

Psychological Capital as an Index of Workplace Flourishing of College Faculty Members

Samra Afzal*

Marium Din**

Hukam Dad Malik***

Abstract

The Present research investigated psychological capital as an index of workplace flourishing of college faculty members. A sample of 511 teachers working in Islamabad Model Colleges was selected. Mean, standard Deviation, Skewness, Kurtosis, Linear and Multiple Regression were applied for data analysis. Results revealed that college teachers had high level in both psychological capital and workplace flourishing. The teachers scored high in all dimensions of psychological capital, including optimism, hope, resilience and efficacy. Furthermore, in respect to workplace flourishing, they showed a high functioning level in terms of positive emotions, meanings, accomplishment and happiness while the normal functioning level of engagement and positive relationship. A significant and positive effect of psychological capital was observed on workplace flourishing. In other words, psychological capital has proved to be an index of workplace flourishing of college teaching faculty. It is recommended to arrange faculty development programs with special emphasis on the development of psychology resources and workplace flourishing.

Keywords: psychological capital, optimism, self-efficacy, workplace flourishing, engagement

Introduction

During the 20th century, researches on psychology paid more attention on areas of depression, violence, racism and adversity while less attention was given to positive aspects of life and upside of human functioning (Gable & Haidt, 2005). Even organizational studies focused more on organizational fiascos and failures. Positive psychology provided productive and interesting corrective measures to traditional psychology (Hackman, 2009). Positive perspective emphasizes on understanding flourishing of people and organizations (Biron, Cooper, & Gibbs, 2011). Healthy functioning is the aim of positive psychology in life and should be applied in work

* Assistant Professor, Department of Education, Faculty of Social Sciences, National University of Modern Languages, Islamabad, Corresponding Email: safzal@numl.edu.pk

** Assistant Professor, Department of Education, Faculty of Social Sciences, National University of Modern Languages, Islamabad

*** Associate Professor/Head, Department of Education, Faculty of Social Sciences, National University of Modern Languages, Islamabad

domain as well (Robertson, 2015). Unfortunately, the phenomenon of positive organizations has been undervalued (Cameron & Spreitzer, 2012). Psychological capital and workplace flourishing are areas which have roots in positive psychology and organizational behavior.

Psychological Capital

Psychological capital construct has attracted both academics and organizational practitioners. It has been associated with attitude, behavior and performance of employees (Avey, Luthans, & Youssef, 2010 cited in Newman et al., 2014) and has its origins in positive psychology and positive organizational behavior. Psycap optimism, psycap hope, psycap self-efficacy and psycap resilience are first-order psychological resources and acronym used for psychological capital components is a HERO (Luthans & Youssef-Morgan, 2017). Psychological capital combines four psychological resources of efficacy, (individuals' confidence on capabilities needed to execute the task successfully in a given situation) optimism, (think good things will happen to present and future) hope (motivational state focused on the agency and pathways to complete goals) and finally, resilience (individual's competence to bounce back in hardship to gain success) (Luthans et al., 2015).

Avey, et al. (2011) in their research on psychological capital found an association of psychological capital with individual's commitment with organization, satisfaction at workplace, citizenship behavior and performance. They also identified the inverse association of psychological capital with turnover, stress, deviance workplace behavior and pessimism.

Dawkins et al. (2013) explored that individual motivation of performing a task can be explained with four psychological capital capabilities. These capabilities are also referred to as psychological capital dimensions. These are optimism, hope, resilience and efficacy. The very first capability is optimism that means to expect goods in life. It has a significant influence on many other psychological constructs including wellbeing. Optimistic people courageously face problems, whereas pessimistic people keep themselves away from the problem and in some cases give in difficult situations (Carver et al., 2009). Seligman (1998) in his research explained optimism as a positive exploratory style. People with explanatory style relate personal factors to the positive events and situational and external factors to negative events. Optimistic people stop helplessness while pessimistic people spread helplessness. Hope is another component of psychological capital that is described as an uplifting of feelings and a gift of mind based on the information. It puts emotions on the back. It includes goal, agency and pathways. The agency can be explained as willpower of a person to pursue goals. The pathways are ways to identify different alternatives to reach goals even despite hindrances. Simply, psycap hope is an individual's positive state of motivation of

having goals with goal focused energy that also includes planning to accomplish those goals (Lopez, 2013; Snyder et al., 1991; Snyder, 2000).

The efficacy is another capability of psychological capital that is described as a confidence of an individual about her capabilities of mobilizing the motivation required to effectively accomplish goal in a context. It is linked with performance in many domains of life and work (Stajkovic & Luthans 1998a, b). Social cognitive theory of Bandura provides the basis of psychcap efficacy (1997). The fourth capability is psychcap resilience that refers to the individual's ability to cope with adverse circumstances like a failure, conflict and even in the positive events (Luthans 2002). It represents a positive adaptation process to overcome risk factors in psychological, social and personal assets (Masten et al., 2009).

Teachers who possess psychological capital can cope with distressful school and classroom environment. Psychological resources help teachers to not only retain in the profession, but also to survive in stressful situations. Psychological capital enhances their performance in classrooms and school (Tosten & Toprak, 2017). Research study carried out by Avey, et al. (2010) confirmed that psychological capital explains variance in wellbeing.

Workplace Flourishing

The workplace is of great importance for any employee. People spend much of their time in their workplaces. Workplace health also matters and has an impact on individuals' lives. Flourishing is important in life as well as at workplaces. A research study conducted by Clements-Croome and his associates in 2019 explained that healthy workplaces enhance employee retention and reduce absenteeism which result in building asset value. Those organizations which emphasize on employees' wellbeing help them to flourish at their workplaces. As, flourishing is feeling good in all aspects of life so more than wellbeing (VanderWeele, 2017; Vander Weele et al., 2019). Flourishing is to feel good and function effectively. It is synonymous to higher mental wellbeing (Huppert, 2009a, b; Huppert and so, 2013; Keyes, 2002). Flourishing in schools can be described as working well, feel wholeness, engaged, connected and alive at workplaces (Cherkowski et al., 2018a).

Sense of purpose and meaning, positive emotions, deep engagement, strong relationships and satisfaction from achievement contribute in flourishing at workplaces (Cherkowski et al., 2018b) Seligman (2011) also described positive emotions, meaning, engagement, accomplishment, relationships and happiness as elements of flourishing. (Kern (2014) and Seligman (2011) explains positive emotions a general tendency of the individual towards a feeling of joy and contentment. Meaning element of flourishing refers to a purposeful work that matters. An engagement element of flourishing explains individual's absorption, interest and involvement in a task. The accomplishment element of flourishing describes the feelings of achievement, and positive relationships

element of flourishing explains feeling of being supported, valued and contented with others at work.

Teaching is a profession where teachers handle students' problems, classroom problems, curriculum issues, assessment problems and parents at a time (Tosten, & Toprak, 2017). They require a high level of knowledge, intellectual curiosity and pedagogical expertise (Sproles, 2018). Therefore, assessment of psychological capital and workplace flourishing of teachers needs some attention in the teaching profession. Therefore, the existing research work was executed to study the psychological capital effect on workplace flourishing of teachers.

Rationale of the Study

Decades of researches on dysfunctional behaviors and mental illness from the field of sociology, psychology and behavioral sciences have failed to contribute in understanding flourishing, human strengths and optimal functioning. Similarly, scholars and practitioners working in areas like burnout, stress, conflict, counterproductive behavior, dysfunctional attitudes and many other negative constructs had not significantly contributed in the dynamic processes which enhance workplace excellence (Youssef-Morgan & Luthans, 2015). The focus of present research is on positivity areas of psychological capital and workplace flourishing which have their roots in positive psychology and positive organizational behavior. Organizations including educational institutions may get lots of benefits by focusing on psychological resources and workplace flourishing of college teachers.

Psychological capital has shown its importance due to four psychological resources (psycap optimism, psycap hope, psycap self-efficacy and psycap resilience and its links to several other organizational factors which make a background of further research on the exploration of psychological capital in various fields time to time. As, association of thriving with psychological capital was founded (Paterson et al., 2014) and in fact psychological capital worked as a facilitator of thriving construct (Porath et al., 2012). Moreover, a positive association was identified between psychological capital, employees' commitment, performance and citizenship behavior while negative connection was found with the negative outcomes of work (Avey, et al., 2011). Dawkins et al. (2013) discussed potentials of psychological capital for organizational managers and HR personnel to gain insight about psychological resources of their employees to get comprehensive picture.

Bono et al., (2012) said that flourished people show positive behavior to other people at workplaces work. Flourished employees are more engaged, active and look forward in challenging and novel situations. Psychological capital was also linked with subjective wellbeing (Avey et al., 2010). Present research was conducted with intents to explore the psychological capital effect on workplace flourishing. Researches in the field of positivity in organizations need attention in areas of teaching also. Teachers

prepare individuals for all professionals who have the future of the country in their hands. They have more responsibility on their shoulders. It is important to work on the psychological resources and wellbeing of teachers. Kern et al. (2014) discussed in their research article that previously researchers primary focus was on problems and illbeing faced by employees so now it's a time to focus more on wellbeing and strengths. Prominent areas in researches related to teaching faculty were depression, anxiety, burnout and frustration. It does not mean that study of teachers illbeing is not important. Indeed, approach of positive psychology advocates that mental health covers both negative and positive sides of human health. The point here is that traditional approaches of wellbeing focused only on problem-based standpoint like reducing job dissatisfaction or teacher stress and has overlooked the positive spectrum of wellbeing.

Different researches have explored the constructs of psychological capital and flourishing, but mostly researches are European context. Only a few studies found in the context of Pakistan about psychological capital and wellbeing. Flourishing and workplace flourishing is still ignored area. There is need to explore these constructs more in the context of Pakistan especially in teaching community. Secondly, in previous studies, relationship of psychological capital with wellbeing has been explored in which subjective or psychological wellbeing of individuals not workplace wellbeing was considered (Youssef & Luthans, 2015) while present research focused on psychological capital and workplace flourishing. As psychological capital has context of workplace so there is need to explore the flourishing in workplace context also.

Mostly university and school levels captured the attention of students' researchers. College level is less focused areas in terms of researches. As it is in the middle of school and university therefore have value and work as a bridge between school and university. Islamabad model colleges are providing educational opportunities for a larger population of students. Teachers who are the main source of providing educational opportunities for them are important. Even higher education classes, including master classes are also the part of these colleges. Universities are conducting different faculty development programs on a frequent basis and addressing the educational and psychological resource needs of teachers. Although colleges are also offering faculty development programs, but these are not enough to fulfil the needs of teachers. More importantly, these faculty programs focused more on content of teaching rather than on the development of psychological resources and flourishing of employees. Awareness and address to the psychological needs and resources is important. Keeping in view this intention the present research focused on selecting Islamabad model college teachers of population of study.

Objectives

Objectives guide the whole research and keep the researcher on right the track. The current study objectives were:

1. To identify psychological capital of college faculty members.
2. To determine psychological resources of optimism, hope, resilience and efficacy of college faculty members.
3. To assess workplace flourishing of college faculty members.
4. To investigate positive emotions, meaning, engagement, accomplishment, positive relationships and happiness elements of workplace flourishing of college faculty members.
5. To examine effects of psychological capital on workplace flourishing of college faculty members.

Null Hypotheses of the Study

H01: Psychological capital is not a significant predictor of workplace flourishing of college faculty members.

Further hypotheses were developed based on four psychological capital dimensions (psycap optimism, psycap hope, psycap resilience and psycap efficacy) and five elements of workplace flourishing (positive emotions, meaning, engagement, accomplishment, and positive relationships).

H02: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the positive emotions element of workplace flourishing.

H03: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the meaning element of workplace flourishing.

H04: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the engagement element of workplace flourishing.

H05: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the accomplishment element of workplace flourishing.

H06: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the positive relationships element of workplace flourishing.

Theoretical Foundations

The psychological capital variable (in short psycap) and workplace flourishing have their basis in fields of positive psychology and positive organizational behavior.

Psychological capital theory was developed by Luthans, Youssef and Avolio (2007). Psychological capital comprised of four psychological resources of psycap optimism, psycap hope, psycap self-efficacy and psycap resilience. The psycap is the positive psychological resources that are first order and fulfill the inclusion criterion of research-based and theory-based, validly measurable, state-like, positive and influence well-being, behaviors, attitudes, and performance. Psycap theory drawn from Fredrickson (2009) concept of broaden-and-build and Hobfoll (2002) description of psychological resources. Luthans et al. (2015) further clarified that these four psychological resources have a common thread that meets the inclusion criteria to become part of psycap. These four psychological resources worked as interactive resource set instead of independent and isolated psychological constructs. Moreover, conceptual framework given by Luthans et al. (2017) developed a link of psychological capital with wellbeing that is the base of research. The workplace flourishing construct based on the Seligman (2011) multidimensional flourishing model that describes wellbeing with reference to five elements known as PERMA. These five elements are positive emotions, meaning, engagement, accomplishment, and positive relationships. As stated by PERMA model, positive emotion identifies the need of optimistic viewpoint that is pleasurable experiences and enduring emotional state of pleasure that is the result of creativity and intellectual stimulation. Engagement explains the experiences of individual that is a state in which individual is completely absorbed in the present moment or situation. Positive relationships described intimacy and authentic connections with others. Meaning or purpose in life explains direction in life, feelings of worthwhile and valuable. Lastly, achievement is based on the success and accomplishments that contributes in the human flourishing (Seligman, 2011).

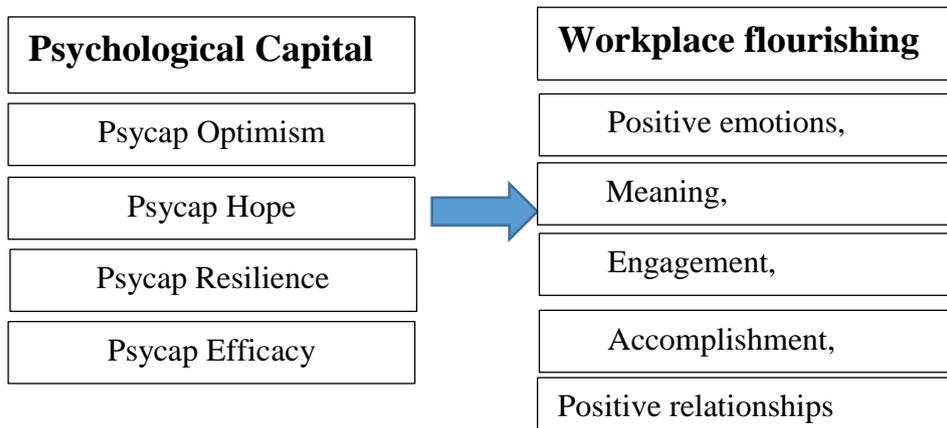


Figure 1. Framework of Research showing psychological capital as an index of workplace flourishing

Methodology

Present research followed the quantitative paradigm of research as Saunders, Lewis and Thornhill (2016) explained that quantitative research studies associations among variables that involved numerical measurement using statistical techniques for analysis. Considering the quantitative nature of research, present research selected the correlation research design as it helps to predict the scores and relate variables. Researcher in correlational design does not manipulate and control the variable like experimental research. Moreover, within the correlational design, the prediction design was chosen as it allows the researcher to predict criterion or outcome from the predictor variable. In the present research scenario, psychological capital worked as a predictor variable (independent variable) and workplace flourishing worked as criterion or outcome variable (dependent variable). Further, survey research strategy through questionnaires was opted as it helps in the collection of data from the target population in an economical way.

Population, Sample and Sampling Technique

The population of the study consisted of college faculty members working in all Thirty –two public colleges of Islamabad. Total 16 colleges were chosen, from these 16 eight were males and eight were females' colleges. 511 faculty members were picked out as sample out the total population of 2357 teachers which comprised of 21.6 % of the population. Stratum of males and females' teachers was made to give representation to both genders in population. The total 1235 female teachers and 1122 male teachers were working in model colleges in Islamabad. From these, 205 males and 306 females were chosen through stratified sampling technique.

Instruments

The present research was pursued by using scales of psychological capital and workplace flourishing. The psychological capital scale was developed by Lorenz et al. (2016). It included four dimensions of optimism, hope, resilience and efficacy. Psychological capital scale contained, total twelve questions with three questions in each dimension. The workplace flourishing scale was developed by Kern (2014). It included five-dimension positive emotions, meaning, engagement, accomplishment, positive relationships and one additional item of happiness. Workplace flourishing scale consisted of sixteen questions with three questions in each dimension and one additional question of happiness.

Data Analysis

Objective was achieved and hypotheses were tested by using statistical techniques of mean, standard deviation, linear regression and multiple regression. Data normality was assessed with tests of skewness and kurtosis.

Table 1

Descriptive statistics of psychological capital and its dimensions

Variables	Min	Max	M	SD	Skewness	Kurtosis
Psychological Capital	3.08	6.00	5.08	.580	-.504	-.051
Optimism	3.00	6.00	5.30	.646	-.778	.226
Hope	2.33	6.00	4.99	.745	-.853	.714
Self-Efficacy	3.00	6.00	5.12	.690	-.642	-.078
Resilience	2.00	6.00	4.91	.719	-.716	.594

Results about descriptive statistics depicted that most college teachers responded high on psychological capital scale. This showed that teachers possessed a high level of psychological capital. Psychological resources of optimism, hope, resilience and efficacy level was also found high in teachers also. Data was found normally distributes as the values of skewness and kurtosis were also falling within the normal range of +2, -2 (Kim, 2013).

Table 2

Descriptive statistics of workplace flourishing and its elements

Variables	Min	Max	M	SD	Skewness	Kurtosis
Workplace Flourishing	4.13	10.00	8.10	1.230	-.733	-.029
Positive Emotions	3.33	10.00	8.12	1.427	-.697	-.101
Meaning	3.67	10.00	8.39	1.446	-.985	.343
Engagement	3.00	10.00	7.92	1.419	-.618	-.155
Accomplishment	2.67	10.00	8.21	1.295	-.883	.857
Relationships	3.33	10.00	7.76	1.431	-.498	-.196
Happiness	2	10.00	8.40	1.630	-1.021	.579

Results of descriptive statistics explained high level of workplace flourishing in teachers. The teachers displayed a high level of functioning in the dimensions of positive emotions, meanings, accomplishment and happiness while normal level of functioning in engagement and positive relationship. Skewness and kurtosis values were also within the normal range of +2, -2 that explains the normal distribution of data (Kline, 2011)

Table 3

Effect of psychological Capital on Workplace Flourishing

Predictor	R	R Square	B	F	Sig.
Psychological Capital	.707	.499	1.499	507.509	.000

Dependent Variable: Workplace Flourishing

Results confirmed that psychological capital has significant and positive effect on workplace flourishing as $\beta=1.499$, $F=507.509$, $P=.000$. R square value also explained that psychological capital account for 49.9 % of variance in workplace flourishing. Thus, null hypothesis H01a was failed to accept.

Table 4

Effect of Psychological Capital (Optimism, Hope, Resilience and Efficacy) on positive Emotions Element of Workplace Flourishing

Predictors	B	Std. Error	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	.619	.451	1.372	.171		
Optimism	.185	.110	1.681	.093	.494	2.025
Hope	.438	.093	4.713	.000	.522	1.917
Resilience	.193	.094	2.061	.040	.550	1.820
Self-Efficacy	.660	.101	6.527	.000	.513	1.949
R=.616	R Square=.379	F=77.209	P=.000			

Dependent Variable: Positive Emotions (Element of Workplace Flourishing)

The results explained that the overall model is significant at $F=77.209$, $P=.000$. All values of VIF are below 10 and all values of tolerance statistics are above 0.2 that indicates no collinearity in the data. Hope, resilience and efficacy showed significant and positive effect on positive emotions while optimism did not predict the positive emotions. Thus, results partially reject the hypothesis H02.

Table 5

Effect of Psychological Capital (Optimism, Hope, Resilience and Efficacy) on Meaning Element of Workplace Flourishing

Predictors	B	Std. Error	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	.026	1.304	.020	.984		
Optimism	.383	.106	3.61	.000	.494	2.025
Hope	.431	.089	4.81	.000	.522	1.917
Resilience	.258	.090	2.86	.004	.550	1.820
Self-Efficacy	.573	.097	5.88	.000	.513	1.949
R=.663 ^a	R Square=.439	F=99.036	P=.000			

Dependent Variable: Meaning element of Workplace Flourishing

Results of multiple regression revealed that overall model is significant as $F=99.036$, $P=.000$. All values of VIF are below 10 and all values of tolerance statistics are above 0.2 that indicates no collinearity in data. Optimism, hope, resilience and efficacy showed significant and positive effect on meaning element of workplace flourishing. Thus, results reject the hypothesis H03.

Table 6

Effect of Psychological Capital (Optimism, Hope, Resilience and Efficacy) on Engagement Element of Workplace Flourishing

Predictors	B	Std. Error	T	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	-.077	.436	-.177	.860		
Optimism	.403	.106	3.792	.000	.494	2.025
Hope	.374	.090	4.165	.000	.522	1.917
Resilience	.418	.091	4.611	.000	.550	1.820
Self-Efficacy	.379	.098	3.875	.000	.513	1.949
R=.643	R Square=.413	F=89.068	P=.000			

Dependent Variable: Engagement

Results of multiple regression revealed that overall model is significant as $F=89.068$, $P=.000$. All values of VIF are below 10 and all values of tolerance statistics are above 0.2 that indicates no collinearity in data. Optimism, hope, resilience and efficacy showed significant and positive effect on engagement element of workplace flourishing. Thus, results reject the hypothesis H04.

Table 7

Effect of Psychological Capital (Optimism, Hope, Resilience and Efficacy) on Accomplishment Element of Workplace Flourishing

Predictors	B	Std. Error	T	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	4.244	1.242	3.418	.001		
Optimism	.272	.101	2.692	.007	.494	2.025
Hope	.356	.085	4.175	.000	.522	1.917
Self-Efficacy	.540	.093	5.819	.000	.513	1.949
Resilience	.166	.086	1.936	.053	.550	1.820
R=.605	R Square=.366	F=72.902	P=.000			

Dependent Variable: Accomplishment (Element of Workplace Flourishing)

Results of multiple regression revealed that overall model is significant as $F=89.068$, $P=.000$. All values of VIF are below 10 and all the tolerance statistics above 0.2 indicated no collinearity in data. Optimism, hope, resilience and efficacy showed significant and positive effect on accomplishment. Therefore, results reject the hypothesis H05.

Table 8

Effect of Psychological Capital (Hope, Optimism, Resilience and Self-Efficacy) on Positive Relationships Element of Workplace Flourishing

Predictors	B	Std. Error	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	1.350	1.396	.967	.334		
Optimism	.410	.114	3.608	.000	.494	2.025
Hope	.481	.096	5.015	.000	.522	1.917
Self-Efficacy	.325	.104	3.111	.002	.513	1.949
Resilience	.219	.097	2.270	.024	.550	1.820
R=.586 ^a	R Square=.344	F=66.225	P=.000			

Dependent Variable: Positive Relationships

Results of multiple regression revealed that overall model is significant as $F=89.068$, $P=.000$. All values of VIF are below 10 and all values of tolerance statistics are above 0.2 that indicates no collinearity in data. Optimism, hope, resilience and

efficacy showed significant and positive effect on Positive Relationships element of workplace flourishing. Therefore, results reject the hypothesis H06.

Discussion

The present research explored whether psychological capital work as an index of workplace flourishing of college faculty members. Qualitative research paradigm was selected to carry the research process. Total 511 teachers working in colleges in Islamabad were participating in a research study. Structured questionnaires on psychological capital and workplace flourishing were used for collecting data. Statistical techniques of mean, standard deviation, skewness, kurtosis, linear and multiple regression were selected for data analysis. Teachers' psychological capital and workplace flourishing are of great concerns. As Tosten and Toprak, (2017) in their research study mentioned that teaching is multi-tasking and hard profession where they must deal with students, classroom issues, parents, assessments and curriculum at a time.

Psychological capital is a higher order construct that contains four psychological resources of optimism, hope, resilience and efficacy (Luthans, 2012) which have tangible impact on performance of employees (Luthans, et al., 2015). Objectives one and two were to identify psychological capital level and to determine psychological resources of optimism, hope, resilience and efficacy of college faculty members. The majority of college teachers showed high level of psychological capital. The optimism, hope, resilience and efficacy level were also founded higher in teachers.

Objectives three and four were to assess workplace flourishing and to investigate positive emotions, meaning, engagement, accomplishment, positive relationships and happiness of college teaching faculty. Results showed higher level of workplace flourishing in teachers. Teachers also displayed a high level of functioning in positive emotions, meanings, accomplishment and happiness while normal level functioning in engagement and positive relationship. Huppert and So (2013) explained flourishing as highest level of wellbeing and combination of good feelings and effective functioning. Teachers flourishing contribute to societal flourishing. As, Dollansky (2014) discussed that flourishing teachers act as foundation for schools to flourish and in return flourishing schools contribute to flourishing learning communities.

Results of fifth objective revealed that the significant effect of psychological capital was found workplace flourishing. Chen (2019) conducted a study of teachers and identified that Individuals with a high level of wellbeing also have high psychological capital as well. A research conducted by Avey et al., (2010) also discussed that psychological capital effects wellbeing of employees. In another study conducted by Manzano-García, and Ayala (2017) also reveal that positive and direct relationship exists between wellbeing and psychological capital. Pscap optimism, hope, resilience and efficacy collectively make psychological capital, which offers

mechanisms and practical resources to endorse well-being of workers (Youssef-Morgan and Luthans, 2015).

The significant effects of optimism, hope, resilience and efficacy were found on positive emotions, meaning, engagement, accomplishment, and positive relationships (elements of workplace flourishing). A research study conducted by Singhal and Rastogi (2018) revealed that optimistic, hopeful, resilient and efficacious employees are more satisfied in life, have a higher positive affect, and have a lower negative affect which will help them to stay in their jobs with increased commitment to their professions. Further research demonstrated that psychological capital worked as a predictor for wellbeing. Lopez et al. (2004) in their research study identified that hopeful people maintain goals even in adverse circumstance. This also relates to the research findings that hope influences the meaning and purpose in jobs. Self-efficacy is important for the wellbeing of employees (Seggelen-Damen, and Dam, 2016) and strong association exists between self-efficacy and subjective wellbeing (Avey et al., 2009). Research Conducted by (He, et al., 2013) also supported the present research findings by claiming a correlation between optimism and resilience with subjective wellbeing.

A study conducted by Yeo (2011) also claimed that hope is important for wellbeing. Another study also confirmed the positive connection of psychological capital with job engagement. (Chen, 2015). Li (2018) conducted a study research at university level and identified that psychological capital positively contributes to the well-being of university teachers.

Conclusions and Recommendations

The results of research study concluded that psychological capital is an index of workplace flourishing of college faculty members. The results showed high levels of psychological capital in college teachers. College teaching faculty also showed high levels of optimism, hope, resilience and efficacy. College faculty members were flourishing higher in positive emotions, meanings, accomplishment and happiness while the normal level of flourishing was found in engagement and positive relationship.

Literature on psychological capital and workplace flourishing support the importance of these constructs. Different strategies may be adopted to enhance the psychological capital and workplace flourishing among teachers. Avey et al. (2011) in their research suggested the ways to boost psychological capital by enhancing the ability to respond to cognitive and emotional demands in challenging situations. Ruderman and Clerkin (2015) in their research report also suggested some measures to enhance the psychological capital. A research study conducted by Yeo (2011) also identified different practical steps and workshop strategies to improve flourishing in teachers. Principals and other authorities may contribute significantly to maintain and enhance psychological capital and workplace flourishing of faculty members. There are

certain websites which also may be used to build up psychological capital and workplace flourishing.

Furthermore, educational institutions may offer different trainings for enhancing the positivity among college faculty members. Different workshops for enhancing coping skills to deal with difficult circumstances may be given to faculty members. By providing more opportunities of interaction the good, relationships may be improved by teachers as they were found at normal levels of positive relationships. Principals may encourage a helping attitude among teachers. Group work may be given to encourage relationship and social interaction. By giving more opportunities of development in the form of faculty development programs may enhance the optimistic attitude. Work engagement strategies may be used to enhance the work engagement among teachers. Praise, constructive criticism, clearly defined tasks, meaning full work and positive feedback may help to enhance the teachers to be more engaged in their work.

References

- Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H. (2011). Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviors, and performance. *Human Resource Development Quarterly*, 22(2), 127–152. doi:10.1002/hrdq.20070
- Avey, James B., Luthans, F., Smith, Ronda M., & Palmer, Noel F., (2010). Impact of Positive Psychological Capital on Employee WellBeing Over Time. *Journal of Occupational Health Psychology* 15:1 pp. 17–28; DOI: 10.1037/a0016998
- Avey, J.B., Luthans, F., & Jensen, S.M. (2009). Meta-analysis of the impact of psychological capital on employee attitudes, behaviors, and performance. *Human Resource Development Quarterly*, Vol. 22 No. 2, pp. 127-152
- Avey, J. B., Luthans, F., & Youssef, C. M. (2010). The additive value of positive psychological capital in predicting work attitudes and behaviors. *Journal of Management*, 36, 430–452.
- Bandura A. 1997. *Self-Efficacy: The Exercise of Control*. New York: Freeman
- Biron, C., Cooper, C.L. & Gibbs, P. 2011. *Stress interventions versus positive interventions: Apples and oranges?* In *Oxford Handbook of Positive Organizational Scholarship*, edited by K.S. Cameron and G.M. Spreitzer. New York, NY: Oxford University Press, 938–50.

- Bono, J. E., Davies, S. E., & Rasch, R. L. (2012). Some traits associated with flourishing at work. In K. Cameron & G. M. Spreitzer (Eds.), *The Oxford handbook of positive organizational scholarship* (pp. 125–137). New York: Oxford University Press.
- Cameron K., & Spreitzer, G. M. (Eds.). (2012). *Oxford handbook of positive organizational scholarship*. New York, NY: Oxford University Press.
- Carver, C. S., Scheier, M. F., Miller, C. J., & Fulford, D. (2009). Optimism. In S. J. Lopez & C. R. Snyder (Eds.), *Oxford library of psychology. Oxford handbook of positive psychology* (pp. 303-311). New York, NY, US: Oxford University Press.
- Clements-Croome, D, Turner B& Pallaris K (2019). Flourishing workplaces: a multisensory approach to design and POE, *Intelligent Buildings International*, ISSN 1750-8975 DOI:10.1080/17508975.2019.1569491
- Cherkowski, Kelly Hanson, & Keith Walker, (2018a). Flourishing in adaptive community: balancing structures and flexibilities. *Journal of Professional Capital and Community*. Vol. 3 Issue: 2, pp.123-136, <https://doi.org/10.1108/JPCC-09-2017-0021>
- Cherkowski, S., Hanson, K. & Walker, K. (2018b), *Mindful Alignment: Foundations of Educator Flourishing*, Lexington Books, Lanham, MD.
- Chen, X. Zeng, G. Chang, E.C. & Cheung HY (2019). What Are the Potential Predictors of Psychological Capital for Chinese Primary School Teachers? *Front. Educ.* 4:50. doi: 10.3389/educ.2019.00050
- Chen, Shu-Ling (2015) The relationship of leader psychological capital and follower psychological capital, job engagement and job performance: a multilevel mediating perspective, *The International Journal of Human Resource Management*, 26:18, 2349-2365, DOI: 10.1080/09585192.2015.1020443
- Dawkins, S., Martin, A., Scott, J. & Sanderson, K. (2013), “Building on the positives: a psychometric review and critical analysis of the construct of psychological capital”, *Journal of Occupational and Organizational Psychology*, Vol. 86 No. 3, pp. 348-370.
- Dollansky, T. D. (2014) The importance of the beginning teachers’ psychological contract: a pathway toward flourishing in schools, *International Journal of Leadership in Education*, 17:4, 442-461, DOI: 10.1080/13603124.2013.825012
- Fredrickson, B.L. (2009). *Positivity*. New York: Crown.

- Gable, S.L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9 (2), 103-110. DOI: 10.1037/1089-2680.9.2.103
- Hackman, J.R. 2009. The perils of positivity. *Journal of Organizational Behavior*, 30, 309–19.
- He, F., Cao, R., Feng, Z., Guan, H., & Peng, J. (2013). The impacts of dispositional optimism and psychological resilience on the subjective well-being of burn patients: A structural equation modelling analysis. *PLOS ONE*, 8, e82939.
- Hobfoll S. (2002). Social and psychological resources and adaptation. *Rev. Gen. Psychol.* 6 (4):307–324. <https://doi.org/10.1037/1089-2680.6.4.307>
- Huppert, F. A. (2009a). A new approach to reducing disorder and improving well-being. In E. Diener (Ed.) *Perspectives on psychological science*, 4, 108–111.
- Huppert, F. A. (2009b). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-being*, 1, 137–164.
- Huppert, F. A., & So. T. T. (2013). “Flourishing Across Europe: Application of a New Conceptual Framework for Defining Well-Being.” *Social Indicators Research* 110 (3): 837–861.
- Kern, M.L. (2014). The Workplace PERMA Profiler. [Online]. Available from: URL: http://www.peggykern.org/uploads/5/6/6/7/56678211/workplace_perma_profiler_102014.pdf
- Kern, M. L., Water, L., Adler, A., & White, M. (2014). Assessing employee wellbeing in schools using a multifaceted approach: Associations with physical health, life satisfaction, and professional thriving. *Psychology*, 5(6), 500-513. Doi: 10.4236/psych.2014.56060
- Kim, H-Y. (2013). Statistical notes for clinical researchers: Assessing normal distribution (2) using skewness and kurtosis. *Restorative Dentistry and Endodontics* 38, 52–54. <https://doi.org/10.5395/rde.2013.38.1.52>
- Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). New York: Guilford.
- Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43, 207–222.
- Li, Y. (2018). Building well-being among university teachers: the roles of psychological capital and meaning in life, *European Journal of Work and Organizational Psychology*, 27:5, 594-602, DOI: 10.1080/1359432X.2018.1496909

- Lorenz, T., Beer, C., Pütz, J., & Heinitz, K. (2016). Measuring Psychological Capital: Construction and Validation of the Compound PsyCap Scale (CPC-12). *PLoS ONE* 11(4): e0152892. doi:10.1371/journal.
- Lopez, S. (2013). *Making Hope Happen: Create the Future You Want for Yourself and Others*. New York: Atria
- Lopez, S. J., Snyder, C. R., Magyar-Moe, J. L., Edwards, L., Pedrotti, J. T. Janowski, K., Turner, J. L., & Pressgrove, C. (2004). *Strategies for accentuating hope*. In Linley, P. A. & Joseph, S. (Eds.), *Positive psychology in practice* (pp. 388-404). Hoboken, NJ: Wiley.
- Luthans F. (2002). Positive organizational behavior: developing and managing psychological strengths. *Acad. Manag. Exec.* 16(1):57–72
- Luthans, F. (2012). Psychological Capital: Implications for HRD, Retrospective Analysis, and Future Directions. *Human Resource Development Quarterly*, vol. 23, no. 1, pp.1-8. DOI: 10.1002/hrdq.21119
- Luthans, F. & Youssef-Morgan. C. M. (2017). Psychological Capital: An Evidence-Based Positive Approach. *Annu. Rev. Organ. Psychol. Organ. Behav.* 2017. 4:339–66. <https://doi.org/10.1146/annurev-orgpsych-032516-113324>
- Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological capital and beyond*. New York, NY, US: Oxford University Press.
- Manzano-García, G. & Ayala, J-C (2017) Relationship between Psychological Capital and Psychological Well-Being of Direct Support Staff of Specialist Autism Services. The Mediator Role of Burnout. *Front. Psychol.* 8:2277. doi: 10.3389/fpsyg.2017.02277
- Masten A.S., Cutuli, J.J., Herbers, J.E., & Reed, M.G J. (2009). Resilience in development. See Lopez & Snyder 2009, pp. 117–31
- Newman, A., Ucbasaran, D., Zhu, F., & Hirst, G. (2014). Psychological capital: A review and synthesis. *J. Organiz. Behav.* 35, S120–S138. DOI: 10.1002/job.1916
- Paterson, T.A., Luthans, F. & Jeung, W. (2014). Thriving at work: impact of psychological capital and supervisor support. *Journal of Organizational Behavior*, Vol. 35 No. 3, pp. 434-446.
- Porath, C., Spreitzer, G., Gibson, C. & Garnett, F.G. (2012). Thriving at work: toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior.* 33 (2), 250-275.

- Robertson, P. J. (2015). Positive psychology: A movement to reintegrate career counselling within counselling psychology? *Counselling Psychology Review*, 30, 26–35.
- Ruderman, M. N. & Clerkin, Cathleen (2015) Developing Leadership by Building Psychological Capital. *Research Report*. Center for Creative Leadership pp-1-18
- Saunders, M. N. K., Lewis, P., & Thornhill, A. (2016). *Research methods for business students*. Harlow: Pearson Education Limited.
- Seligman, M.E.P. 1998. *Learned Optimism*. New York: Pocket Books.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press.
- Seggelen - Damen, I. and Dam, K. (2016). Self-reflection as a mediator between self-efficacy and well-being. *Journal of Managerial Psychology*. 31 (1), 18-33. <https://doi.org/10.1108/JMP-01-2013-0022>
- Singhal, H. & Rastogi, R. (2018). Psychological capital and career commitment: the mediating effect of subjective well-being. *Management Decision*. 56 (2), 458-473. DOI 10.1108/MD-06-2017-0579
- Sproles, K.K. (2018). The Flourishing School: School-Level Factors That Impact Teacher Flourishing. *Doctor of Education*. Graduate School of the University of Oregon. United States.
- Snyder, C.R. (2000). *Handbook of Hope*. San Diego: Academic.
- Snyder, C.R., Irving, L., & Anderson J. (1991). Hope and health: measuring the will and the ways. In *Handbook of Social and Clinical Psychology*, ed. CR Snyder, DR Forsyth, pp. 285–305. Elmsford, NY: Pergamon.
- Stajkovic, A.D., & Luthans, F. (1998a). Self-efficacy and work-related performance: a meta-analysis. *Psychol. Bull.* 124:240–61
- Stajkovic, A.D., Luthans, F. (1998b). Social cognitive theory and self-efficacy: going beyond traditional motivational and behavioral approaches. *Organ. Dyn.* 26:62–74
- Tosten, R., & Toprak, M. (2017) Positive psychological capital and emotional labor: A study in educational organizations, *Cogent Education*, 4:1, pp-1-11 DOI: 10.1080/2331186X.2017.1301012

- VanderWeele, T. J. (2017). On the promotion of human flourishing. *Proceedings of the National Academy of Sciences of the United States of America*. 114(31), 8148–8156. doi:10.1073/pnas.1702996114
- VanderWeele, T. J., McNeely, E., & Koh, H. K. (2019). Reimagining health—flourishing. *JAMA*. doi:10.1001/jama.2019.3035
- Yeo, Sha-En. (2011). "Resilience, Character Strengths and Flourishing: A Positive Education Workshop for Singapore Teachers". Master of Applied Positive Psychology (MAPP) Capstone Projects. 25. http://repository.upenn.edu/mapp_capstone/25
- Youssef-Morgan, C, M. and Luthans, F. (2015). Psychological Capital and Well-being. *Stress and Health*. 31(3):180-188. DOI: 10.1002/smi.2623