



## Impact of Teachers' Work-Attitude on their Performance: The mediating role of Psychological Capital

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**Abstract**-Work-attitude is one of the key determinants of individual work performance. Satisfied and committed teachers put all their efforts to develop and maintain high level performance. Psychological capital is the positive state of employees' development having four positive strengths viz., self-efficacy, hope, resilience, and optimism which influence and promote satisfaction, commitment, encouragement, mental capabilities and struggle to succeed which leads to healthy behavioral performance in working area. This study was focused on the association between work-attitude, psychological capital and teachers' performance. The sample of teachers n=125 by using L.R Gay formula (50%) from N=250, were taken from three male degree colleges: Degree college-1, Degree college-2 and Degree college-3, located in district D. I. Khan, KPK. Structured questionnaire with five point Likert scale was used to collect data from the respondents. Statistical analysis was done by using SPSS at 95% confidence level. The results revealed a positive and significant association between work-attitude, psychological capital and individual work performance. Lastly, it was found that psychological capital fully mediated the relationship between work-attitude and individual work' performance.

**Keywords:**Work-attitude (WA), Individual work performance (IWP), Psychological capital (PsyCap), Degree colleges, D.I. Khan.

### I. INTRODUCTION

Betterment of the organization in terms of its performance and productivity is one of the life-long goal of the professional managers. Over the spans of time, many researchers have been pinpointing the factors that are essential for the progress of any organization. The factors differs across the contexts as well as different economical structures (Suki & Suki, 2011). Contemporary studies in this area exposed the common constructs that can be applied to any type of organization. Job satisfaction and commitment are two major concepts in this regards (Garg & Rastogi, 2009; Giri & Kumar, 2010; Nath & Agrawal, 2015). Number of studies expressed that increased commitment and satisfaction of the workers ends up in better performance of the organization and road of the success broadens in such a competitive world (Yucel, 2012; Cetin, 2011; Lumley, Coetzee, Tladinyane & Ferreira, 2011). Organizational performance depends on the performance of the workers which is the actual outcome of the behaviors of workers regarding the work before the action known as individual work performance (Koopmans et al., 2014). Introducing the concept of Psychological capital helps to estimate the outcome of a system in a certain group (Luthans, Avolio, Avey & Norman, 2007). In order to achieve desirable workers' performance, psychological capital can work as the main source in this regards (Lewis, 2011). EP can be an outcome of developing and managing the PsyCap (Luthans et al., 2007). Work-attitude (Job satisfaction and organizational commitment) and employee behaviors' (Performance) were found to have significant positive relation with psychological capital (Avey et al., 2011). Composition of work-attitude and psychological capital leads to better outcomes, creativity, leadership, commitment, satisfaction and increased performance (Toor & Ofori, 2010; Sweetman, Luthans, Avey & Luthans, 2011). The flexibility in PsyCap allow the people to adopt changes in time and space, it may increase or decrease so the performance (Peterson et al. 2011). Psychological capital is a new and evolving higher-order, essential construct in which any organizations can make investment for the development of sustainability in performance by making their manpower internally stronger to thrive in different situations. PsyCap along with work-attitude is just icing the cake, making the contribution for development of new enhancement strategy for elevating the organization up to the level of competitive advantage in rapidly progressing world.

#### **Objectives of the study**

The objective of the study were:

1. To measure the relationship between work-attitude, psychological capital and individual work performance.
2. To know the impact of work-attitude on individual work performance.

3. To know the mediating role of psychological capital on the relationship between work-attitude and teachers performance

## II. LITERATURE REVIEW

### Psychological Capital (PsyCap)

Psychological capital is an umbrella expression having positive intramural traits of individual that boost up the performance (Gohel, 2012). Psychological-capital is an essential psychosomatic element which met criteria to be included in positive-organizational behavior (POB) and has unaccountable practical benefits. PsyCap possess capacities of a person having quality of development and management after a worth noting investment for the performance enhancement in a workplace and stand tall in 21<sup>st</sup> century competition (Luthans, Avolio, Walumbwa & Li, 2005; Luthans, Avolio, Avey & Norman, 2007). PsyCap can be conceptualized as an individual's positive state of development that are considered high-order components with high converging and discriminating validity (Avey et al., 2009) that is the **HERO**:

- **Hope:** Hope is derived from Rick Snyder's (1995) hope theory. Hope is a state of productive motivation putting up hurdles in the act of goal realization (Synder, 1991; Snyder, Irving & Anderson, 1991; Snyder, Rand & Sigmon, 2002). Hope is the sense of determination of worthy goal "agency" as well as goal attainment plan "pathways" (Synder, 1996; Cetin & Basim, 2011).
- **Self-efficacy:** Albert Bandura's (1997) work on social cognitive theory highlighted the term efficacy or self-efficacy. It is the mobilization and operationalization of the motivation, cognition, resources and plans of activities to successfully attain the goal (Stajkovic & Luthans, 1998). Embracing challenges, complex tackling procedures to cope the hurdles, tenacious for success despite of hurdles (Shahnawaz & Jafri, 2009) are characters of self-efficacy.
- **Resiliency:** Resilience is associated with Ann Martin (2002) work. Resilience is the capacity of settlement and dealing with undesirable situations. The state of being steadfast to face the situation, bolstered with stalwart faith in life and eldritch sense of improvisation and adaptation to changing time (Coutu, 2002; Meng, Qi & Li, 2011).
- **Optimism:** Seligman's (1998) define optimism by means of attribution theory by considering permanence and pervasiveness. Persistence in thoughts and expectations for the best to happen (Synder et al., 1991; Peterson et al., 2011). Objectivity in assessing (Luthans, Lebsack & Lebsack, 2008), availing the hard chances and quality of being longsuffering (Wrosch & Scheier, 2003) to achieve the goal is optimism.

Psychological capital got an independent recognition among the several "Capitals-assets" as it focused on "who you are" to "who you can be" instead of "what you have" (Economic capital), "what you know" (Human capital) and lastly "who you know" (Social capital) (Luthans, Luthans & Luthans, 2004). The much focus on part of psychological capital is kept on persons' future rather than looking at the present (Luthans & Youssef, 2004; Luthans, Youssef & Avolio, 2007).

### Psychological Capital-PsyCap and Individual Work Performance

Burhanuddin, Ahmad, Said and Asimiran (2019) wrote that many studies and researches indicated a relationship between dimensions of PsyCap, composite PsyCap and job performance (Stajkovic & Luthans, 1998; Youssef & Luthans, 2007; Luthans, Avolio, Avey & Norman, 2007; Luthans et al., 2008; Nguyen & Nguyen 2012; Venkatesh and Blaskovich, 2012; Kappagoda, et al., 2014; Anjum, et al., 2014; Polatci and Akdogan, 2014; Marginson, et al., 2014; Nafei, 2015; Durrah, Al-Tobasi, A'aqoulah & Ahmad, 2016; Iqbal et al., 2017; Alessandri, Consiglio, Luthans, & Borgogni, 2018).

**Hypothesis Generation-H<sub>1</sub>:** There is a significant relationship between psychological capital and individual work performance.

### Work-Attitudes (WA)

Outlook of the world, workplace and home varies depending on the way people think and feel, this is attitude of the people. Work-Attitude is narrowed to the workplace and includes the thinking, feeling and evaluation of the worker and lastly his attachment to the work. Positivity and satisfied attitude of the worker heightens the quality of relations, creativity and productivity. Evaluation of the work/job is done through the type of the job, relations among the members and heads, stress and recognition they receive in workstation. The powerful dimensions that influence peoples' evaluation of the workplace are job satisfaction (JS) and organizational commitment (OC). These two dimensions are related positively (Mannheim, Baruch & Tal, 1997; Busch et al., 1998; Chiu-Yueh, 2000; Freund, 2005; Nafei, 2015; Werang & Agung, 2017)

### **Job Satisfaction (JS)**

Job satisfaction can be briefly described as “the extent to which professionals like and dislike their jobs and working conditions” (Gohel, 2012). An overall measure of how happy an employee is from his/her job is known as job satisfaction (Werang, & Agung, 2017). JS can be measured in terms of satisfaction with pay, promotion, coworkers, supervision, work environment and work or an overall rating of satisfaction (Mulki, Jaramillo & Locander, 2008; Islam et al., 2012; Nafei, 2015; Kadtong, Unos, Antok & Midzid, 2017; Halder & Roy, 2018).

### **Organizational Commitment (OC)**

An emotional connection between employee and the organization (Porter, Steers, Mowday & Boulian, 1974). This commitment is the base of hard work and motivation (Ayele, 2014). Committed workers accept and put efforts for objectives and goals set by organizations (Valentine et al., 2002). There are three (3) types of OC every worker face in the workplace with varying levels (Allen & Meyer, 1996; Turner & Chelladurai, 2005; Boehman, 2006; Nafei, 2015; Werang & Agung, 2017).

- **Affective commitment:** A desire. This commitment is based on the workers' passion and love for the organization and assigned work (Meyer & Allen, 1991; Shoaib & Khalid, 2017; Ibrahim & Khalid, 2018).
- **Normative commitment:** An obligation. This commitment is based on employees' mind set of considering the responsibility for an organization (Meyer & Allen, 1991; Ibrahim & Khalid, 2018). It is the height of being ethical to be accountable for the assigned work (Meyer & Allen, 1991) Institute Support, fairness, clear role, and satisfaction also play part (Shoaib & Khalid, 2017).
- **Continuance commitment:** A need. This commitment is based on the needs and positive aspects for an Employee like finances and Bonuses (Becker, 1960; Suliman & Iles, 2000) which bound him/her to stay in an organization. (Meyer & Allen, 1991; Shoaib & Khalid, 2017; Ibrahim & Khalid, 2018).

### **Psychological Capital-PsyCap and Work-Attitude-WA**

Burhanuddin, Ahmad, Said and Asimiran (2019) mentioned several studies demonstrating a relationship between PsyCap and WA (Bandura, 1997; Seligman, 1998; Stajkovic & Luthans, 1998; Demerouti & Bakker, 2006; Luthans et al., 2007; 2008; Avey et al., 2009; Avey et al., 2010; Nafei, 2015; Viseu, Neves de Jesus, Rus & Canavarrro, 2016; Lee, Chou, Chin & Wu, 2017).

**Hypothesis Generation-H<sub>2</sub>:** There is a significant relationship between psychological capital and work-attitude.

### **Individual Work Performance (IWP)**

IWP is “every single behavior and act that is done with an intention to accomplish targets of the organization” (Campbell, 1990; Miller & Broamiley, 1990). Job performance has two main dimensions task and contextual (Borman & Motowidlo, 1993). Efficient and effective acquisition of the intended goals set by any organization by utilizing the financial-assets as well as human-assets is known to be its performance. Performance in its simplest form is the desired result which the organization seeks to achieve efficiently and effectively by the use of financial, physical and human assets (Collis & Montgomery, 1995). Outcome achieved after the completion of several actions in an organization is referred to performance of that organization. Performance is the output of the activities that occur within the organization (Meyer, 1998). IWP emphasizes on every behavior and action of employees/workers which is controlled by a person not the outcome. Growing demand of quality in organizations makes Individual work performance, a matter which need attention, appraisal and management (Armstrong & Baron, 1998). There are following types of IWP (Nafei, 2015; Werang & Agung, 2017).

- **Task Performance:** The ability to complete basic and technical core duties associated with particular job (Koopmans et al., 2014; Werang, & Agung, 2017)
- **Contextual Performance:** The optional role of the employee not defined in job requirement but is useful for success of the organization (Koopmans et al., 2014).
- **Counterproductive Work Behavior:** the behavior that is harmful for the welfare of the organization (Koopmans et al., 2014).

### **Work attitude-WA and Individual Work Performance-IWP**

Past studies revealed that there is a relationship between WA and IWP (Hettiararchchi & Jayarathna, 2014; Nafei, 2015)

**Hypothesis Generation-H<sub>3</sub>:** There is a significant relationship between work-attitude and individual work performance.

### III. RESEARCH METHODOLOGY

This study was conducted in district Dera-Ismael-Khan, Khyber-Pakhtunkhwa, Pakistan. The study was intended to explain the association between work-attitude and individual work performance with mediating role of psychological capital and was deliberated to recommend. Thus, descriptive and ex-post facto design was considered for the achievement of intended purpose which revealed the current situation and causal relation among the variables without manipulations. Population (N) comprised of the teachers from three degree colleges of district D.I.Khan which was 250 (Administration, 2019). Through simple random sampling and lottery technique, sample (n) was selected by using sample size formula (Gay, 1996).

**Table 1**  
Sample of the study

Respondents	Degree college-1	Degree college-2	Degree college-3	
Teachers	43	42	40	125

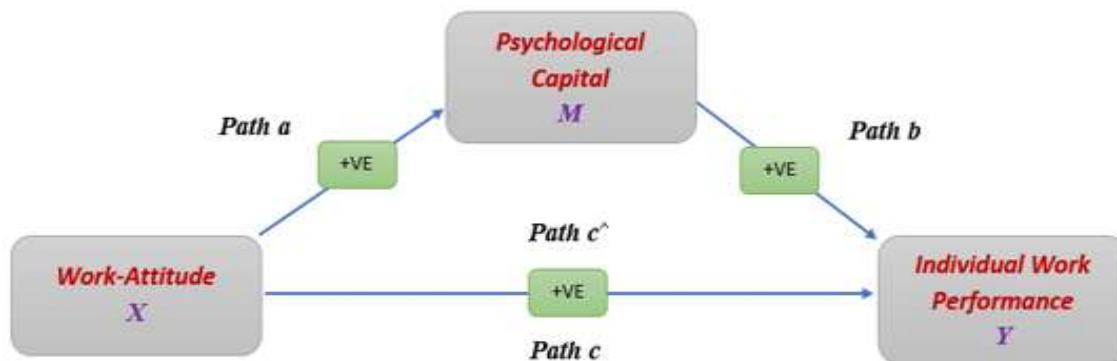
#### Instrumentation

A closed ended questionnaire was used to gather data regarding concerned variables. The instrument was validated by means of grammar, removal of irrelevant items and merging of similar items. Through pilot study (n=40) from teachers of three degree colleges, reliability of closed ended questionnaire was measured through Cronbach's Alpha which was  $r=.762$ . The questionnaire followed the 5 point Likert scale pattern (Likert, 1932).

- Psychological capital was measured through the 24-item scale (Luthans, 2006). It consist of "6-item for hope, 6-item for efficacy, 6-item for resilience and 6-item for optimism". The reliability value was 0.756 after adaptation.
- Work-attitude was measured with two major dimensions i.e. job satisfaction and commitment through 22-item scale (Hussain & khan, 2014). Job satisfaction consist of "4-item of pay, 4-items of work, 3-items of promotion, 4-items of co-workers, 4-items of supervision and 3-items of work environment". Commitment consist of "4-items of affective commitment, 4-items of continuance commitment and 4-items of normative commitment". The reliability value was 0.798 after adaptation.
- Individual work performance was measured through 19-items (Koopmans, Bernaards, Hildebrandt, Van Buuren, Van der Beek, & De Vet, 2014). It consist of "6-items of task performance, 8-items contextual performance and 5-items counter work productive behavior". The reliability value was 0.734 after adaptation.

### IV. ANALYSIS

SPSS version 20 was used for statistical coverage including descriptive as well as inferential. Baron and Kenny (1986) method of mediation analysis was used to check mediating role of psychological capital.



Path c = Direct effect; X predicting Y  
 Path a = X predicting M  
 Path b = M predicting y }  $(a) * (b) = c - c^{\wedge} = \text{Indirect Effect}$   
 Path c-hat = Direct effect; X predicting Y controlling for M.

Figure 1. Framework of the study

**Table 2**

*Descriptive statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
<b>WA</b>	120	1.96	4.42	3.30	.584
<b>PsyCap</b>	120	2.71	4.67	3.68	.419
<b>IWP</b>	120	2.50	4.53	3.56	.558
Valid N (list wise)	120				

**Table#2** represents the descriptive statistics regarding the research variables. Work-Attitude (N=107, Minimum=1.96, Maximum=4.56, Mean=3.30, SD=.584). Psy Cap (N=107, Minimum=2.71, Maximum=4.67, Mean=3.68, SD=.419). Performance (N=106, Minimum=2.50, Maximum=6.35, Mean=3.56, SD=.558).

**Table 3**

*Showing correlation among variables*

		WA	PsyCap	IWP
<b>WA</b>	Pearson Correlation	1	.510**	.278*
	Sig. (2-tailed)		.000	.021
	N	120	120	120
<b>PsyCap</b>	Pearson Correlation	.510**	1	.620**
	Sig. (2-tailed)	.000		.000
	N	120	120	120
<b>IWP</b>	Pearson Correlation	.278*	.620**	1
	Sig. (2-tailed)	.021	.000	
	N	120	120	120

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

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table 3** reveals the existence of a positive correlation between PsyCap and work-Attitude (R=.510; P < 0.01), PsyCap and performance (R= .620; P < 0.01), work-attitude and performance (R= .278; P < 0.05).

**Table 4**

*Mediation Analysis Table (Hierarchical Regression)*

Path		R <sup>2</sup>	β	Sig
Regression 1	<i>Path c</i>	.077	.234	.025
Regression 2	<i>Path a</i>	.260	.391	.000
Regression 3	<i>Path b</i>	.384	.680	.000
	<i>Path c<sup>^</sup></i>		-.051	.660

**Path c** Work-Attitude → Individual Work Performance

**Path a** Work-Attitude → Psychological Capital

**Path b** Psychological capital → Individual Work Performance

**Path c<sup>^</sup>** Work-Attitude + Psychological Capital → Individual Work Performance



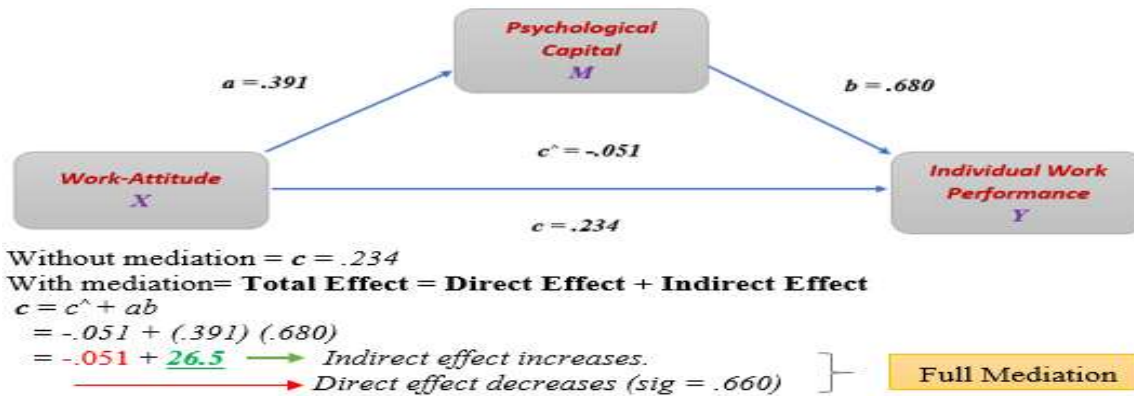


Figure 2. Showing results after Mediation Analysis

**Table 4** shows that the composite effect of independent and mediator on dependent variable is increased ( $c^{\wedge} = R^2 = .384$ ) while individual effect of independent variable on dependent variable is decreased ( $B = -.051$ ). All the three paths ( $a = .025$ ,  $b = .000$ ,  $c = .000$ ) are significant while  $c^{\wedge}$  is insignificant (.660). **Figure#2** further clarifies the model. Hence, it is clear that the Psychological Capital has fully mediated the relationship between Work-Attitude and Individual Work Performance (Baron & Kenny, 1986, four conditions satisfied).

## V. THEORETICAL, PRACTICAL IMPLICATIONS AND RECOMMENDATIONS

Theoretical novelty is associated with this work as nobody else attempted to test this model in education sector and checked the role of PsyCap as a mediator. Practicality on the basis of findings suggests the educators to work on PsyCap (training to enhance PsyCap, motivating to learn, reducing stress for teachers with less PsyCap and work should be done on each component of the PsyCap-HERO as a source to magnify performance of the teachers. Secondly, this study pinpointed the alarming situation of the WA as it was weak in the given scenario. This pleads the educators to provide quality environment at workstation to enhance the WA. Set great goals and moral yardsticks to make teachers feel elevated prestige leading him to more committed and satisfied entity.

## VI. GUIDELINES FOR FUTURE STUDY

Demographic variables can be included for furtherance of understanding. Addition of more variables in the model can be done with data collected from larger random sample for strong generalizability and decreasing the error. Comparative study regarding public and private sectors schools, colleges and Universities can be conducted. Qualitative studies may give a more comprehensive view of entitled study.

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