Introduction

Psychological capital is one of the new and recent notions within in field of management as it plays an important role in boosting the level of performance (Wen and Lin, 2014). The study of behavior within the organizations based on positive psychology leads to the emergence of psychological capital (Mathe, 2011). Psychological capital provides the context to get complete understanding of human abilities which serves as the source of portraying the human capacities and work in the context of positive psychology, organizational behavior and freshly psychological capital allow the people to tackle the hard situation as well as to act positively

during and after the time of destitution (Luthans, Avolio, Avey & Norman, 2007). Psychological capital is a newly worthwhile way to enhance best performance among the human resources in the organizations (Luthans, Avolio, Avey & Norman, 2007). Psychological capital is the mixture of constructive elements often known as HERO-hope, efficacy, resilience and optimism and these elements act as the agents of motivation (Luthans et al., 2007). The psychological capital elevates the potency and productiveness in educational sector and it is a modernized way of providing advantageous help in such a progressive and dynamic education system (Luthans, Avey & Patera, 2008). Teachers are the cornerstones of any education system and obviously the quality of teachers will decide the quality of educational institutions, better teachers' performance makes any institution successful (Caza, Bagozzi, Woolley, Levy & Caza, 2010). Therefore, it is necessary to give preference to the performance of teachers by considering their psychological state which will decide their level of performance, healthy state of the teachers leads to higher and better performance otherwise they will face a lot of pressure and suffers from poor performance at workstation and they will not be very successful (Kesari, 2012).

Objectives of the study

The objectives of the study were:

1. To measure the profile of teachers psychological capital.
2. To measure the profile of teachers' performance.
3. To find out the relationship between psychological capital and teachers' performance.
4. To find out the impact of psychological capital on teachers' performance.

Literature Review

Psychological Capital

Psychological capital is the combination of several internal characteristics of the individuals that boost up the performance (Gohel, 2012). It involves the knowledge and practicality of positive qualities and strengths of human beings along with mental abilities that can be measured, developed, and effectively managed for performance improvement in today's workplace (Luthans et al., 2007). PsyCap can be conceptualized as an individual's positive state of development that is characterized by HERO (Luthans et al., 2007):

- **Hope:** Hope is the quality of being loaded with willpower and encouragement to achieve success (Snyder, Rand, & Sigmon, 2002). Hope is characterized by Agency-goal-directed willpower and pathway-new ways and strategies to reach the end (Luthans et al., 2007; Avey, Luthans & Jensen, 2009).
- **Self-efficacy:** Self-efficacy is the confidence in ones' qualities in handling the challenging situations to get success in a given area (Luthans et al., 2007; Durrah, Al-Tobasi, A'aqoulah & Ahmad, 2016).
- **Resiliency:** Resilience is the achievement of the goals by crossing the hurdles (Mills, Fleck & Kozikowski, 2013). It is the ability to pull through or recover from extreme hindrances at work to normal form (Luthans et al., 2007; Kappagoda, Othman, Zainul & Alwis, 2014).

- **Optimism:** Optimism is the quality of being stable and expecting the bright upcoming situation regarding work (Millard, 2011). Schneider Indicatet (2001) mentioned that optimism scalable to development has 3 factors: patience for what happened, evaluation of what is happening and chances to see what will happen.

Psychological capital is regarded different from other capitals that existed in literature, the first one was Economic capital presented the idea of “what you have”, the second one was Human capital focuses on “what you know in terms of knowledge, experience, skills and abilities” and the third one was Social capital stresses on “who you know in terms of relations and networks”, the latest is Psychological capital explain the fact “who you are now” and who you are capable of becoming”. (Luthans, Luthans & Luthans, 2004). It more emphasis on “who you are becoming” than “who you are” (Luthans et al., 2007).

Teachers’ Performance

There are number of ways to define performance but the clear-cut definition was presented by Campbell, McCloy, Oppler and Sager (1993) as “all the actions intended to accomplish a specific goal”. In a simple way performance is an action of completing the duties for which someone is appointed to do. Performance is effective when he/she do the work quickly and in a better way. For this research work, performance consisted of following dimensions:

1. **In-role Performance:** It is the implementation of knowledge and skillful efforts by a teacher or any worker to enhance the competencies of the students. It is the performance which includes recurrence of the activities assigned under the job description (Rego and Cunha, 2008).
2. **Extra-role performance:** Extra role performance is the performance of the optional duties that are not defined specifically in the job description. This type of performance is very important for the organizations to function smoothly (Rego and Cunha, 2008).

This study was intended to check the relationship between psychological capital and teachers’ performance and the impact of the psychological on the teachers’ performance.

Psychological capital and Performance

Herd (2010) found that psychological capital increase the job performance of the employees/workers. Harm and Luthans (2012) stated that psychological capital improves the performance of the instructors. Many studies and researches indicated a relationship between dimensions of PsyCap and job performance (Venkatesh and Blaskovich, 2012, Kappagoda, et al., 2014; Nafei, 2015; Durrah et al., 2016; Rehman, Qingren, Latif, & Iqbal, 2017; Alessandri, Consiglio, Luthans, & Borgogni, 2018).

Hypothesis Generation

Based on the studies extracted after the reviewing of the literature these two major hypotheses were generated.

H₁: There is a significant relationship between psychological capital and teachers' performance.

H₂: There is a significant impact of psychological on teachers' performance.

Research Methodology

This study was conducted in district Dera Ismail Khan located in the south of Khyber Pakhtunkhwa, a province of Pakistan. The study was intended to explain the Association between psychological capital and teachers' performance and impact psychological capital on the teachers' performance and was deliberated to recommend.

Population (N) comprised of the teachers from three degree colleges of district D.I.Khan which was 250 (Administration, 2019). Through simple random sampling and lottery technique, sample (n) was selected by using sample size formula (Gay, 1996).

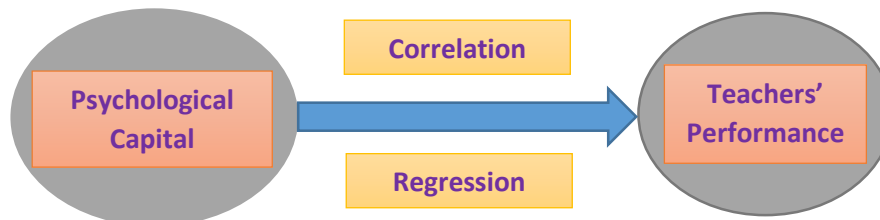
| Table#1 | | Sample of the study | | | | |
|----------------|-----------------|----------------------------|-----------------|----------|-----------------|------------|
| Respondents | Degree-1 | % | Degree-2 | % | Degree-3 | % |
| | | | | | | 125 |
| Teachers | 43 | 34.4 | 42 | 33.6 | 40 | 32 |

A closed ended questionnaire was used to gather data regarding concerned variables. The instrument was validated for the given context and population by means of grammar, changing of the words to fit the context, removal of irrelevant items and merging of similar items from the experts from IER Gomal University, D.I.Khan and teachers from degree colleges. Through pilot study (n=40) from teachers of three degree colleges, reliability of closed ended questionnaire was measured through Cronbach's Alpha which was $r=0.752$.

Instrument Detail

- **Part-I:** The 24-item scale (6-item for hope, 6-item for efficacy, 6-item for resilience and 6-item for optimism) measure PsyCap based on Luthans, Avey, Avolio, Norman & Combs, 2006). The reliability value was 0.747 after adaptation.
- **Part-II:** In-role and extra performance was measured self-made questionnaire having 16 items (8 items for In-role performance and 8 items for extra-role performance). The reliability value was 0.756. The questionnaire followed the 5 point Likert scale pattern (Likert, 1932). 107 out of 125 usable questionnaires were used for the analysis. SPSS version 20 was used for statistical coverage (Descriptive and inferential).

Figure#1 Framework of the research study



Table#1 Descriptive statistics

| Variables | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------------------|-----|---------|---------|------|----------------|
| Psychological Capital | 107 | 2.50 | 4.56 | 3.45 | .41 |
| Teachers' Performance | 107 | 2.71 | 4.67 | 3.68 | .55 |
| Valid N (list wise) | 107 | | | | |

Table#1 represents the descriptive statistics regarding the research variables. Psychological capital (N=107, Minimum=2.50, Maximum=4.56, Mean=3.45, SD=.41). Performance (N=106, Minimum=2.71, Maximum=4.67, Mean=3.68, SD=.55). The mean values demonstrates that psychological capital and performance profile of teachers was high (mean: 3.45) and (mean: 3.68) respectively. Hence, first and second objectives of the study were achieved.

Table#2 Showing correlation among variables

| Variables | | Psychological Capital | Teachers' Performance |
|------------------------------|---------------------|-----------------------|-----------------------|
| Psychological Capital | Pearson Correlation | 1 | |
| | Sig. (2-tailed) | | |
| | N | 107 | |
| Teachers' Performance | Pearson Correlation | .556** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 107 | 107 |

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

Table#2 revealed the existence of a positive correlation between PsyCap and performance (R=.556; P < 0.01). Hence the third objective of the study was achieved.

Table#3 Model summary psychological capital and teachers' performance.

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .539 ^a | .291 | .284 | .47182 |

Table#3 shows the best fit model in which psychological capital predicts the change in teachers' performance having R² Value (.291).

Table#4 ANOVA^a

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 7.612 | 1 | 7.612 | 46.573 | .000 ^b |
| 1 Residual | 16.998 | 104 | .163 | | |
| Total | 24.611 | 105 | | | |

Table#4 shows that the F-test figures (46.573, $p < 0.000$) which demonstrate that this model is good fit for the data. P-value indicates that this model is significant.

Table#5 Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 1.142 | .346 | | 3.297 | .001 |
| 1 Psychological Capital | .640 | .094 | .556 | 6.824 | .000 |

a. Dependent Variable: Teachers' Performance

Table#5 shows the impact of psychological capital on the dependent variable (teachers' performance). One unit change in psychological capital will cause .64 (64%) unit change in teachers' performance. the t-values ($t = 6.824$; $p = .000 < 0.05$) demonstrates that psychological capital was a significant predictor of the teachers' performance. Hence the 4th objective was achieved.

Discussion

The findings of the study showed that Psychological Capital has a strong relationship with the teachers' performance and Psychological Capital has a strong impact on the teachers' performance. Boosting the Psychological Capital will improve the performance of the teachers.

These results are similar to many previous studies. Study of Gokhan and Azize (2014) stated that psychological capital has a significant relationship with performance. The results also supported the hypothesized model. The study findings support the view that Psychological capital and employee performance are related constructs (Nafei, 2015). Durrah et al. (2016) and Rehman, Qingren, Latif & Iqbal, 2017) concluded that psychological capital put strong impact on teachers' performance. Alessandri et al. (2018) also supports the fact that psychological capital has an impact on the performance of the workers.

Theoretical/Practical implications and Recommendations

Keeping in view the theory and practicality, the findings of this research work validated the previous studies with knowledge for the stakeholders to work on this area for the better performance of the teachers and indicated the importance of raising the psychological capital among the teaching staff. Psychological capital need to be developed and sustained because it is a source of encouragement and improvement in behavior at workplace. Arrangement of training sessions, provision of quality environment at workplace and other activities that may leads to the enhancement in internal positive qualities must be implemented in educational institutes. Bulk of literature provides the useful understanding and instructions for the development of psychological capital. (Luthans et al., 2006, 2015; Luthans and Youssef-Morgan, 2017).

Guidelines for future study

Demographic variables can be included for furtherance of understanding. Addition of more variables in the model can be done with data collected from larger random sample for strong generalizability and decreasing the error. Comparative study regarding public and private sectors schools, colleges and Universities can be conducted. Qualitative studies may give a more comprehensive view of entitled study. Model can be expanded more variables that has an impact on the teachers' performance.

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