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PROVIDING A MODEL FOR TEACHERS PSYCHOLOGICAL CAPITAL MANAGEMENT AT HIGH SCHOOLS OF BUSHEHR

SEYYED MOHSEN MOHAMMADI[1*], ALI TAGHIPOUR ZAHIR[2], NADER GHOLI GHOURCHIAN[3], PARIVASH JAFARI[4]

1: PhD student in Educational administration, Science and Research Branch, Islamic Azad University, Tehran, Iran.

2: Associated Professor in Curriculum Planning & Higher Education, Science and Research Branch, Islamic Azad University , Tehran, Iran

3: Full Professor, Head Department of Higher Education, Science and Research Branch, Islamic Azad University , Tehran, Iran

4: Associated Professor in Higher Education Management, Science and Research Branch, Islamic Azad University, Tehran, Iran

***Corresponding Author: E Mail: sayedmohsen447@gmail.com**

ABSTRACT

This study aims at providing a model for teachers' psychological capital management at high schools of Bushehr Province. This study is applied and has the descriptive, correlative and survey type. The statistical population consists of 2806 teachers in Bushehr Province and 341 ones are selected as the statistical sample of research by stratified random method. 30 experts are selected according to the purposive sampling in qualitative sector. According to the semi-structured interview, the organizational factors, namely, the servant leadership, perceived organizational support, and the organizational identity as well as the individual factors, namely, the spirituality, meta-cognition, and emotional intelligence, are determined from the individual and organizational factors affecting the psychological capital. Luthans's psychological capital questionnaire, Mile and Asforesh's Organizational identity questionnaire, Dennis's servant leadership, Lamastro's perceived organizational support, Milliman's spirituality questionnaire, Bradberry and Greaves's emotional intelligence questionnaire, and Wales's meta-cognition standard questionnaires are utilized for data

collection. The results indicate that the individual factors have higher impact on psychological capital than the organizational factors. Among the individual factors, the emotional intelligence, spirituality and meta-cognition have impact on the psychological capital, and among the organizational factors the perceived organizational support, servant leadership and organizational identity affect the psychological capital, respectively. Among the psychological capital components, the hope, self-efficiency, optimism and resiliency are effective, respectively. Furthermore, the indices of proposed model indicate the model fit.

Keywords: Psychological Capital Management, hope, optimism, resiliency, self-efficiency

INTRODUTION

Until a few years ago, three types of capital (traditional, human, and social) were the main type of capital in a workplace. The psychological capital is a new concept which has entered the organizational behavior field now[15], In fact, the psychological capital means "Who are you (actual-self)" and "What do you want to get (possible-self)" according to the developmental and growing basis. The psychological capital is a positive developmental psychological status with following characteristics: To become committed and taking effort for success in challenging affairs and tasks (self-efficiency), positive citation for present and future achievements (optimism), the stability in achieving the objective and changing the way to goal to achieve the success (hope) if necessary, the perseverance while facing with difficulties and problems to achieve the success (resiliency). The studies indicate that the whole psychological capital is higher than the total self-efficiency, self esteem, hope, optimism, and resiliency [14], The studies also indicate that the psychological capital has significant positive effects on the employee and organizational performance. For instance, it affects the employees' levels of stress, Wright[23], Furthermore, it facilitates the process of organizational development [4], and plays a determinate role as the mediator in the correlation between the organizational support and job performance [6], Saks and Gruman [18], have also pointed out to a series of studies which suggest a positive relationship between the psychological capital and the organizational citizenship behavior, job satisfaction and organizational commitment, and it is found that it has the mediatory role in organizational support and performance. Furthermore, numerous studies indicate a positive correlation between the level of psychological capital with entrepreneurship,

creativity and innovation in staff , Saks[18], Avey et al [5], found the significant results by conducting a meta-analysis. They concluded that there is a positive correlation between the psychological capital and employee attitudes (job satisfaction, organizational commitment and psychological well-being), desired organizational citizenship behavior (OCB) and performance, but a negative correlation with negative attitudes (pessimism, job anxiety and stress and desire for turnover) and undesirable behavior (deviance). Therefore, the psychological capital is an important tool in retention of talented employees and reduction of organizational education costs and other relevant expenses.

The results of empirical research by Luthans et al indicate that the psychological capital can be theoretically and experimentally developed through implementing the program of psychological capital intervention model (PCI) [13], Given that the psychological capital can be taught, it can be considered for employees in different periods to take its advantages in the organization.

Given the role of education in promoting the cultural and social progress and the current generation development in the country as well as the teachers' roles, transferring this capital to students, this research seeks to answer two main questions: a) What are the factors affecting the psychological capital? B) How is the status quo of high school teachers' psychological capital in Bushehr Province? And finally, this research provides a model for psychological capital management in high school teachers in Bushehr province.

MATERIALS AND METHODS

This study is applied in terms of objective and integrated (qualitative and quantitative) according to the type of data, and descriptive-survey and correlative in terms of data collection method. In the qualitative section, the statistical population includes the scientific books, research reports, and valid papers in this regard, and in the quantitative section includes all 2806 high school teachers in Bushehr province in 2014. 341 subjects are selected as the statistical samples by stratified random sampling and according to Kerjcie and Morgan Table. In the qualitative section of study, 30 experts in the field of psychology and organization are selected using the purposive sampling. Using a semi-structured interview, 1- the servant leadership, 2- perceived organizational support, and 3- organizational identity, which are among the organizational factors, affect the psychological capital, and 1- the spirituality, 2- Meta cognition, and 3- emotional intelligence, which are among the individual factors, affect the psychological

capital. The standard questionnaires, namely, Luthans's psychological capital questionnaire, Mile and Asforesh's Organizational identity questionnaire, Dennis's servant leadership, Lamastro's perceived organizational support, Milliman's spirituality questionnaire, Bradberry and Greaves's emotional intelligence questionnaire, and Wales's metacognition questionnaire are utilized for data collection. The face and content validity are applied for localizing the questionnaire and measuring the validity, and the Cronbach's alpha coefficient is utilized for measuring the reliability of questionnaire. Cronbach's alpha coefficient is equal to 0.86 for capital psychological questionnaire, 0.97 for Servant Leadership questionnaire, 0.87 for perceived organizational support, 0.72 for organizational identity, 0.83 for emotional intelligence, 0.85 for meta-cognition, and 0.92 for spirituality. The data analysis includes the structural equation modeling (SEM), multivariate regression analysis, and Pearson correlation coefficient.

RESULTS

What are the psychological factors affecting the high school teachers' psychological capital in Bushehr province? The simultaneous multiple regression analysis is utilized to answer this question. There is a significant positive correlation between the servant leadership and psychological capital at the level of P<0.001. The coefficient of determination indicates that about 26% of psychological capital is explained by servant leadership. There is a significant positive correlation between the organizational support and psychological capital at the level of P<0.001. About 23% of psychological capital is explained by organizational support. There is a significant positive correlation between the organizational identity and psychological capital at the level of P<0.001. About 13.6% of psychological capital is explained by the organizational identity. There is a significant positive correlation between the emotional intelligence and psychological capital at the level of P<0.001. About 31% of psychological capital is explained by emotional intelligence. There is a significant positive correlation between the meta-cognition and psychological capital at the level of P<0.001. About 9% of psychological capital is explained by meta-cognition. There is a significant positive correlation between the spirituality and psychological capital at the level of P<0.001. About 24% of psychological capital is explained by spirituality. The regression model is provided to specify the contribution of predictive variables in psychological capital.

The results indicate that the model of factors affecting the psychological capital is

significant (P<0.001 and F(334,6)= 60.50), This model justifies 0.51 percent of variance in psychological capital. β coefficients indicate that the servant leadership, perceived organizational support, organizational identity, emotional intelligence, spirituality, and meta-cognition are the significant predictors of psychological capital. Furthermore, beta coefficients indicate that the emotional intelligence has the maximum impact on the psychological capital with coefficient of 0.337 and the organizational identity has the minimum impact on psychological capital with coefficient of 0.095. The partial correlation coefficients also indicate that the emotional intelligence has the highest impact on the psychological capital.

What kind of causal relationship is there between the organizational factors and psychological capital? The assumed model has seven obvious measured variables including the servant leadership, organizational support, organizational identity, self efficiency, hope, optimism and resiliency and an endogenous latent variable called the psychological capital. The path coefficients indicate the significant path of servant leadership to psychological capital, the perceived organizational support to psychological capital, and the organizational identity to psychological capital at the level of P<0.01. Measuring the impact of structural paths indicate that the perceived organizational support has a coefficient of 0.28, the servant leadership 0.15, and the organizational identity has the coefficient of 0.19 which has the highest impact on the perceived organizational support. The amount of explained variance indicates that 25% of variance in psychological capital is explained by three variables, namely, the servant leadership, perceived organizational support and organizational identity. The factor loadings suggest that the 69% of variance in self-efficiency, 72% of variance in hope, and 66% of variance in optimism, and 16% of variance in resiliency are explained by psychological capital.

What kind of causal relationship is there between the individual factors and psychological capital? The structural equation model is utilized to provide a causal model of individual factors on psychological capital. The assumed model has seven measured obvious external variables, namely, the emotional intelligence, spirituality, meta-cognition, self efficiency, hope, optimism and resiliency, as well as an endogenous latent variable namely, the psychological capital. The path coefficients indicate that the path of emotional intelligence to psychological capital, the spirituality to psychological capital, and the meta-cognition to psychological capital are significant at the

level of P<0.001. Measuring the impact of structural paths indicate that the emotional intelligence has the coefficient of 0.47, the spirituality has the coefficient of 0.32 and the meta-cognition 0.21, and the highest impact belongs to the emotional intelligence. The amount of explained variance indicates that 51 percent of variance in psychological capital is explained by emotional intelligence, spirituality and meta-cognition. The factor loadings indicate that 61% of variance in self-efficiency, 82% of variance in hope, 55% of variance in optimism and 16% of variance in resiliency are explained by psychological capital.

Fourth question: What model of psychological capital management can be provides for high school teachers in Bushehr Province according to its components? The structural equation model is utilized to provide a causal model of organizational and individual factors on psychological capital. This model has 10 measured obvious external variables, namely, the emotional intelligence, spirituality, meta-cognition, servant leadership, organizational support and organizational identity, self efficiency, hope, optimism and resiliency, and two exogenous latent variables (organizational and individual factors) and an indigenous latent variable namely the psychological capital.

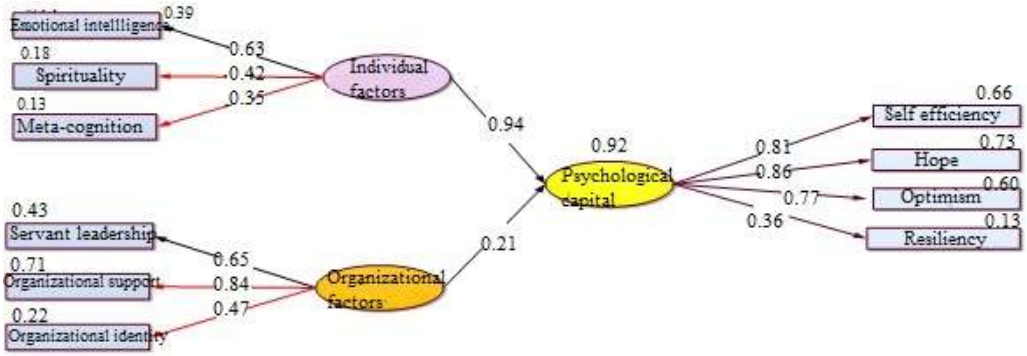

Figure 4-3: Structural equation model for explaining the psychological capital

The path coefficients indicate that the paths of individual and organizational factors are significant to psychological capital at the level of p<0.001. Measuring the effect of structural paths indicates that the organizational factors have coefficient of 0.21 and the individual factors have coefficient of 0.94 and the individual factors have the maximum impact on the psychological capital. The amount of explained variance indicates that 92% of variance in psychological capital can be explained by individual and organizational factors. The factor loadings indicate that 66% of variance in self-efficiency, 73% of variance in hope, 60% of variance in

optimism and 13% of variance in resiliency can be explained by the psychological capital. In latent variable of individual 1-factors, the factor loadings indicate that the maximum factor loading belongs to the emotional intelligence and the minimum factor loading belongs to the meta-cognition. The factor loadings indicate that 39% of variance in emotional intelligence, 18% of variance in spirituality, and 13% of variance in meta-cognition are explained by individual factors. In latent variable of organizational factor, the maximum factor loading belongs to the organizational support and the minimum factor loading belongs to the organizational identity; in other words, 43% of variance in servant leadership, 71% of variance in organizational support, and 22% in organizational identity are considered by organizational factors.

CONCLUSION

The research results indicate that from both individual and organizational factors, the individual factors have a greater impact on the psychological capital. Basically, it seems that the individual factors have a maximum impact on the psychological capital according to the components of psychological (hope, optimism, resiliency and self-efficiency) all of which have the individual aspects. According to the literature of numerous studies, the maximum impact belongs to the individual factors [2], chan ,W[9], and Avey[4], Among the individual factors, the emotional intelligence has the maximum impact on the psychological capital and the meta-cognition has the minimum impact. Undoubtedly, the emotional intelligence has been more taken into account by the management and organizational behavior than other psychological capital capacities (either four main components or potential components).

Salvi, Meier [2], and Chan [9], suggest that the emotional intelligence is utilized in the organizations and human resources development to emphasize on important skills in the workplace other than the specialized capabilities of job. The emotional intelligence includes a set of internal elements (the amount of self-awareness, self-image, and sense of independence, capacity, self-actualization and determination) and external elements (interpersonal relationship, ease of empathy and sense of responsibility) chan ,W[9],

There is a positive correlation between the components of spirituality with components of psychological capital. Sometimes, the hope, effort, purposefulness and development are referred implicitly and the other times explicitly in conceptualization of spirituality and also the component of psychological capital are simultaneously

referred. These references indicate that both phenomena of spirituality and psychological capital have positive orientations ,Mohammad Amini, Zarar [17], Seymour B[19], and Wallace[22], Some studies [16], Vlasblom JP[21], Bell[7], and Burke[8], have indicates the positive correlation between the spirituality and psychological capital. According to the explanation of this issue, the spirituality can strengthen the psychological capital by creating the sense of connection with the universe and creating the vast outlook to the self and others' lives. The meta-cognition is a key to the cognitive ability which allows the individuals to take control of their minds and plays an essential role in learning . Kravits[12].

2- Among the organizational factors, the perceived organizational support has the maximum impact on the psychological capital, but the organizational identity has the minimum impact. Currently, the perceived organizational support is utilized as an important explanatory framework for understanding the relationship between the employees and organization .Attarkhameh,(2009),The perceived organizational support is one of the factors affecting the psychological capital. In the education environment, the employees have a lot of daily communications and affect on each other as a group and have constant intra-organizational support for each other. The support for staff is the leader's main characteristic.

The servant leaders consider the individual values, development and benefit and divide the powers among the individual and meet their expectations and objectives. They do not pay attention to the self-interest and try to meet the other individuals' emotional, spiritual and physical needs. The great leaders act as the servants to meet the employees' needs. The servant leaders believe that providing the service to others is the best and most magnificent reward of leadership [Shen(2014)]. The servant leaders can increase each of those components and will be effective in promoting the psychological capital. The education is a human institution and deals with human education. With respect to the background of leadership styles, the servant leader can enhance the components of psychological capital. In education system, the leader us considered as the facilitator who helps the learning process, and also the teachers are considered as the coaches, thus the creation of servant leadership can be an important factor for improving the psychological capital.

The organizational identity seeks to answer to these questions: Who are we? What do we know and what we do? How an organization is managed and how the members connect with the leader? What

kind of people are we in the organizational content? How do we see the other individual and how they see us? In this study, 43% of individuals have experience of 20 years and above. Furthermore, almost 40% age from 30 and 50 years. Since the years of experience and age ate the factors which retain the identity in employees, it can be concluded that the organizational identity is less than other organizational variables in these teachers.

3- Among the components of psychological capital, the hope has the maximum impact on the psychological capital and the resiliency has the minimum impact. Alternatively, it can be concluded that the hope, self-efficiency, optimism and resiliency affect the psychological capital.

SUGGESTIONS:

1- There should be numerous training programs and workshops for effective interpersonal skills in creating more psychological capital in-service training for teachers. The infrastructure should be created for individual participation in decision-making processes and positive interaction for developing the self-confidence in staff and establishing the self-control system. 2- The infrastructure should be created for direct and indirect encouragement of dutiful, innovative and creative staff in order to enhance the emotional intelligence. 3- The managers should develop the sense of meaning in employees and pay attention to their spiritual needs by measures such as developing the value perspective in the organization, making the work meaningful, empowering the employees, paying attention to pleasure of working, and holding the spiritual sessions. 4- The organization should pay more attention to employees' interests, give the priority to their interests, and take steps towards their interests, consider their work valuable and important, pay attention to their positive affairs, respect their success, and do the fairness and justice to them. 5- The high school principals should be selected from the managers with servant leadership style characteristics. The introductory education courses should be held for managers in order to develop the school by identifying different characteristics and consequences of servant leadership style. 6- They should pay attention to the fairness and effectiveness of reward and compensation systems for employees as well as their development in order to improve their own organizational identities through the human resource management measures.

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