

Psychological Capital and Organizational Commitment among Secondary School Teachers

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ABSTRACT

In this modern world of competition and challenges every organization need employees who work with full commitment and try to give their best output. Committed employees shows better adjustment and job satisfaction as they feel more connected to the organization. Organization commitment helps to predict employee satisfaction, distribution of leadership, job performance, employee engagement, job insecurity etc. The aim of this study was to check the relationship between psychological capital and organizational commitment among teachers. For this purpose, a sample of 240 teachers (120 male and 120 female teachers) of secondary schools were taken from the different districts of Uttarakhand state. The data was analysed through Pearson correlation method using SPSS version 20. Results indicated that there exists a significant positive correlation ($p < 0.05$) between psychological capital and organizational commitment among secondary school teachers. Findings have been discussed in the paper.

Keywords: *Psychological capital, Organizational Commitment, Teachers, Educators*

To succeed in this current era of competition, each organization must carefully consider each and every action. Furthermore, any organization's success and ability to meet its goals is determined by the strength of its people resources. Organization's major competitive edge is its employees. Focusing on employees' abilities rather than their shortcomings and challenges is the need of the hour. Human resources are frequently physically and psychologically involved in every organisation, and so competent and intelligent human resource management may do wonders for any organisation.

Having hope for the future, building good efficacy, being optimistic, and resilient all can help a person keep a positive attitude. According to Luthans et al. (2007), positive psychological capital is made up of four capacities: hope, self-efficacy, resilience, and optimism (often known as HERO). It's a positive psychology concept that's been found linked to several other positive factors, including employee turnover, job satisfaction, life satisfaction, and well-being. These four capacities are actually more than just the sum of all. Based on the studies Luthans et.al. (2007) suggested that psychological capital is

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malleable in nature and thus can be developed through training and exercises. In Indian culture it is assumed that a youngster obtains his first physical birth from his parents and his second physical birth from the teacher's hands. Because he moulds his character, the teacher is assigned a higher status than parents. As a friend, philosopher, advisor, and helper to the learner, the teacher plays a vital role. A teacher is held in great regard by the society. It is thus necessary that a teacher should be committed towards his work in order to shape the students' future in better way.

REVIEW OF LITERATURE

Larson and Luthans (2006) examined the relation between Psychological capital with employee attitudes of satisfaction and commitment. A sample of 74 manufacturing employees was taken, results revealed that there exists a positive significant relationship between psychological capital and job satisfaction ($r = .373$) and organisational commitment ($r = .313$).

Etebarian et. al. (2012) checked the link between psychological capital and organisational commitment. A total of 132 people were randomly selected from the population. The findings revealed that organisational commitment and hope (as one of the aspects of psychological capital) are positively correlated, but organisational commitment and resiliency are inversely correlated.

Haq et al. (2014) studied the variables that are likely to influence bank officials' organisational commitment in Pakistan on a sample of 147 officials from various bank branches in Lahore. It was found that strong correlation between various supporting elements and bank officials' organisational commitment. Rewards, promotion, supervisor support, work-family assistance, and favourable job conditions are the factors that influence bank officers' organisational commitment.

Tyagi (2021) investigated the association between psychological capital and organisational commitment among Information Technology (IT) professionals on 285 information technology professionals over the age of 22 from around the world, all of whom had at least two years of experience. Results revealed Hope, efficacy, resilience, and optimism were found to have a strong positive association with continuance and normative commitment.

Many researchers have tried to study the relationships of Psychological capital and Organizational commitment, job satisfaction and other variables and have found a significant relationship among them. (Yancin, 2016; Çetin 2011; Luthans et. al., 2008; Vani and Kalaiselvi, 2018)

Objectives

This study aims to work on following objectives

- To study the level of psychological capital and organizational commitment among secondary school teachers.
- To study the relationship of psychological capital, hope, resilience, self-efficacy and optimism with organizational commitment among secondary school teachers.

Hypotheses

The previous researches done on the topic lead the researcher to develop following hypotheses-

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- There would be a significant positive relationship between psychological capital and organizational commitment among teachers.
- There would be a significant positive relationship between hope and organizational commitment among teachers.
- There would be a significant positive relationship between efficacy and organizational commitment among teachers.
- There would be a significant positive relationship between resilience and organizational commitment among teachers.
- There would be a significant positive relationship between optimism and organizational commitment among teachers.

METHODOLOGY

Sample

In this study a total of 240 secondary school teachers (120 male and 120 female teachers) were selected from four districts in the Kumaon region of Uttarakhand, India, to meet the study's objectives. These districts from which sample was taken were selected randomly, these are Nainital, Udham Singh Nagar, Champawat, and Almora. Teachers from both public and private schools were included. All of the teachers were between the ages of 30 and 40 and had at least two years of teaching experience. The average age was found to be 36 years old. All of the participants were fluent in both Hindi and English. The sample was drawn from various government and private schools using a multistage random sampling approach.

Tools

Data was collected using Organizational Commitment Scale (OCS- HR) developed by Dr Anukool M. Hyde and Rishu Roy for adult employees. It has a high reliability of 0.89 and validity 0.94 at .01 level of significance. It consist of total 30 items and the score ranges from 30 to 150. It has five point likert scale system for ranking and consist of total 35 items. The score ranges from 35 to 175. Psychological capital was measured using Psychological capital Questionnaire (PCQ-24) self rater version developed by Luthans et al., (2007). It is consisted of 24 items with 6 point likert scale ranging from 0 (strongly disagree) to 5 (strongly agree). Self-efficacy, optimism, hope, and resilience are the four dimensions of this scale. Internal reliability of alpha 0.87 was found on the psychological capital measure. There are 21 positive and three negative items in this scale. The Questionnaire has a possible score range of 24 to 144.

Procedure

Participants were contacted individually and asked for the participation after building a good rapport. It took around 15-20 minutes for each participant to fill the questionnaire. Before using the PsyCap scale, permission was obtained from the Mind Garden website. A personal data sheet was used in addition with these to obtain broad demographic information such as age, school type, marital status, and educational qualifications. Participants were thanked for their valuable contribution in the study.

The collected data was then analysed using descriptive statistics and pearson correlation coefficient to test the hypotheses made. The statistical calculation was done using the SPSS 20 software.

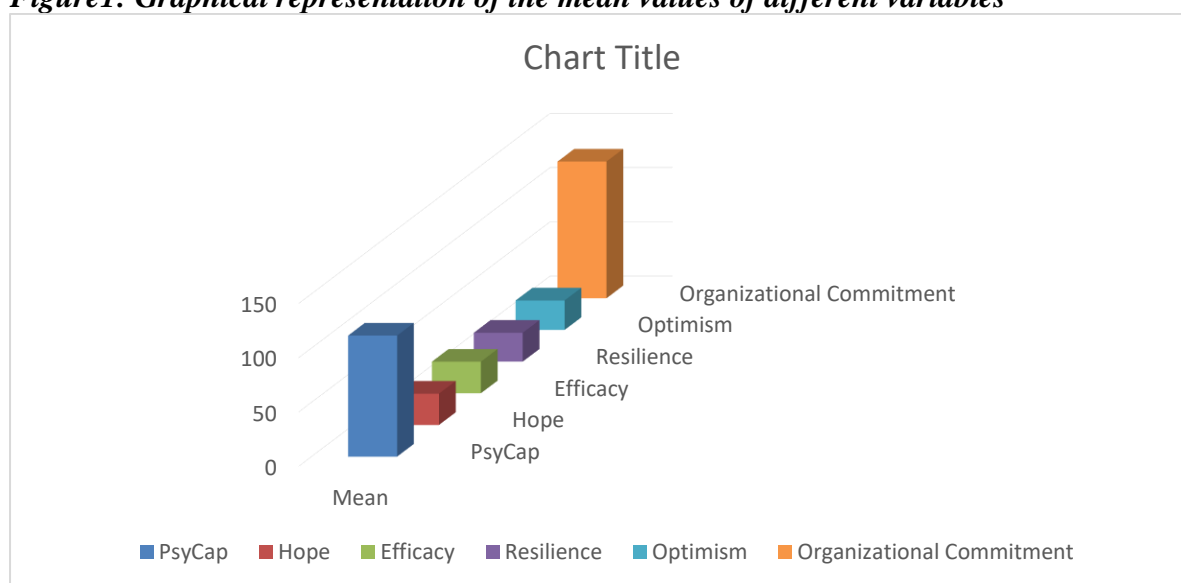
RESULTS

The data analysis showed that in overall teachers have very good level of organizational commitment and among the four variables of PsyCap it was found that teachers have highest level of efficacy. The descriptive statistics have been represented in the Table 1:

Table 1- Descriptive Statistics of the variables

S.NO.	VARIABLE	TOTAL(N)	MEAN	S.D
1	PsyCap	240	111.58	13.46
2	Hope	240	28.81	4.34
3	Efficacy	240	29.08	4.42
4	Resilience	240	26.56	4.25
5	Optimism	240	27.10	3.92
6	Organizational Commitment	240	125.97	9.80

Figure1: Graphical representation of the mean values of different variables



Further, to check the second, third, fourth and fifth hypotheses Pearson product moment correlation was applied. Obtained results are shown in the Table 2.

Table 2- Correlation (Pearson product moment) between variables of the study

VARIABLES	PsyCap	Hope	Efficacy	Resilience	Optimism
PsyCap		.82**	.79**	.80**	.76**
Organizational commitment	.67**	.57**	.51**	.50*	.53**

** represent $p < .01$

From the correlation analysis it was found that Psychological Capital in total has significant positive correlation with organizational commitment ($p < 0.67$). Hence the second hypothesis that states that “there would be a significant positive relationship between hope and organizational commitment among teachers” stands true. The third hypothesis of the study states that “there would be a significant positive relationship between hope and organizational commitment and it is clear from the results that hope ($p < 0.57$) is significantly correlated. Similarly for the third, fourth and fifth hypotheses, efficacy ($p < 0.51$), resilience ($p < 0.50$), and optimism ($p < 0.53$) also found to have a significant positive correlation with

Organizational Commitment. Hope has the strongest correlation among all other dimensions.

DISCUSSION AND CONCLUSION

The results of the study found a strong association between teachers' organisational commitment and their positive psychological capital levels. The cause for the teachers' great organisational commitment may be that they have high amounts of positive psychological capital. The study's findings are consistent with previous researches. Yalcin (2016) in his study found a positive correlation between PsyCap and organizational commitment among teachers. Shahnawaz and Jafri (2009) in his study showed that psychological capital effect institutions either private or public in terms of organizational commitment. In his study Çoban (2013) found that psychological capital has a complete mediation effect on interactional justice and organizational commitment. According to Murray et al. (2010), there is a positive correlation between psychological capital and organisational commitment. Luthans et al. (2008) in his study also find that psychological capital and organisational commitment have a favourable relationship. Sahoo & Sia (2015) also found the similar results.

Human resources play a critical role in accomplishing organisational objectives. Although, now-a-days organizations are taking many different steps to attract employees, increase their job satisfaction level and thus their organizational commitment, there are many personal factors that can have immense effect on both organizational commitment and life satisfaction among employees, which can result in their poor and unsatisfactory performance. So, we need to work on concepts that can help in making employees internally satisfied and strong enough to deal with challenges or downfalls in their work and personal life. Training programmes should be given to teachers both before and after joining in order to enhance their positive internal qualities. Time to time counselling sessions of teachers are also important in order to know about the satisfaction state regarding their job and to find ways to overcome the negative mind set.

Delimitations

This study was focused on the association between positive psychological capital and organisational commitment among teachers in Uttarakhand state. The research can be done on a variety of organizational areas. The relationship between positive psychological capital and other characteristics such as satisfaction, motivation, work life quality, and job satisfaction can be studied further. This research was done taking age group of 30- 40 years teachers only, different age groups and their comparison can be done further. Intervention progress can be involved in the studies for better understanding of the role of Psychological Capital.

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Conflict of Interest

The author/s of the study declare no conflict of interest.

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