

## Relationship between Psychological Capital and Teachers' Job Commitment

Fazal Rehman<sup>1</sup>, Dr. Arshad Ali<sup>2</sup>

<sup>1</sup>PhD Scholar. Institute of Education Research, University of Peshawar, Khyber Pakhtunkhwa, Pakistan

<sup>2</sup>Institute of Education Research, University of Peshawar, Khyber Pakhtunkhwa, Pakistan

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### ABSTRACT

The basic aim of this article is to probe the association amid Psychological Capital (PsyCap) and the teacher's job commitment with a particular reference to University of Peshawar KP of Pakistan. The main objectives of the study were to find out the impact of PsyCap on teachers' Job Commitment and to explore the level of PsyCap of Teachers at university level. All male and female faculty members of University of Peshawar KP were the population of this study. Sampling is a procedure to select adequate amount of elements from the whole population. For understanding the characteristics of the sample, the researchers simplify these properties to the entire population. For data gathering from all the teaching faculty of university. The probability sampling technique i.e. stratified random sampling was used. In statistical surveys when sub-populations within an overall population vary, it is advantageous to sample each sub-population (stratum) independently. In the final sample, there were Twenty seven(27) male professors out of 71 and 07 female professors out of seventeen(17) were taken in the study survey. Similarly, Thirteen (13) male Associate Professors out of Thirty three (33) and 06 Female Associate professors out of Fifteen (15) were selected, whereas Fifty (50) male Asstt: Professors out of 131 and twenty Nine (29) Female Asstt: professors out of 76 from different departments of the University of Peshawar were taken in the study survey. There were 148 Male lecturers and 146 female lecturers in different departments of the University of Peshawar and 57 Male and 56 Females lecturers out of 148 and 146 were selected. The total number of population of the study was 637 and the sample size of the study was 245. The researcher used proportionate allocation method for sampling fraction in each of the strata that is proportional to that of the total population. The questionnaire was administered to collect the data from the respondents. The questionnaire of Teachers' Job Commitment was developed by Meyer and Allen, (1990). Appropriate statistical tool was used for tabulation, analyzing and interpretation of collected data. The validity of the instrument, i.e. (questionnaire) was checked by expert scholars and they validated questionnaire. For the purpose of construct validity, the research study's model was verified through SEM and CFA Usluel, et al. (2008). The study found a significant relationship amid variables. A significant difference was depicted amid the male and female faculty members of the University of Peshawar on PsyCap and teachers' job commitment by the paired sample t test.

**KEYWORDS:** Psychological Capital, Job Commitment, Hope, Efficacy, Resilience

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### INTRODUCTION

A developmental state of an individual is known as Psychological Capital (PC). Hope, Efficacy, Resiliency and Optimism (HERO) are four main elements (Luthans, 2000). The desirable outcomes may get by the institution if all these four elements of (PC) are used simultaneously during the time of work (Luthans, et al. (2007). The function and performance of the human beings can be enhanced by using the four elements of PsyCap (Luthans et al., 2007). Commitment is the involvement of an individual in his job. An employee who shows more interest in his work is said to be committed one (Reichers, 1985). Affective, Normative and Continuance commitment are three types of commitment Meyer and Allen (1991).

#### Psychological Capital (PsyCap)

It is the developmental position of a person. Hope, Efficacy, Resilience and Optimism are the four facets of PsyCap (Luthans et al., 2007). An individual can be more augmented through PsyCap by using the above all four elements at a time. On the other hand, PsyCap deeply affects the commitment (Luthans, Alolio and Walumba, 2005). Hope.

It is the first element of the PsyCap. The aim of this facet is to make a path towards the targeted and desired aims. It is ascertained a beneficial explainer in the direction of profession commitment in different contexts (Luthans

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\*Corresponding Author: Fazal Rehman, PhD Scholar Institute of Education Research, University of Peshawar KPK, Pakistan.

et al., 2005; Peterson and Luthans, 2003). The expectant employees are more committed in an organization Peterson and Luthans (2003).

### **Self-Efficacy**

It is second construct of PsyCap. It is a self trust of someone on his individual talent and potential. Bandura (1997) Confident workers are good performers in an organization. According to Bandura (1997) the workers' who have high self-viability are always

### **Resilience**

It is the third element of (HERO) It means to rebound in a worst situation. When a worker is stuck in his work, the resilience invokes him to jump back like ball and control the situation. Master and Reed (2002). A resilient worker has an intention of more realistic in his group. Positive feelings always upgrade Resilience of a person (Tugade, et al., 2004).

### **Optimism**

To make an optimistic approach regarding succeeding at present and in future is called optimism. The individuals who think positively is always optimistic. They always look at the bright side of a thing. They never lose his hearts for the best. They always depend on logical assumptions (Carver and Scheier, 2005; p. 231).

### **Commitment**

The involvement of a worker in his work is said to be commitment. It is the duty of an institution to enhance the level of commitment the employees. The commitment of the workers is directly proportion to the product of the institution. Following are the main parts of commitment.

#### **Affective Commitment**

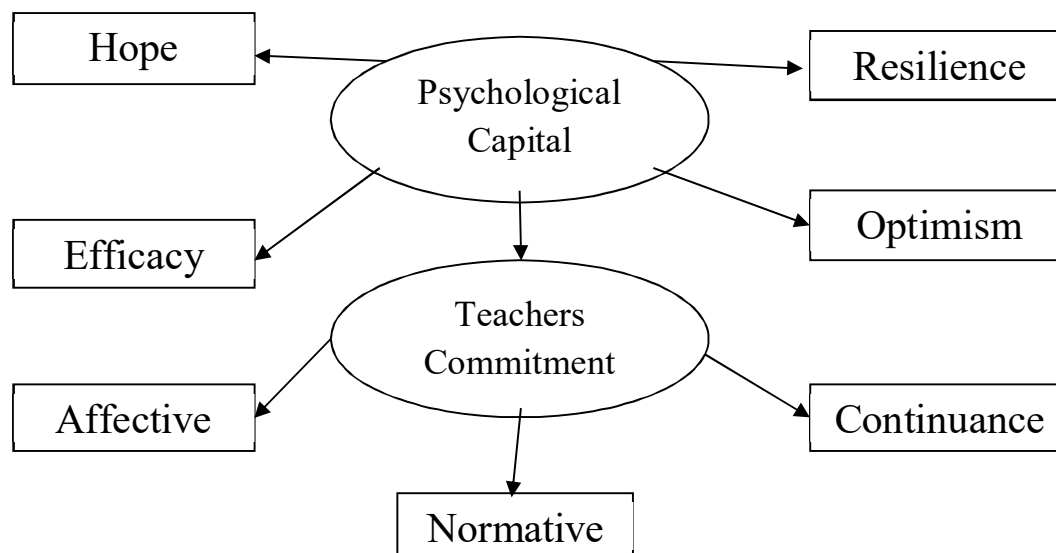
It is an emotional attachment of the workers towards his organization. The employees always work hard for the achievement of the desired goals due to this facet of commitment. They want to be a part of the organization. If a teacher wants to be a part of his institute, he will try his best to be devoted and committed to his job and profession.

#### **Normative Commitment**

It is the second arm of commitment. The employees are forced by this kind of commitment to be a part of his parent department. This type of commitment is belonging to the norms and values of an institution. Values are the indication of normative commitment. Such sort of values is created through family or other socialization.

#### **Continuance Commitment**

It is the final variable commitment due to which a member of staff is committed to an institute. He believes that if he misplaces his job, he will lose pay which will influence him economically, this is the actual cause and the member of staff stays as an employee in the workplace as he/she wants to continue there.



#### **Hypotheses:**

H<sub>01</sub>: The Teachers' Psychological Capital has no significant effect on their job commitment.

H<sub>02</sub>: There is no significant difference of psychological capital and teachers' job commitment (M, F) on students' academic achievements.

#### **METHOD AND MATERIAL**

A survey research methodology was used in this study. The aim of this was to collect information from respondents by using questionnaires.

#### **Population/Sample Size:**

The male and female teachers of the Peshawar University, KP were the whole population of the study. There were forty six departments, five colleges and two main Libraries in this university. There were six hundred and thirty seven faculty members and this (637) were the total population of the study. The sample size was Two hundred and forty five only. It was determined by a Yamane, 1967 formula. The sample size was randomly selected through stratified random process.

#### **Research Instruments:**

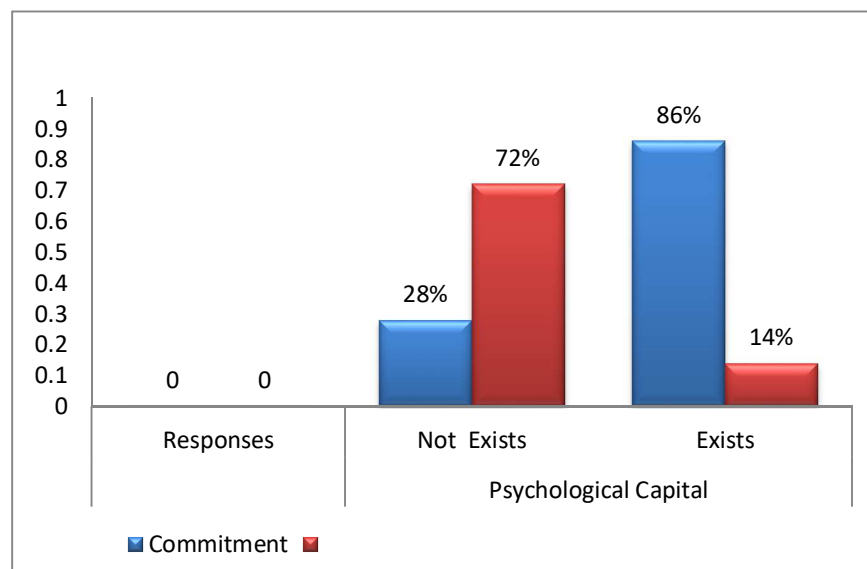
A questionnaire was used to collect the data for the study. They were administered and collected personally from the respondents. The questionnaire regarding Teachers' Job Commitment was consisted of 23 items. They were developed by Meyer and Allen, (1990) and the reliability of them is well documented. The Cranach's Alpha values lie between .82 and .93 (Mowday et al., 1992). Similarly the questionnaire of Psychological Capital was comprised of 12 items constructed by Luthans, Yousaf and Avolio, (2005). The coefficients of internal consistency were measured by Cronbach's alpha and test-retest reliability suggested that the PCQ presented a lower stability than personality factors. Convergent validity assessed with average variance extracted, revealed problems in the optimism subscale. The data collected were tabulated, analyzed and interpreted, the findings and conclusion were drawn on the basis of an inferential statistical tool and Hierarchal Linear Regression Model and T-test.

## RESULTS AND DISCUSSION

According to aforementioned statistics, psychological capital doesn't exist in 85 teachers and out of 85, Sixty one be not devoted to their jobs & Twenty four were found committed. On the other hand, psychological capital was found in 160 teachers in which 23 were not committed to their jobs and 137 were found committed to their jobs

**Table 1: PsyCap & on the whole Teacher's Commitment**

Responses	Commitment		Total
	Committed	Not Committed	
PsyCap Exists	24 (28%)	61 (72%)	85 (35%)
PsyCap Not Exists	137(86%)	23 (14%)	160 (65%)
Total	161(66%)	84 (34%)	245



**Figure 1. Psychological data information.**

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**Table 2: Goodness of fit for overall Models**

Models	NFI	AGFI	RMSEA	GFI	RMR	CFI	$\chi^2/df$
Standard Value (Usluel et al., 2008)	>.9	>.8	<.08	>.9	<.1	>.9	<.3
Psychological Capital and Affective Commitment							
Model 1 (Hope and AC)	.98	.96	.07	1.0	.04	.99	2.4
Model 2 (Optimism and AC)	1.0	1.0	.06	1.0	.01	1.0	2.1
Model 3 (Efficacy and AC)	1.0	1.0	.07	1.0	.01	.99	2.8
Model 4 (Resilience and AC)	.92	.97	.06	.94	.01	.96	2.4
Model 5 (PC and AC)	.91	.97	.07	.91	.03	.93	2.9
Psychological Capital and Continuance Commitment							
Model 5 (Hope and CC)	.93	.87	.06	1.0	.03	.96	2.3
Model 6 (Optimism and CC)	.97	.92	.07	.99	.01	.99	2.2
Model 7 (Efficacy and CC)	.95	.90	.06	.93	.03	.94	2.8
Model 8 (Resilience and CC)	.93	.88	.06	.96	.01	.93	2.3
Model 9 (PC and CC)	.92	.84	.07	.98	.02	.95	2.3
Psychological Capital and Normative Commitment							

Model 10 (Hope and NC)	.91	.88	.07	.97	.03	.97	2.4
Model 11 (Optimism and NC)	.96	.94	.06	.98	.05	.94	2.1
Model 12 (Efficacy and NC)	.94	.93	.08	.94	.06	.93	2.8
Model 13 (Resilience and NC)	.92	.86	.07	.92	.04	.91	2.4
Model 14 (PC and NC)	.93	.89	.06	.96	.02	.90	2.9
Psychological Capital and Job Commitment							

$\chi^2 = \text{chi-sqr}$ ,  $df = \text{degree of freedom}$ ,  $GFI = \text{goodness of fit index}$ ,  $AGFI = \text{root mean error of residuals}$ ,  $RMSEA = \text{root means sq error of approximation}$ ,  $CFI = \text{comparative fit index}$ ,  $NFI = \text{normal fit index}$

Seven fit aforementioned indices i.e. ( $\chi^2/d.f$ , GFI, AGFI, NNFI, CFI, RMSR, RMSEA) were used for checking the goodness of fit for all alternative models. The result of CFA's analysis exhibits the uniqueness of variables. The result of all the alternative models depicted that all values have their own significant loadings and all alternative models are good fit.

**Table.3: Matrix Correlation**

Variables	1	2	3
1. PsyCap	1		
2. Job Commitment	.667**	1	

\*\*P<.01(two-tailed)

The Pearson Correlation Coefficient was used to observe the association amid the 02 variables. The outcome of relationship amid PsyCap aspects i.e. (HERO), job commitment constructs i.e. (CAN) reveal that ( $r = .667$ ,  $p < .01$ ), ( $r = .714$ ,  $p < .01$ ) and ( $r = .614$ ,  $p < .01$ ) correspondingly, that indicates that a significant constructive correlation amid all variables exists.

### Mean Difference

#### Paired Sample T-test

In the field of statistics when two sets of measurements are compared to assess the means difference of population, the above cited test (Paired Sample T-test) is used. The paired samples t-test was utilized to verify the data for the mean difference. The (test statistic) is as follows.

$$t = \frac{d}{s_d \sqrt{n}} \text{ (Chaudhry and Kamal, 2004)}$$

Where

$d$  is sample mean change.

$n$  is numeral of sample variance and

$S_d$  is the standard deviation of  $d_i$

Formulations for  $d$  and  $S_d$  are as follows:

$$d = \sum d_i / n$$

$$S_d = \sqrt{\sum (d_i - d)^2 / n - 1}$$

**Table 4: Paired Samples Statistics for Male and Female Teachers, Psychological Capital, Teacher Job Commitment and Student result**

Pair	Mean	N	Std. Deviation	T	Sig
Male and Female Teacher-Psychological Capital	1.29	245	.4564	47.16	.000
	3.92	3245	.759		
Male and Female Teacher-Job Commitment	1.29	245	.4564	65.21	.000
	4.28	245	.561		
Male and Female Teacher-Student result	1.29	245	.4564	42.47	.000
	3.91	245	.857		

The result of the t-test which was used to calculate the genders 'views regarding PsyCap. The mean score of both (male and female teachers) is 1.29 and the PsyCap is 3.92. The value of the t-test found 47.16 and the P. value was found .000. So a significant difference between male and female teacher's views about psychological capital was found.

The result of the t-test which was used to calculate the genders 'views regarding job commitment. The mean score of both (male and female teachers) is 1.29 and the PsyCap is 4.28. The value of the t-test found 65.21 and the P. value was found .000. So a significant difference between male and female teacher's views about job commitment was found.

The result of the t-test which was used to calculate the genders 'views regarding job commitment. The mean score of both (male and female teachers) is 1.29 and the PsyCap is 3.91. The value of the t-test found 42.47 and the P. value was found .000. So a significant difference between male and female teacher's views about students' result was found.

## DISCUSSION

1. The study found that PsyCap was existed in (160) 65% faculty members of University of Peshawar KP, Pakistan. Out of 160 teachers, ninety eight (98) were lecturers, twenty six (26) were assistant professors, thirteen (13) were associate professors and twenty three (23) were professors.
2. 34% teachers were found not committed to their professor .Where as 66%were found committed.
3. Confirmatory factor analysis the result of the revealed that matchlessness among the variable.
4. The study explored that a positive correlation existed among the facets of PsyCap and job commitment.
5. It is depicted from the findings of the study that male and female teacher have a different point of view regarding the presence PsyCap and job commitment.
6. The findings of the study reveal that there is a significant difference between male and female teacher's views about the existence of psychological capital.
7. The findings of the study reveal that there is a significance difference between male and female teacher's views about job commitment.

## CONCLUSION

The impact of PsyCap on teachers' job commitment is found by the study. The result of the study depicted that PsyCap is a significant predictor of the attitudes of the teachers. The two main variables i.e. PsyCap and the teacher's job commitment were assessed and examined through several other models. The confirmatory factor analysis values are in the range which is acceptable. The result of CFA and SEM shows that a positive correlation is existed among PsyCap and teacher job commitment. The result of the paired t- test reveals that there is a significant difference amid the male and female teaches regards in PsyCap.

## RECOMMENDATIONS AND SUGGESTIONS

1. It is the duty of the administration to develop the PsyCap of the teachers and try to enhance the commitment of the teachers towards their job and Professor.
2. To create a sense of performance in the teacher, the level of commitment must be developed among them.
3. It is essence of the effective commitment and can force the teacher to perform their duty in a befitting manner. To encourage the teacher's towards their program by this facet of commitment, the university should play its role to encourage the teachers.
4. Continues commitment plays a vital role in making a person committed. But most of the teachers are in the position to quit their organization due to inadequate incentive from the university end.
5. The teacher's do not perform their duty in a good way due to unsatisfactory level of normative commitment of teacher's. All the stake holders must pay attention towards it.
6. Due to inadequate continuance commitment in the profession, most of the teacher's leave their profession. Therefore, university should facilitate good teaching-learning environment by involvement of positive psychological capital practices by giving teachers (hope, optimism, resilience and self-efficacy). This helps teachers' stay in their profession and committed in job.
7. Unsatisfactory level of normative commitment of teachers in the job resulted in low moral responsibility of teachers in the profession. Therefore, universities and other concerned bodies should maximize teacher' levels of professional moral responsibility in the job by facilitating attractive teaching learning environment in universities in collaborates with community, governmental and non-governmental organization. This promotes encouragement of teachers in the job.

8. It is recommended and suggested that the in male and female lecturers, assistant professors, associate professor and professor of University of Peshawar all the facets of psychological capital i.e. (hope, efficacy, resilience and optimism) must be enhanced through training intervention.
9. It is recommended and suggested that, at University of Peshawar, the competent authority must implement such training interventions in which all the faculty members must be motivated to employee for their job commitment including i.e. (normative, affective, continuance) commitment.

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