



The Investigation of Psychological Position of Elementary School Teachers on their Teaching Performance

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Abstract

The aim of this research is to show the relationship between psychological capital and organizational performance of primary school teachers in Tehran. To achieve this objective, analytical-descriptive research method and standardize questionnaires of psychological capital of Luthans *et al.* and organizational performance questionnaire of Ochio (Hersey and Blanchard) have been used. Sampling group includes 328 teachers of Tehran primary schools in 2013-2014 which have been selected by cluster sampling. Descriptive and inferential statistics including step by step regression and Pearson correlation have been used to analyze data. Results of the research demonstrate there is a positive and significant relationship between psychological capital and performance of the teachers at ($p < 0/1$). Additionally, predicting variable of psychological capital could predict organizational performance of teachers.

Keywords: Psychological Capita; Organizational Performance; Primary School Teachers

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1. Introduction

Performance of each organization follows performance of employees and managers, opportunities, sources and facilities as well as environmental systems and other organizations. Performance of the employees is also affected by personal variables (abilities and mental skills and life background), psychological variables (Understanding, attitude, personality, learning, motivation) and organizational variables (sources, leadership, payments, structure and career plan [1]. Today, much of the organization's assets include intangible assets that the traditional accounting methods are not able to measure them. Intangible assets demonstrate a collection of capabilities and abilities of an organization which is applied as a source for constant competitive advantage, economic growth and development. Although we are unable to measure these assets precisely, at least we could find out their importance by considering them and their role [2]. Nowadays,

organizations are considered as the main social units in labor division which are in charge of basic functions for social system. Variation of these functions, impacts and consequences of the organization performance have caused different scientific fields and areas pay specific attention to this issue. With regard to behavioral and psychological consequences, psychology has specific attention to this phenomenon. Psychologists have focused their attention on the subject of organizational psychology. Therefore, human capital (what do you know?), social capital (who do you know?) and financial capital (what do we have?), psychological capital could be regarded as a basis for competitive advantage in organizations [3]. Such approach which has discovered advantages and capacities of positivism human resource psychology in enhancing personal and organizational performance and achieving organizational success has been considered as a strong point which has positive organizational

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consequences. So that, it leads to enhance individual performance at individual level and to develop and increase assets and organization's incomes at organizational level as well as enhancing competitive advantage and organization's performance [4].

2. Psychological Capital

Results of studies in the field of positive organizational behavior indicate psychological capacities including hope, resiliency, optimism and self-efficacy altogether form a factor entitled "Psychological Capital. On the other hand, certain psychological variables including hope, resiliency, optimism and self-efficacy generally form a new hidden source or factor which is obvious in each variable [5]. In fact, Luthans *et al.* (2007) have raised positivism psychological capital in development of positivism psychological capital framework in the organization as a combination factor and source of competitive advantage in the organization.

They believe that psychological capital by focus on positivism psychological variables such as hope, resiliency, optimism and self-efficacy and so on leads to enhance human capital value (knowledge and individual skills) and social capital (network relations between them). Therefore, psychological capital consists of positivism psychological variables which could be measured, developed and grown and it's possible to manage them. As mentioned before these variables are as table 1.

Table 1. Correlation between psychological capital and organizational performance

| Variables | Correlation | value p |
|-----------------------------------|-------------|---------|
| Psychological capital | 0.55 | 0.00 |
| Organizational performance | | |

Self-efficacy: since the origin of self-efficacy is Bandura's research and social theory and it could easily be called self-confidence, it's defined as follow: personal believe of someone's ability to achieve success in conducting a certain task by creating motivation in one's self, supply cognitive sources and performing required actions. People with high self-efficacy hold certain features as determination of superior objectives for him, risk taking, high motivation, attempt and perseverance to fulfill all goals (Table 2).

Resiliency: resiliency is a developable state in an individual which unable him to go forward and make more attempt while facing failures, tragedies and even positive events, developments and responsibilities and not to stop in order to achieve more success. The conducted researches demonstrate certain resilient people go back to the

normal level of performance after facing difficulties in life, whereas performance of others improves after facing difficulties, tragedies and hardships comparing to the past. In general, resilient people accept realities of life easily. They believe the life is meaningful and they have high abilities to be synchronized by great or unexpected changes [4].

Table 2. Correlation between psychological capital aspects and organizational performance

| | Correlation | value p |
|-------------------|-------------|---------|
| Resiliency | 0.28 | 0 |
| Efficiency | 0.51 | 0 |
| Optimism | 0.48 | 0 |
| Hope | 0.40 | 0 |

Optimism: Saligman (2000), pioneer of positive psychology believes that optimistic people react particularly while facing failures and success, for instance they focus on general documents. Their documentations are stable and they attribute success to their inner abilities and attribute failures to outer factors [6]. Another explanation mentioned by Karver and Shiper about optimism is that optimistic people always expect desirable events in their lives. The bottom-line is that in psychological capital, real optimism is considered because unreal optimism leads to negative consequences. In realistic optimism, any individual evaluates what he could achieve rather than what he couldn't gain. Therefore, realistic optimism has significant role in enhancement of self-efficacy [4].

Hope: hope, is a positive motivational state resulting from successful and planning feeling to achieve a goal. Therefore, hope has two components: agency and planning to achieve goal. Agency means having willpower to achieve the given or desired result [7]. Thus, hope requires agency or a kind of energy to track goals. Additionally, another consisting element of the hope is to plan for achieving goals which doesn't only contain goals identification, but also there are various directions to achieve goals. On the other hand, hope needs having will-power to reach success as well as identification, clarification and follow-up required directions to achieve success [8].

3. Organizational Performance

The subject literature in the field of performance has faced shortage of consistency in defining this word. First of all, a number of scientists' researches in the field of performance couldn't offer any clear definition of the performance. Certain definitions of the performance are related to the amount of goal achievement. In certain subject literatures, some aspects such as focus on development, adaption

ability and flexibility won't measure the performance, but they merely affect it [9].

Performance levels could be categorized in three personal, group or team and organizational categories (same source). In definition of Hoo (2008), organizational performance is an index measuring fulfillment of objectives of organization or institute [10]. Organizational performance is one of the main structures in researches of management field. In most organizations in the world, managers and leaders of organization always look for enhancing and developing their own organization's performance [11].

Organizational performance is a complex phenomenon whether its easiest explanation for it could be considered as a set of activities related to achievement of organizational objectives. Measurement of organizations' performance should be done following proper indexes. Indexes of employees' satisfaction, clients' satisfaction, organizational effectiveness, financial results and some markets are examples of performance indexes [12].

4. Research Background

Peterson *et al.* (2011) believe in spite of daily growth of focused literature on psychological capital and career performance, such researches have been more cross-sectional and they have been focused on observers' rating about employees' performance [13]. They believe the nature of psychological capital is dynamic and psychological capital *Avi et al.* (2011) in their own research entitled as "Metaanalysis of positive psychological capital on attitude, behavior and employees' performance have concluded there is of any individual changes overtime, therefore longitudinal **Sampling Volume and Sampling Method** researches should be considered [14]. Additionally, their Population of the research includes teachers of primary research shows a positive and significant relationship with schools of Tehran in 2013-2014 (Table 3).

Table 3. Results of regression analysis of psychological capital and organizational performance

| Variable name | R | R2 | B | Beta | T | F | p |
|------------------------------|------|------|------|------|------|-------|------|
| Psychological capital | 0.55 | 0.30 | 0.38 | 0.55 | 7.10 | 49.19 | 0.00 |

Their research career performance demonstrates there is high correlation between psychological capital and auto-evaluation of performance, evaluation of performance support and objective performance such as sale and etc.

Luthans *et al.* (2010) have studied development and results taking of performance effect from positive psychological capital that their research has showed the psychological capital has positive role on human resource development and management performance. According to them by investing on growth psychological capital of any individual and others, organizational leadership and investors of human resource development may achieve growth enhancement and organization's development in competitive advantage. Sampling volume have been estimated 328 people by Cochran formula and it has been selected by random cluster sampling method (Table 3).

5. Data Collecting Measurement

To collect data, two questionnaires of psychological capital and performance have been applied. In order to measure psychological capitals, Luthans *et al.* questionnaire including 24 items has been used. Additionally, aspects of resiliency, hope, optimism and self-efficacy have been measured in this questionnaire. Moreover, to measure employees' performance, Ochio model questionnaire

(Hersey and Blanchard) has been used including 23 questions with aspects of "ability", "clarity and job understanding", "evaluation", "organizational support", "motivation", "decisions' validity", "environment". For reliability of both questionnaires, Cronbach's Alpha has been used that Cronbach's Alpha of psychological capital has been estimated 0/84% and Study of Zhang and Zhang (2011) which was done by the aim of studying psychological capital, job satisfaction and career performance of young employees (Table 4) [15].

Table 4. Results of step by step regression analysis to predict organizational performance per components of psychological capital

| Steps | Predicting variables | R | R2 | B | Beta | T | P |
|---------------|---------------------------|-------|------|-----------|-----------|------------|------|
| First | Self-efficacy | 0.62 | 0.38 | 0.61 | 0.62 | 13.78 | 0.00 |
| Second | Self-efficacy of optimism | 0.641 | 0.41 | 0.58-0.17 | 0.58-0.15 | 12.58-3.56 | 0.00 |

The aim of the current research is to study the relationship between psychological capital and organizational performance of teachers in Tehran. However, following what has been revised in terms of research and theory, the below hypotheses are studied as research hypotheses:

- There is a relationship between psychological capital and organizational performance of primary schools' teachers in Tehran.
- There is a relationship between components of psychological capital and organizational performance of primary schools' teachers in Tehran.
- Predicting components of psychological capital have capability of predicting organizational performance of primary schools' teachers in Tehran.

6. Research Method

Since the current research has tried to help and consider remarkably study and development of the applied knowledge in a specific field, it could be considered in terms of research objective whether applied research or not and in terms of data collecting whether correlational research or not.

Cronbach's Alpha of performance has been estimated 91.0%. Validity of both questionnaires after commenting of the experts is confirmed.

7. Data Analysis

In order to analyze data in this research, descriptive and inferential statistics methods (Pearson correlation and multivariable regression) have been used. Based on descriptive indexes, 37.0 of research sampling contains men and 63.0 of them are women and employment status of them includes 79.0 formal employees, 21.0 contractor and in relation to education, 14.0 of them have associate degree, 69.0 of them holds bachelor degree along with 17.0 Master degree.

Considering the first hypothesis of the research that there is a significant relationship between psychological capital and organizational performance, based on the correlation table, it could be mentioned that variable of psychological capital is positively and significantly correlated with organizational performance. The correlation between these two variables at significance level of 0.00 is equal with 55.0.

In approval of the second research hypothesis, based on the above table, there is a positive and significant relationship between components of psychological capital and organizational performance. There is a specific correlation between components of resiliency, self-efficacy,

optimism and hope with organizational performance, respectively equal with 28, 51, 48 and 40. Therefore, the second hypothesis is also approved.

Following the above table, the modified coefficient value is equal with 30.0 which shows independent variable of psychological capital has been able to explain 30 % of dependent variable in organizational performance. Therefore, the rest of the changes (70.0) which are known as squared quantization error are affected by variables out of the model. Based on the above table results, f value (49.19) which is significant at error level less than 0.01 show independent variables have high power of explanation and they could explain finely amount of changes and variance of dependent variable. On the other hand, regression model of the research is a good model by which we could explain changes of dependent variable in organizational performance. As the above table show, the standardized regression coefficient for variable of psychological capital of 0.55 at error level less than 0.01 is significant. Therefore, variable of psychological capital affects organizational performance. It means by one standard deviation increase in psychological capital, number of teachers' organizational performance increases by 0.55 standard deviation. In order to approve or reject the last research hypothesis to determine share of each predicting variable in anticipating teachers' organizational performance based on regression analysis in table 4, we could conclude that 51% of organizational performance variance is explained by self-efficacy in the first step and in the second step, this amount increases by 55% adding significant optimism. On the other hand, 55% of teachers' organizational performance variance is explained by adding components of self-efficacy and optimism simultaneously. Additionally, in order to determine share of these components in predicting teachers' organizational performance based on regression standard coefficient (beta) could state that share of self-efficacy and optimism components in predicting organizational performance reaches to 0.26 and 0.34. Components of resiliency and hope are removed of the equation due to not having significant share in predicting organizational performance.

8. Discussion and Conclusion

The main objective of the current article has been to study the relationship between psychological capital and organizational performance of teachers. Findings of the research have demonstrated that there is a positive and significant relationship between psychological capital and its aspects (resiliency, self-efficacy, optimism and hope) with organizational performance. So that, by increasing psychological capital of teachers, their performance

could be raised. Other hypotheses of the research have shown predicting components of psychological capital could anticipate organizational performance of teachers very well. The findings of the research have been consistent with findings of Peterson *et al.* (2011), Avi *et al.* (2011), Luthans *et al.* (2010) and Jang and Jang (2011) and there is a positive and significant relationship between psychological capital and organizational performance in the conducted international researches. It's noteworthy to mention that psychological capital is not only the effective factor on organizational performance, but also other factors such as structure, system, behavioral factors and technology affect organizational performance highly [16].

In addition of proving a positive relationship between psychological capital and desirable variables of organization, researches result show psychological capital is able to grow and develop by conduction of intervening programs known as (PSI) in theoretical and empirical terms [4]. These interventions related to development of psychological capital have been tested preliminarily even in on-line courses along with achieving positive results (same). Thus, according to educable aspect of psychological capital, it could be mentioned in various educative courses among employees of different organizations. Moreover, material and spiritual benefits will be gained. Luthans *et al.* (2007) state people who have high psychological capital have higher motivation and development and in facing hardship show more resistance [4]. Additionally, comparing psychological, human and social capital emphasizes people who have higher psychological capital try to increase their own social capital and human resource level in order to promote chance of success and high performance in their life and career.

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