

# Impact of Psychological Capital on Work Performance of University Teachers in the Province of Khyber Pakhtunkhwa

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<https://regionallens.com>**Samina<sup>1</sup> Haleema Sadia<sup>2</sup> Faheem Khan<sup>3</sup>**

**Abstract:** The current study focuses on how university teachers' work performance in Higher Education Institutions (HEIs) is influenced by psychological capital. The current study is correlational in nature because the positivist research approach was adopted. A sample of 335 teachers was selected through a stratified sampling technique. The questionnaire comprised two sections: the first section focused on respondent demographics, while the second section contained items related to psychological capital and work performance commitment, measured on a 5-point Likert scale. Descriptive and Inferential Statistics were applied. The study concluded that positive relationship was found between Psychological Capital (PsyCap) and teachers' Work Performance (WP) in Khyber Pakhtunkhwa HEIs. The study also came to the conclusion that PsyChe significantly influenced employees' performance at work. Additionally, employees' resilience, optimism, and adaptability have improved the quality of their work performance. The good psychological capital of teachers has improved their performance at work. The study recommended that good and healthy environment may be implemented in the HEIs which boost the psychological capital of teachers, which ultimately influenced their performance.

**Key Words:** Psychological Capital, Work Performance, HEIs

## Introduction

Positive psychology emerged in the late 1990s as a result of Martin Seligman's groundbreaking organizational behavior study, which redirected focus from people's perceived shortcomings to their innate psychological strengths. Terms like "Positive Psychology" and "Positive Organizational Behavior," which emphasize the investigation of people's functioning and development within organizational contexts, were conceptualized as a result of this paradigm shift. Positive psychology, also referred to as psychological capital, is a related and growingly important field that has attracted a lot of attention lately. Along with other forms of capital, including financial, human, intellectual, and social capital, this sector highlights people's psychological capabilities. According to Luthans and Yusef-Morgan (2018), psychological capital, also known as PsyCap, is "an individual's positive psychological state characterized by confidence in one's ability to succeed (self-efficacy), optimism, hope, and resilience." Applying this viewpoint provides educational institutions with a fresh strategy that has significant advantages, especially in a market that is competitive and changing. Teachers are essential to maintaining the ongoing advancement of higher education since they constitute the backbone of university operations. Teachers with high psychological capital can improve their work-life balance, organizational commitment, and performance, all of which will benefit educational institutions as a whole. Though psychological capital is widely acknowledged to be important, little is known about its consequences in the context of Pakistani colleges, especially those in Khyber Pakhtunkhwa. By investigating how psychological capital affects university instructors' job performance in Higher Education Institutions (HEIs), this study seeks to close this gap. By examining these relationships, the study

<sup>1</sup> Assistant Professor, Qurtuba University of Science and Information Technology, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. Email: [saminaowais317@gmail.com](mailto:saminaowais317@gmail.com)

<sup>2</sup> PSHT, Elementary and Secondary Education Department, Pakhtunkhwa, Pakistan. Email: [haleemasadia431@gmail.com](mailto:haleemasadia431@gmail.com)

<sup>3</sup> Instructor, Regional Professional Development Center, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. Email: [faheemk2213@gmail.com](mailto:faheemk2213@gmail.com)

aims to advance knowledge of psychological capital's function in promoting organizational success and worker satisfaction in Pakistani education.

### **Statement of the Problem**

Teachers are a vital resource for educational institutions in Pakistan's educational system. However, the industry has several obstacles, such as new innovations in education and problematic workplaces, which have led to a rise in faculty members' psychological strain. Their efficacy, efficiency, and job satisfaction may all be severely impacted by this pressure, which could ultimately impede the development and modernization of educational programs in Pakistani universities (Rehman et al., [2018](#)). Universities also want to become more competitive by focusing on having skilled teachers who can improve the quality of classrooms.

However, rather than encouraging positive traits in their employees, colleges usually use contract terminations, retain qualified workers, and hire teachers from other institutions. As a result, faculty members experience significant levels of stress, mental strain, and fierce competition. This situation indicates a severe lack of attention to the psychological capital of university instructors, which has an adverse effect on their performance, job satisfaction, and commitment to their work. Therefore, this study aims to emphasize the significance of positive psychological capital in educational institutions by analyzing its impact on university instructors' performance.

### **Objectives of the Study**

1. To examine the association between Psychological Capital (PsyCap) and the work performance of faculty members working in HEIs in KP
2. To find out the impact of PsyCap on the work performance of faculty members working in HEIs

### **Hypotheses of the Study**

H01: There is no significant association between psychological capital (PsyCap) and the work performance of university teachers in Khyber Pakhtunkhwa, Pakistan.

H02: PsyCap has no significant impact on the work performance of faculty members working in HEIs

H03: Components of PsyCap have no significant impact on faculty members working in HEIs

### **Literature Review**

#### **Positive Organizational Behavior (POB)**

The study and application of psychological capacities and positively oriented human resource strengths that may be assessed, nurtured, and successfully managed for performance enhancement in today's workplace is known as positive organizational behavior or POB. Gaining a greater understanding of the connection between work and one's overall purpose in life, as well as how work contributes to achieving that purpose, is one of the main goals of this study. Furthermore, quantitative metrics are employed to ascertain the connection between work and happiness, a positive corporate culture and firm performance, and favorable employee attributes and employee performance (Luthans, [2018](#); Lewis, [2011](#)). Similar to positive psychology, POB highlights the need for more targeted theory development, research, and efficient implementation of positive employee attributes, states, and behaviors in organizations rather than claiming to represent a novel understanding of the significance of positivity. Walsh et al. ([2003](#)) provide evidence that a more optimistic approach is required not only in psychology but also in management and business. They found that over the past 17 years, the number of negatively biased words (such as beat and win) has quadrupled in the business press in comparison to positive terms (such as compassion and virtue) (Luthans & Youssef-Morgan, [2017](#)).

POB often examines human resource strengths and individual positive psychological states that are connected to employee well-being or performance enhancement. This could include, for example, the predictive validity of emotional intelligence and general mental capacity for sales performance. The affective abilities of humor and work engagement, as well as the cognitive abilities of creativity and wisdom, may also be the subject of research. POB research also looks at how states like resilience, optimism, hope, self-efficacy, and other personal assets help people meet organizational



demands or improve performance. Additionally, POB researchers look at the circumstances that lead to employee success and are interested in peak performance in businesses. (Harms & Luthans, [2012](#); Mensah et al., [2016](#); Mathe, [2011](#)).

A conceptual framework for arranging and integrating their research on positive organizations was offered by researchers who co-founded the positive organizational scholarship (POS) movement. "The study of that which is positive, flourishing, and life-giving in organizations" is how POS is defined. Positive describes the improvement of organizational procedures and results. The term "organizational" describes the structural and interpersonal dynamics that are triggered within and via organizations, with a particular focus on the environment in which favorable events transpire. Scholarship is the serious, theoretically grounded, and scientific study of what works well in organizational contexts (Anglin et al., [2018](#); Novitasari et al., [2020](#)).

## Work Performance

Work performance is a certain output that each employee in a given job is expected to produce, both in terms of quantity and quality. Individual motivation, willpower, and capacity to achieve are often what determine an individual's performance (Kelidbari et al., [2016](#)).

Job performance can be categorized at the individual, team, and organizational levels and refers to the degree of achieving particular goals. Employee performance is the outcome of the quantity and quality of work that workers do in response to the tasks that an organization assigns them. Employee performance is the term used to describe the outcomes that organizations, whether they are for-profit or nonprofit, achieve over a specific time period. Put differently, employees' actions within organizations constitute their performance. The inquiry concerns the caliber of the work completed, specifically if the best possible work was completed in compliance with organizational requirements (Jeffri & Rambli, [2021](#); Makki & Abid, [2017](#); Hartini et al., [2019](#); Yee, [2018](#); Jacobs et al., [2007](#)).

## Empirical Evidence on the Relationship of PsyCap and Work Performance

Luthans et al. ([2008](#)) found that positive association psychological capital and work performance. They concluded that resilience and optimism level of employees have greater impact on the nurses work performance.

In a similar vein, Peterson and Byron ([2008](#)) found that found that psycap has significant impact in the employees' work performance. Additionally, employees' flexible behavior, optimistic attitude, and resilience have uplifted the quality of work performance. Their work performance has increased due to positive psychological capital. Rego et al. ([2010](#)) found a positive relationship between Psycap and the performance of employees working in the organization. Avey et al. ([2010](#)) and Abbas and Raja ([2015](#)) found that psycap significantly affects the workers' productivity. Additionally, the adaptability, optimism, and resilience of employees have improved the caliber of their work performance. Because they have more positive psychological capital, they perform better at work.

## Research Methodology

### Research Design

The study's primary goal was to investigate how psychological capital affects teachers' job performance at KP's HEIs. So, the current study correlational in nature due to positivism research approach was adopted.

### Population of the Study

The population of this study comprises faculty members employed in public sector universities located in Khyber Pakhtunkhwa, Pakistan. In particular, this study involved seven public universities from seven divisions in Khyber Pakhtunkhwa. From each university's official website, the population size was determined. The breakdown of the population for each university is as follows:

1. Gomal University, Dera Ismail Khan: 360 faculty members
2. Abdul Wali Khan University: 265 faculty members
3. Malakand University: 227 faculty members



4. University of Haripur: 219 faculty members
5. Kohat University of Science and Technology: 218 faculty members
6. University of Peshawar: 634 faculty members
7. University of Science and Technology, Bannu: 151 faculty members

**Sample Size and Sampling Technique**

Prior to conducting the assessment and data collection, it's essential to determine an appropriate sample size that adequately represents the population. Researcher used stratified sampling method after selected the exact sample size through Yamane (167) sample calculation formula, . This method offers precision and accessibility, particularly when dealing with demographic characteristics.

The process involved three steps:

1. Seven institutions were selected from Khyber Pakhtunkhwa's seven divisions.
2. A representative sample is selected from each university using disproportionate stratified sampling.
3. Using basic random sampling, faculty members from various departments are chosen at random. A representative sample from each university is guaranteed by this sampling strategy, enabling insightful analysis of the information gathered.

**Instruments of the Study**

The researcher utilized a questionnaire as the primary instrument for data collection. The questionnaire comprised two sections: the first section focused on respondent demographics, while the second section contained items related to psychological capital and work performance commitment, measured on a 5-point Likert scale. An adapted scale was used to gather information about PsyCap, which was developed by Luthans et al. (2007). This scale was comprised of 24 items. The researcher also used an adapted scale to gather information about work performance, which was developed by Amin & Atta (2013). This scale contained 25 items.

**Data Analysis**

**Table 1**

*Designation-Gender Wise Cross-Tabulation of Study Respondents*

Designation	Male	Female	Total
Lecturer	93	73	166
Assistant Professor	79	37	116
Associate Professor	16	5	21
Professor	24	8	32
Total	212	123	335

Table 1 reveals the Designation-gender-wise information. Among male respondents, the highest number falls under the category of lecturers (93), followed by assistant professors (79), professors (24), and associate professors (16). Among female respondents, the highest number is also in the category of lecturers (73), followed by assistant professors (37), professors (8), and associate professors (5). Overall, the majority of respondents are male, with 212 male respondents compared to 123 female respondents. Lecturers represent the largest group among both male and female respondents.

**Table 2**

*Descriptive Statistics for Psychological Capital*

Variable	Attributes	Mean	Standard Deviation
Psychological capital	Hope	4.03	0.545
	Self-efficacy	3.99	0.413
	Resilience	3.79	0.522
	Optimism	3.70	0.456
Total		3.87	0.380



**Interpretation**

- ▶ **Hope:** The mean score for hope is 4.03, with a standard deviation of 0.545. This indicates that, on average, respondents demonstrated a high level of hope, with relatively moderate variability in responses.
- ▶ **Self-efficacy:** The mean score for self-efficacy is 3.99, with a standard deviation of 0.413. This suggests that respondents, on average, exhibited a high level of self-efficacy, with slightly lower variability compared to hope.
- ▶ **Resilience:** The mean score for resilience is 3.79, with a standard deviation of 0.522. This indicates that respondents demonstrated a moderate level of resilience, with relatively high variability in responses.
- ▶ **Optimism:** The Mean score is estimated at 3.70 with a standard deviation of 0.456.
- ▶ **Total Psychological Capital:** the mean score of Psycap is estimated at 3.87, with a standard deviation of 0.380.

**Table 3***Descriptive Statistics for Work Performance*

Variable	Attributes	Mean	Standard Deviation
Work Performance	Teaching skill	4.39	0.384
	Management skill	4.29	0.418
	Discipline and regularity	4.62	0.378
	Interpersonal relations	4.14	0.482
Total		4.36	0.308

**Interpretation**

- ▶ **Teaching Skill:** The result shows a mean score of 4.39 with an SD of .384.
- ▶ **Management Skill:** The result shows a mean score of 4.29 with an SD of .418.
- ▶ **Regularity and Discipline:** The result shows a mean score of 4.63 with an SD of .378.
- ▶ **Interpersonal Relations:** The mean score for interpersonal relations is 4.14, with a standard deviation of 0.482. This suggests that respondents exhibited moderate to high levels of interpersonal relations, with higher variability compared to the other attributes.
- ▶ **Total Work Performance:** The mean score for total work performance, calculated by averaging the scores across all attributes, is 4.36, with a standard deviation of 0.308. This indicates an overall high level of work performance among respondents, with relatively low variability in responses across all attributes.

**Table 4***Correlation between Psychological Capital and Work Performance*

	Psychological Capital	Work Performance
PsyCap		
WP	.694*	

The correlation coefficient between Psychological Capital (PsyCap) and Work Performance (WP) is **0.694**. This correlation coefficient indicates a **positive and significant relationship** between PsyCap and WP ( $p < .05$ ).

**Table 5***Linear Regression Analysis of Psychological Capital and Work Performance*

	R	R <sup>2</sup>	Adjusted-R <sup>2</sup>	F-Value	$\beta$	Sig.	D-W
PC	.694a	.482	.481	317.401	.688	.000	1.97

- ▶ **R:** The correlation coefficient between PsyCap and WP is **0.694**.
- ▶ **R<sup>2</sup>:** The coefficient of determination indicates that **48.2%** of the variance in WP can be explained by PsyCap.
- ▶ **Adjusted-R<sup>2</sup>:** The adjusted coefficient of determination is **0.481**.
- ▶ **F-Value:** The F-statistic is **317.401**, indicating that the regression model is statistically significant.

- ▶ **β (Beta):** The beta coefficient for PsyCap is **0.688**, indicating that for every one-unit increase in PsyCap, there is a corresponding increase of **0.688** standard deviation units in WP.
- ▶ **Sig.:** The significance level (p-value) associated with PsyCap is **.000**, which is less than .05, indicating that the relationship between PsyCap and WP is statistically significant.
- ▶ **Durbin-Watson (D-W):** The Durbin-Watson test statistic is **1.97**, indicating no significant autocorrelation issue in the data.

**Table 6**

*Multiple Regression Analysis of Psychological Capital Dimensions on Work Performance*

Hypothesis	Regression Weights	B	Beta	T	p-value	R <sup>2</sup>	F
Hope-WP	.705	.281	1.880	.0327	.0000	.483	50.918
Self-efficacy-WP	.622	.215	1.482	0.041			
Resilience-WP	.989	.410	2.427	0.020			
Optimism-WP	.722	.433	1.343	0.016			

**Interpretation**

- ▶ **R<sup>2</sup>:** The coefficient of determination indicates that the model explains **48.3%** of the variance in work performance (WP).
- ▶ **F-Value:** The F-statistic is **50.918** (p < .05), indicating that the overall model is statistically significant.
- ▶ **Hope:** The regression weight for hope is **0.705**, with a beta coefficient (β) of **0.281**, indicating a significant positive impact on WP (p = 0.000).
- ▶ **Self-efficacy:** The regression weight for self-efficacy is **0.622**, with a beta coefficient (β) of **0.215**, indicating a significant positive impact on WP (p < 0.05).
- ▶ **Resilience:** The regression weight for resilience is **0.989**, with a beta coefficient (β) of **0.410**, indicating a significant positive impact on WP (p < 0.05).
- ▶ **Optimism:** The regression weight for optimism is **0.722**, with a beta coefficient (β) of **0.433**, indicating a significant positive impact on WP (p < 0.05).

**Conclusion**

The study examined the connection between university instructors' Work Performance (WP) and Psychological Capital (PsyCap) in Khyber Pakhtunkhwa, Pakistan. The study came to conclusion that psychap significantly affects how well employees perform at work. Additionally, employees' resilience, optimism, and adaptability have improved the caliber of their work performance. The good psychological capital has improved their performance at work.

**Recommendations**

1. Good and healthy environment may be implemented in the HEIs which boost the psychological capital of teachers which ultimately influence on their performance.
2. Training and seminar may be conducted by National Academy of Higher Education (NAHE) regarding psychological capital and how its important in work place.
3. HEIs may provide opportunities for Professional Growth for teachers to enhance their professional skills.



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