

Positive Psychological Capital In Relation To Job Satisfaction: A Study of School Female Teachers

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Abstract

Psychological capital (Hope, Optimism, Self-Efficacy and Resilience) has shown to have performance impact within a variety of business organizations. There is a need to consider fully the impact of psychological capital with in educational organizations. 60 female teachers from Jaipur (mean age 30.4) were selected using the purposive sampling technique as subjects. Teachers are an essential link in the transmission of educational organizations. The relevance of job satisfaction is very crucial to the long term growth of any educational system around the world. The objective of this study was to assess Psychological capital in relation to job satisfaction of school female teachers. For this purpose, a sample of 60 female teachers with in the age range of 25 to 35 year was selected as subject from various public schools of Jaipur city (capital of Rajasthan). Pearson's Product moment Correlation was applied to study the intercorrelations between the variables. It was found that domains of Psychological capital, i.e. Hope, Optimism, Self-Efficacy and Resilience were significantly related to job satisfaction. This paper discusses some proposed relationships and provides some directions for future research.

Keywords: Psychological Capital, School Female Teachers, Job Satisfaction.

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Introduction

Psychological capital, or simply PsyCap, has been conceptually identified by Luthans and colleagues (Luthans, 2002; Luthans & Youssef, 2004; Luthans, Youssef, & Avolio, 2007) as consisting of the four positive psychological resources of hope, optimism, efficacy, and resilience. PsyCap is seen as a resource that goes beyond human capital (experience, knowledge, skills and abilities) and social capital (relationships, networks). It deals with “who you are here and now”, and “who you can become” in the proximal future if your resources are developed and nurtured in the workplace (Luthans, Luthans, & Luthans, 2004; Luthans & Youssef, 2004). The comprehensive definition is that PsyCap is an individual's positive psychological state of development characterized by: (1) having confidence (efficacy)

to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success. (Luthans, Youssef, & Avolio, 2007).

Hope can be thought of as having the will to accomplish the intended or desired effect (Snyder, 2000, 2002; Snyder et al., 1996). Therefore, hope involves the agency or motivational energy to pursue a goal, which, like efficacy, is a state. In addition, hope also involves the pathways that include not only identifying goals and sub goals, but also alternative ways to reach those goals. Those high

in hope utilize contingency planning as they forecast obstacles to achieving goals or sub goals and proactively identify multiple pathways to attain the targeted goal (Snydet, 2000).

Optimism is as having hopefulness and confidence about the future or successful outcome of something; a tendency to take a favorable or hopeful view. It's a disposition or tendency to look on the more favorable events or conditions and to expect the most favorable outcome. It illustrated in Psycap model as “ explanatory style that attributes positive events to internal, permanent and pervasive causes and negative events to external, temporary and situation – specific ones”, (Luthans& Youssef, 2007).

Self-efficacy refers to individuals' beliefs about their capabilities to carry out a particular course of action successfully (Bandura, 1997). Extensive research supports the claim that self-efficacy is an important influence on human achievement in a variety of settings, including education, health, sports, and business (Bandura, 1997).

One of the first positive psychological variables studied by educational researcher was resiliency. Resilience is characterized by positive coping and adaptation in the face of significant risk or adversity (Masten, 2001; Masten& Reed, 2002). Applied to the workplace, resilience is defined as the “positive psychological capital to rebound, to ‘bounce back’ from adversity, uncertainty, conflict, failure or even positive change, progress and increased responsibility” (Luthans, 2002).

Job satisfaction was defined as “people's affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering” (Syptak, Marsland, & Ulmer, 1999). Job satisfaction has been defined by Srivastava (2004) as “an

appraisal of perceived job characteristics and emotional experience at work.” People evaluate their life experiences as positive or negative on the basis of their experiences and observations.

Teachers are important figure to develop a creative generation who will lead the country. Job satisfaction is extremely important for teachers to have because their attitudes toward the job impact the learning environment of students. When teachers possesses high levels of job satisfaction, they had a greater chance in believing that their role in the school will satisfying over time, cared more about the quality of their work, will be more productive and committed to the school, and will have higher retention rates (Bavendam Research Incorporated, 2000). Disgruntled teachers who are not satisfied with their job could not be committed and productive and would not beat the best of their capabilities. Now a day's teaching profession is facing problems related to teachers' job satisfaction.

The finding of the present study may help the institution to introduce teachers' dissatisfaction by giving emphasis on providing intrinsic motivators, developing training program for increasing personal growth as well as self-worth of the teachers. It may also help the counselors providing career counseling of the younger who are looking for their jobs to choose professions based on their personal traits.

Objective

The aim of the present study is to study whether Psychological Capital in terms of Hope, Optimism, Self-efficacy, and Resilience is related to Job satisfaction of school female teachers.

Hypotheses

There will be significant positive relationship between positive psychological capital (hope, optimism, self-efficacy and

resilience) and job satisfaction in school female teachers.

Sample

60 female teachers (mean age 30.4) were selected using the purposive sampling technique as subjects. The sample was selected from Jaipur city, Rajasthan.

Tools

Life Orientation Test –Revised (Carver et al,2010) It consists of 10 items. This is a five-point scale. The internal reliability alpha ($\alpha = 0.66$) value for optimism in the current study was moderate but acceptable.

State Hope Scale (Snyder et. al., 1996): This is a 7 point scale and has 6 items. The test retest reliability coefficient of the test is 0.93. This is developed by Snyder, Sympson, Ybasco, Borders, Babyak, and Higgins (1996).

Procedure

After getting the informed consent all the related questionnaires were administered individually in two sessions. Brief instructions were given to them. The answered questionnaire were collected and scored as per manual. The scores were statistically analyzed by using correlation analysis.

Results and Discussion

Correlation matrix of the different domains of Psychological Capital and job satisfaction

* Correlation is significant at the 0.05 level (1-tailed).

Table Shows Correlation among the variables

	Hope	Optimism	self- efficacy	resilience	job satisfaction
Hope	1				
Optimism	.242*	1			
self-efficacy	.253*	.264(*)	1		
Resilience	.217*	.227*	.236*	1	
job satisfaction	.251*	.239*	.245*	.219*	1
	60	60	60	60	60

Generalized Perceived Self Efficacy Scale (Schwarzer&Borm, 1997): The scale consists of 10 items. This is a four point scale. Alpha coefficient of reliability of this scale is between 0.75 and 0.91.

Resilience Scale (Wagnild& Young, 1993): It describes a psychological ability that allows a person to cope effectively with life stresses. It is a 25-items scale. It is a seven-point scale Test-retest reliability has been reported to range between 0.67 and 0.84.

Job Satisfaction Scale (Singh and Sharma, 1999): The scale has 30 items. The test test-retest reliability 0.97 and validity of 0.74.and coefficient of correlation is 0.81.

Psycap has four domains devoted to hope, optimism, self-efficacy and resilience. The following table consists of index of correlation among these four domains of psycap and job satisfaction.

There is a significant and positive relationship between Psychological capital (Hope, Optimism, Self-Efficacy and Resilience) and job satisfaction level. That means teachers' job satisfaction level increases with the increase of Psychological capital (Hope, Optimism, Self-Efficacy and Resilience). Whether there is a significant difference Psychological capital (Hope, Optimism, Self-Efficacy and Resilience)

and job satisfaction level according to some personal variables has been analyzed. High level of teachers' self-efficacy indicates that teachers are in favour of continuous development of professional requirements (Ay, 2007).

Correlation analyses provided evidence about the Psychological capital in relation to job satisfaction of school female teachers. As expected Psychological capital (Hope, Optimism, Self-Efficacy and Resilience) were positively correlated with each other and with positive affect to job satisfaction of school female teachers.

Correlations among Hope, Optimism, Self-Efficacy and Resilience with job satisfaction were also as expected. Results indicate that all constructs were significantly correlated to the cognitive set: hope 0.25, self-efficacy 0.25, optimism 0.24, and resilience 0.22. Therefore, as predicted, all variables should be considered as a component of the cognitive set. The results of this study suggest that Psychological capital (Hope, Optimism, Self-Efficacy and Resilience) and job satisfaction of school female teachers is significantly related. The results of this study also confirm the importance of understanding how different constructs function within the cognitive set. Although the set, as a whole, was related to measures of job satisfaction, the individual measures of Psychological capital (Hope, Optimism, Self-Efficacy and Resilience) predict different aspects of job satisfaction. Hope is a strong predictor of job satisfaction. Hopeful teacher makes a personal investment and a plan of action to accomplish the task. Optimistic teacher tend to use more problem focused coping strategies than emotion focused coping strategies they tend to hold positive expectancies for their future. Self-efficient teacher set themselves challenging goals and maintain strong commitment to them. Resilient

teacher show flexibility and are willing to accommodate changes in their behavior to adjust to the demands. Caprara et al. (2003), Klassen and Chiu (2010) found that teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction. Specifically, the results indicates that the teachers who think they can achieve goal (self-efficacy); have the will to achieve goals (hope agency); identify alternative routes when obstacles arise during goal pursuit (hope pathways); are generally positive that things work out the way they plan (optimism); and bounce back when situation is out of control (resilience) have an interactive system of beliefs that lead to action which result in academic achievement, greater positive emotions, more adaptive coping strategies and higher overall job satisfaction.

Frederickson, (2001) and Wright, (2005) which stated that positive resources like optimism, hope, and resilience lead to good performance and well-being. Hope and optimism are positive, self-directed, and motivating capacities (Yousseff&Luthans, 2007).

The studies provide general evidence that teacher's self-efficacy is a valid construct across culturally diverse settings and specific evidence that teacher's self-efficacy showed a similar relationship with teacher's job satisfaction in five contrasting settings (Klassen, 2009).

Teachers who remain satisfied with their job appear to be more hopeful, optimist, resilient and self-efficient than their peers who are less satisfied.

Conclusions

Each of the Psychological capital (Hope, Optimism, Self-Efficacy and Resilience) uniquely contributed to these outcomes, which has implications for researchers and further discussions. An implication of this is the

possibility that teachers who remain satisfied with their job appear to be more hopeful, optimistic, resilient and self-efficient than their peers who are less satisfied. However, it is difficult to ascertain the reasons for their lower satisfaction. Although more research is needed to replicate these results, these findings point to a fertile line of future research that explores how existing constructs are related to, instead of better or worse than, each other and how these relationship can be used.

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