



## PSYCHOLOGICAL CAPITAL AND LIFE SATISFACTION AMONG UNIVERSITY TEACHERS

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### Abstract

**Objective:** The purpose of this study was to see the relationship between psychological capital and life satisfaction among university teachers.

**Methods:** To achieve the above objective correlational study method was used. The sample comprised of 200 people (Male=85, Female=115) ranging in age from 24 to 45 years. Random sampling was employed in this study.

**Tools:** The study was conducted using tools Psychological Capital (PsyCap) Questionnaire (PCQ) (Luthans, Bruce, Avolio & Avey, 2007) along with Satisfaction with life scale (Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S., 1985).

**Results:** after conducting correlational analysis, result showed that both psychological capital and life satisfaction has a positive correlation with each other which concluded that presence of psychological capital has a significant effect on the satisfaction of life among university teachers.

**Keywords:** Psychological capital, Life satisfaction, University teachers

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## Introduction

Teachers' psychological capital as well as well-being are critical to educational institutions' success. Teachers' psychological well-being is an important component of the everyday functioning of the classroom, which also affects learning and academic achievement. (Kurt et al., 2018)

During the development of the discipline of positive psychology, it placed a focus on aspects related to people's positive functioning in an organisational setting. The fundamental purpose here was to identify and cultivate conditions that could benefit an individual, a group, or the growth of an organisation. The primary purpose of psychological capital was to identify personal psychological resources that could aid in the flourishing of workers in the workplace. The majority of research on psychological capital have been conducted in settings such as business and the health sector, yet there has also been an increasing focus on those who teach. One of the primary reasons for the increased interest in the availability of psychological resources in recent years has been the high incidence of organisational burnout at work. (Freire et al., 2020)

The study's context reveals a major gap in assessing the psychological well-being of teachers at higher levels of education. Teachers possess an important part in the process of learning and instruction, which is acknowledged around the world; as a result, they must be educated concerning their subjects and be able to communicate knowledge meaningfully. It is critical to analyse and compare professors' psychological well-being, especially in higher learning institutions, where academics have paid little attention. (Akram, 2019)

This study focuses on the psychological capital and life satisfaction of university teachers and these variables are defined below:

## Psychological Capital

The phrase "positive psychology" gave rise to the concept of "Positive Organizational Behaviour," which aimed to "measure, develop, and manage people's strengths and psychological underpinnings instead of concentrating on their flaws". Examining the mechanisms by which constructive criticism, positive attitudes, and feedback contribute to the functioning and development of a person, a group, or a company is referred to as psychological capital. Psychological capital refers to applications related to human resources' potential and psychological ability that are observable, developable, and efficiently controllable that

contribute to gains in organisational performance. (Çavuş et. al, 2014)

A person's psychological capital is "a collection of tools they can utilise to increase their success and work performance". (Grabarek, 2018)

Defined as "An individual's favourable psychological condition of development" that is marked by: 1) having the confidence (self-efficacy) to carry on and put up the necessary effort to complete difficult jobs; 2) creating a favourable attribution (optimism) regarding current and future success; 3) In order to achieve, one must persevere towards aims and, when required, alter paths to goals (hope); and 4) In order to achieve, one must maintain and overcome hardships and adversity (resilience). Therefore, Hope, efficacy, resilience, and optimism make up the PsyCap (sometimes referred to as HERO). (Luthans et. Al., 2007)

All these components are briefly explained in detail further below:

## Self-efficacy/Confidence

Self-efficacy is defined as an individual's belief in their capacity to perform at preset rates and exert influence over situations that affect their lives. People's feelings, thoughts, behaviours, and motivation are all influenced by their self-efficacy beliefs. These diverse effects are brought about by four basic methods. The process of selection, emotional, cognitive, and motivational processes are all involved. (Bandura, 1994)

Self-efficacy contributes significantly to psychological capital. It expresses a person's confidence in their ability to have an impact on events and overcome adversity. In other words, an individual with strong self-efficacy feels in charge of their circumstances. These folks are certain that they can overcome any obstacles that arise. Such individuals are driven to achieve large goals and don't back down from them. Failures don't deter them, and they are confident that they can make things right. Simply put, those who have strong self-efficacy have faith in themselves. (Grabarek, 2018)

## Hope

Hope is described as "the expectation that one will have positive experiences or that a potentially threatening or unfavourable circumstance will not materialise or will ultimately result in a favourable condition of things" by the American Psychological Association. Optimism is the attitude or belief that good events will occur and

one's dreams or ambitions will be realised, and it is related to hope. In this way, having hope is crucial to making objectives and ultimately accomplishing them. (*The Psychology of Hope / Psychology Today*, n.d.)

“Hopeful thought reflects the belief that one can find pathways to desired goals and become motivated to use those pathways”. (Snyder, 2002)

Many studies have shown how hope affects our social, emotional, and physical health. The general consensus is that hope acts as a protective shield against unpleasant and stressful life situations and is positively connected with better satisfaction rates.

(*The Psychology of Hope / Psychology Today*, n.d.)

### Resilience

Resilience is “the capacity to overcome difficulties, risks, and setbacks”. The resilient character attribute is successful adaptation to shifting and demanding situations. They are skilled at overcoming challenging circumstances and environmental changes. Many individuals refer to these persons as “strong” after witnessing their recovery from a traumatic event. (Grabarek, 2018)

The process and outcome of surviving difficult or challenging life situations, notably via flexibility in mind, emotions, and behaviour and adjustment to both internal and external difficulties, is referred to as resilience. The ability of people to adapt to adversity is determined by a number of factors, among which the most significant of which are: 1) the viewpoints and relationships that individuals have with the world, as well as the extent and quality of social resources, 2) certain coping techniques, 3) According to psychological studies, the resources and talents associated with more positive adaptation (i.e., higher resilience) can be acquired and exercised. (American Psychological Association, 2022)

### Optimism

Optimism is defined as a psychological goal and expectation that aims for the greatest possible and favourable result, which can have a positive impact on the physical and mental well-being of individuals. People now have the opportunity to simplify their lives and escape stress. Optimists keep their distance from despair and depression. (Çavuş et al., 2014)

Optimism is defined as an “individual difference variable that measures how much optimism people have for the future in general”. Higher levels of

optimism have been linked to enhanced subjective well-being during times of adversity or struggle. (i.e., controlling for previous well-being). (Carver et al., 2010)

### Life satisfaction

There has been a growing demand for study on subjective well-being in recent years, and life satisfaction is one of its key components. Life satisfaction is a concept that may be measured cognitively, and many of the scales that are now in use involve judgement. In order to determine whether or not one is satisfied, one must compare their situation to what they perceive to be of reasonable norm. It is critical to stress that a determination of people's level of happiness with their current circumstances depends on comparison to a criterion that each person sets for himself, rather than one that is imposed from outside. (Diener et al., 1985)

The Latin word satisfaction denotes “making or performing enough.” To be content with one's life, one has to be content and embrace the circumstances around it, and also have all their wishes plus requirements met for the rest of their life. Life satisfaction is primarily a subjective assessment of one's life quality. (Sousa and Lyubomirsky, 2001)

Life satisfaction, according to a wide range of studies, is far more complicated than happiness. However, the phrase is sometimes used instead of happiness or well-being. Most people regard life satisfaction as an evaluation of one's life. It is thus greater than one's existing level of contentment. Happiness, according to research, is more of an “instant, in-the-moment sensation; although pleasant, it is ultimately transient.” (Badri et al., 2022)

As therefore, although a happy life surely includes wonderful moments, happiness does not always ensure a full and satisfying existence. (Seligman, 2011)

While some analysts equate pleasure with life satisfaction and use the terms interchangeably (Diener, 2006), other research emphasise the more ethereal distinctions between the two. (Štreimikienė and Grundey, 2008)

In contrast to life satisfaction, which is a long-term emotion based on accomplishing life-long goals, pleasure is a fleeting experience that comes spontaneously. Seligman has offered actual data to

highlight the conceptual distinction between happiness and life satisfaction.

(Seligman, *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment*, 2002)

In addition to life satisfaction along with happiness, the term "quality of life" may be employed. The standard of one's life, which is governed by elements such as the quantity and quality of one's food, the state of one's health, and the level of one's living arrangements, is another approach to measure pleasure or well-being. Again, life happiness is subjective and more essentially emotional than this related variable, which is another difference. Someone who is destitute or terminally ill might experience a greater degree of life satisfaction from a rich person in good health because they may place more emphasis on a completely other set of characteristics compared to those associated with quality of life. (Ackerman, 2018)

#### Review of related literature

According to (Kun & Gadanez, 2019) teachers are vital people who help students achieve and succeed. The happiness and well-being of teachers at work is thus an important aspect in positive education. In general, the findings of (Ferradás et al., 2019) demonstrate that the lower a teacher's psychological capital, more they are vulnerable to stress, and vice versa. The group of teachers with the poorest efficacy, optimism, hope, and resilience scores showed the most severe indicators of emotional exhaustion and detachment, as well as the least personal success.

An analysis done by (Kurt & Demirbolat, 2018) using structural equality modelling yielded the following conclusions: (1) Teachers' psychological capital perception positively influences, also significantly predicts their job satisfaction and psychological well-being levels; (2) Job satisfaction serves as a bridge in the relationship between teachers' psychological capital perception and psychological well-being.

Additionally, the idea put forth by (Luthans et al., 2007), which indicated that psychological capital can be used to increase performance, is consistent with the positive association between psychological capital and innovative working behaviour. In the research performed by (Supriyadi et al., 2020), the resolution of issues and the emergence of creative solutions to issues are indicators of improved lecture performance. The

findings of this study are also consistent with those of the following researchers, who believed that, if developed to their full potential, psychological capital's dimensions could maximise people's positive potential and improve both individual and organisational performance.

There has also been an emphasis on gender disparities in how they perceive stress and how it affects life satisfaction among various genders. The study done by (Solanki & Mandaviya, 2021) found significant gender disparities in felt stress among academic workers in a college in state of Gujarat. They discovered significant differences between job stress and its dimensions between men and women.

(Burger & Samuel, 2016) also revealed that initial stress & self-efficacy levels, in addition to shifts in perceived stress & self-efficacy among individuals, were connected to life satisfaction. Baseline stress with self-efficacy connected, with high self-efficacy reducing the negative effects of baseline stress upon life satisfaction. This is a crucial finding since it indicates that self-efficacy can be used to relieve stress.

#### Research gap

There is a scarcity of research on the relationship between psychological capital and life satisfaction at a private university. Also, there is a lack of studies using the appropriate dimensions of psychological capital and life satisfaction in university teachers. There was no noteworthy research that looked at the effect of gender on the link between psychological capital with life satisfaction amongst university professors. Furthermore, there have been relatively low studies on psychological capital and life satisfaction in Indian populations. As a result, an attempt was made to determine the effect of psychological capital and life satisfaction among university teachers at a private university in Punjab, India.

#### Methodology

##### Research design

To quantify the data, the quantitative correlational research method design was used, keeping in mind the nature of the current study. Primary data will be collected via questionnaires, and secondary sources of data will be utilized in order to validate primary data findings.

##### Sample

Total 200 subjects ranging from age group 24-45 years were taken for the present study from different departments of Lovely Professional

University, Punjab, India. Random sampling was used for this study.

Gender	Total
Male	85
Female	115

### Inclusion Criteria

- Male and female subjects have been taken from the age group 24-45
- All subjects had graduation as their minimum educational qualification
- Both married and un-married people were taken for this study

### Exclusion Criteria

- No subject was taken below or above the age group of 24-45
- No subject was taken below graduation level as their minimum educational qualification
- Only two genders were taken for this study and rest were excluded

### Measuring tools

The study will employ the following standardised questionnaires, which will be administered in an offline mode.

### Questionnaire of Psychological Capital (PCQ)

1. Developed by Luthans, Bruce, Avolio & Avey (2007 version)
2. It includes 24 items
3. It covers four dimensions: efficacy, optimism, hope, resilience
4. Items 1-6 are the efficacy/confidence subscale from Parker, 1998; items 7-12 are hope from Snyder et al., 1996; items 13-18 are resiliency from Wagnild and Young, 1993; and items 19-24 are optimism from Scheier and Carver, 1985.

### Satisfaction with life scale

1. Developed by Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985)
2. It includes 5 items
3. Participants indicate their level of agreement or disagreement with each of the five items.
4. using a seven-point scale ranging from seven strongly agree to one strongly disagree

### Results

The data was analysed using descriptive statistics after the material had been organised and tabulated in excel.

### Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
LS	199	14.00	35.00	5304.00	26.6533	4.35373	18.955	-.623	.172	.427	.343
PC	199	85.00	143.00	23126.00	116.2111	11.69415	136.753	-.161	.172	-.109	.343
Valid N (listwise)	199										

### Descriptive Statistics

	Mean	Std. Deviation	N
LS	26.6533	4.35373	199
PC	116.2111	11.69415	199

### Correlations

		LS	PC
LS	Pearson Correlation	1	.637**
	Sig. (2-tailed)		<.001
	N	199	199
PC	Pearson Correlation	.637**	1
	Sig. (2-tailed)	<.001	
	N	199	199

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

The above table predicts that life satisfaction ( $r = .637$ ,  $p < 0.01$ ) variable is positively correlated with the variable psychological capital ( $r = .637$ ,  $p < 0.01$ ).

**Correlations**

Variable	Variable2	Correlation	Count	Statistic		Notes
				Lower C.I.	Upper C.I.	
LS	LS	1.000	199	--	--	
	PC	.637	199	.547	.713	
PC	LS	.637	199	.547	.713	
	PC	1.000	199	--	--	

Missing value handling: PAIRWISE, EXCLUDE. C.I. Level: 95.0

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	PC <sup>b</sup>	.	Enter

a. Dependent Variable: LS

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.637 <sup>a</sup>	.406	.403	3.36317

a. Predictors: (Constant), PC

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1524.824	1	1524.824	134.810	<.001 <sup>b</sup>
	Residual	2228.252	197	11.311		
	Total	3753.075	198			

a. Dependent Variable: LS

b. Predictors: (Constant), PC

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-.924	2.387		-.387	.699	-5.632	3.783
	PC	.237	.020	.637	11.611	<.001	.197	.278

a. Dependent Variable: LS

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
LS	199	14.00	35.00	5304.00	26.6533	4.35373	18.955	-.623	.427
PC	199	85.00	143.00	23126.00	116.2111	11.69415	136.753	-.161	.343
Valid N (listwise)	199								

## Discussion

The study's major goal was to look at the relationship among life satisfaction as well as psychological capital within university professors. The study discovered a favourable relationship between a person's psychological capital and their life satisfaction. Teachers operate in a more emotionally taxing environment than most other occupations on a regular basis. Teachers' feelings and emotional control in their classrooms can have a substantial impact upon teaching effectiveness and student-teacher engagement. Because of the advent of positive psychology, the study of happy emotions has piqued the interest of educational scholars and practitioners. This study tries to contribute to the exact literature by focusing on the positive relation the presence of psychological capital can have upon life satisfaction of the teachers. The research is significant because it focuses on the educators, which is an important component of educational system. The study is expected to aid in the development of future expectations and policies regarding happy teachers and happy educational organisations.

## Conclusion

The findings of this study contribute to the advancement of existing knowledge, especially in positive psychology literature. It is also believed that the research will be significant due to the limited number of studies on this subject conducted with educational organisations in the Indian context. This research can help to advance scientific research in the field of psychology, particularly in the psychology industry and organisation, by developing and implementing strategies and programmes for the development of existing human resources in order to improve employee performance and self-confidence.

## Limitations

Discussing the limitations of a study gives the scope for improvement in the future studies. Some of the limitations that the present study has to be mentioned such as:

1. the time frame to conduct the study was very limited which did not give the researcher the required time to have an in-depth collection of data from the participants and thus explore the psychological constructs of the participants more thoroughly.
2. even though an extensive sample was gathered for this research, there was nevertheless an absence of male participants, which led to sample biases, making generalisation to the entire population difficult.

3. Sample was also only collected from one university only. For better understanding and generalizing of the results, it is essential to collect data from different areas and regions.

## Research conflicts

The writers claim to be free of any conflicts of interest.

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