

Hope, Resilience, Optimism, and Efficacy: Psychological Capital as a Driver of Teacher Performance in Private University

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Abstract

This study investigates the influence of Psychological Capital (PsyCap)—consisting of self-efficacy, hope, resilience, and optimism—on teacher performance in private universities. It further explores how PsyCap contributes to job involvement, work engagement, professional resilience, and academic effectiveness. Drawing on the Conservation of Resources (COR) theory, the research examines the mediating roles of work engagement and emotions, and the moderating impact of gender. The study is supported by empirical findings from various national and international studies, which confirm that high PsyCap levels enhance emotional well-being, organizational commitment, and quality of work life, leading to improved teacher performance. The results have practical implications for academic institutions aiming to foster teacher development and performance through PsyCap-enhancing strategies.

Keywords :

Psychological Capital (PsyCap), Self-Efficacy, Hope, Resilience, and Optimism

Introduction

Psychological Capital (PsyCap)—encompassing **hope**, **resilience**, **optimism**, and **self-efficacy**—is increasingly recognized as a crucial determinant of individual effectiveness and well-being across diverse organizational settings, including the education sector (Luthans et al., 2007). Within **private universities**, where faculty members are often confronted with demanding workloads, constrained resources, and heightened performance expectations, PsyCap serves as a vital internal asset that can enhance teaching effectiveness and institutional outcomes (Salam, 2017; Rehman et al., 2017).

The intensifying demands of higher education have contributed to rising levels of **stress** and **burnout** among educators. However, faculty with elevated levels of **hope** and **optimism** are better equipped to interpret challenges as growth opportunities, maintaining perseverance and professional commitment (Putrawan et al., 2021). Meanwhile, **self-efficacy** strengthens their ability to manage complex academic tasks, and **resilience** supports recovery and adaptation in adverse conditions (Veldsman, 2018; Nagoji & Mackasare, 2023).

Each component of PsyCap plays a distinct role in reinforcing faculty performance:

- **Hope** provides goal-directed motivation and strategic planning capabilities.
- **Resilience** fosters recovery from setbacks and adaptability in demanding contexts.
- **Optimism** encourages a forward-looking perspective even amid adversity.

- **Self-efficacy** instills confidence in accomplishing teaching and scholarly objectives (Garcia et al., 2020).

Together, these psychological resources contribute not only to **personal well-being** but also to improved **instructional quality**, **research productivity**, and **institutional engagement** (Zhang et al., 2024). In the context of private universities—often operating under financial constraints and with less structural support—investing in the development of faculty PsyCap may yield significant organizational benefits, including innovation, job satisfaction, and retention (Feni, 2022). (kavrayıcı, 2025) findings indicated a **positive and statistically significant relationship** between **psychological capital** and **professional resilience**. Teachers generally assessed their level of professional resilience as **moderate**. Among the components of PsyCap, **hope**, **self-efficacy**, and **resilience** emerged as significant predictors of professional resilience, whereas **optimism** did not show a predictive effect. Notably, the overall levels of perceived psychological capital and professional resilience among the teachers were **relatively low**. These results highlight the importance of implementing strategies to **build psychological capital** in educators, thereby **enhancing their capacity for professional resilience**. This study aims to examine the influence of **Psychological Capital** on **teacher performance** within private universities. By identifying how these psychological attributes drive performance outcomes, the research provides a foundation for targeted faculty development programs and institutional strategies designed to enhance academic effectiveness and organizational resilience. (Emmanuel, 2020)Self-efficacy, hope, and optimism were found to significantly influence teachers' enthusiasm, expectations, and task orientation, respectively. However, the study revealed that resilience did not have a statistically significant relationship with commitment, leading to the acceptance of the null hypothesis. The study concludes by recommending the implementation of psychological capital training programs to enhance teachers' psychological capital as a strategy to address the persistent issues of ineffectiveness in the secondary school environment. (Nafei, 2015)The study indicates that teaching hospitals in Egypt can improve employee attitudes (EA) and employee performance (EP) by enhancing psychological capital (PsyCap), specifically through the development of self-efficacy, optimism, hope, and resilience. This research also offers preliminary evidence on the psychometric validity of the PCQ-24—a measure of PsyCap's dimensions—in an Egyptian context. Furthermore, it calls for additional studies to further explore organizational and management effectiveness. (Lee-Peng Ng, 2024) study concluded that psychological capital (PsyCap) can act as a personal resource to enhance students' academic performance. The findings provide important theoretical and practical insights. It is essential for university management and academic staff to collaborate in creating effective training programs and activities that foster undergraduates' proactive personality and PsyCap. (Shruti Dhawan, 2021)The study recommends that college managements recognize the importance of strengthening teachers' personal resources—namely self-efficacy, hope, resilience, and optimism—to boost their engagement levels. Enhanced teacher engagement, in turn, can significantly contribute to improved student learning outcomes. (Tyokyaa, 2023) Psychological capital has been found to enhance job involvement. Hence, curriculum developers in teacher education institutions should integrate training programs specifically designed to build teachers' psychological capital. This approach can effectively promote greater job involvement during their professional practice. (luthan, 2023) building psychological capital not only improves job

performance but also supports overall mental well-being—without the stigma often linked to terms like "anxiety" or other mental health concerns. This perspective is echoed by Fred Luthans, PhD, George Holmes Distinguished Professor Emeritus of Management at the University of Nebraska–Lincoln and a pioneer in the field, who emphasizes that psychological capital centers on cultivating positive psychological states rather than merely eliminating negative ones. (Irvayant, 2022) Psychological capital has a positive impact on employee performance and the quality of work life. Furthermore, quality of work life serves as a partial mediator in the relationship between psychological capital and employee performance, indicating that higher PsyCap enhances work life quality, which in turn contributes to improved performance. (Heinänen, 2023) The findings indicate that all three forms of work engagement are influenced by psychological capital (PsyCap), which includes self-efficacy, resilience, hope, and optimism. However, the impact of each individual dimension varies across different types of engagement. It is suggested that greater emphasis on personal resources—such as the components of PsyCap—and recognizing the diverse characteristics of individual employees can create opportunities to enhance overall employee performance. (Alvin Permana Emur, 2023) Organizations can strengthen their human resource foundation and move closer to achieving optimal goals by adopting High-Performance Work Systems (HPWS), hiring individuals with proactive personalities, and enhancing employee job performance. HR managers are encouraged to implement policies that emphasize strategic recruitment, targeted training, motivation, and opportunities for growth. These efforts should focus on cultivating a proactive mindset among employees, which in turn promotes optimism, hope, resilience, and self-efficacy—ultimately leading to improved organizational outcomes and performance.

Research Objective:

To Examine The Impact Of Psychological Capital (Psyscap)—Comprising Self-Efficacy, Hope, Resilience, And Optimism—On Teacher Performance In Private Universities, And To Explore How These Psychological Resources Contribute To Job Involvement, Engagement, Professional Resilience, And Overall Academic Effectiveness.

Hypotheses:

Main Hypothesis (H1):

- H1: Psychological Capital (Psyscap) Has A Significant Positive Effect On Teacher Performance In Private Universities.
- H2: Work Engagement Mediates The Relationship Between Psyscap and Teacher Performance.
- H3: Job Involvement Is Positively Influenced By Psyscap and Contributes To Improved Teacher Performance.

H1: Psychological Capital (Psyscap) Has A Significant Positive Effect On Teacher Performance In Private Universities.

(Yanran Zhang, 2025) study found that teachers' psychological capital significantly influenced their professional commitment, with well-being acting as a mediator in this relationship. Additionally, gender played a moderating role, affecting both the influence of psychological capital on well-being and the mediating effect of well-being. These findings support the

conservation of resources theory, suggesting that various types of resources can interact and be converted into one another. In this context, psychological resources help individuals sustain a positive emotional state, which in turn enhances their dedication to their profession.

(Gustari, 2022) findings demonstrate that PsyCap influences instructors' organizational commitment via interpersonal communication. Thus, PsyCap and interpersonal communication can help instructors increase their organizational commitment. This conclusion can be used by scholars and practitioners to construct better models of teachers' organizational commitment in different circumstances in the future.

(Ruihua Li 1, 2023) PsyCap influences academic outcomes such as performance, engagement, burnout, adjustment, stress, and intrinsic motivation. Our study emphasizes the importance of PsyCap in academic contexts and the necessity for additional research on its association with student results. Considering PsyCap's significant influence on academic success, schools should explore including psychological capital building programs into their curriculum.

(Lee-Peng Ng, Proactive Personality and Academic Performance Among Undergraduate Students: The Mediating Role of Psychological Capital, 2024) study concluded that PsyCap could serve as personal resource to improve students' academic performance. The findings of this study offer valuable theoretical and practical implications. The university's management and academic staff need to work together to design effective training interventions and activities that can promote undergraduates' proactive personality and PsyCap.

H2: Work Engagement Mediates The Relationship Between Psycap And Teacher Performance.

(Ma, 2023) findings demonstrated a favorable relationship between teacher emotion management, psychological capital, and occupational engagement. Furthermore, psychological capital was identified as a key mediator in the link between emotion control and work engagement.

(You Gao 1, 2023) group with the most psychological capital tended to have more teaching experience, be from a developed location, and work in a public kindergarten. After controlling for kindergarten type, geography, and teaching experience, teachers' work engagement was still influenced by their psychological capital.

(Kalyani Biswal, 2023) There is a substantial association between PsyCap, work engagement, and social interactions. PsyCap and social interactions have a favorable impact on work engagement. Thus, these findings offer preliminary support for our theories. The findings imply that psychological capital and social ties both have a beneficial impact on work engagement, and that social interactions modulate the relationship between good psychological capital and work engagement. It helps employees become more engaged at work.

(Wu, 2025) Male instructors demonstrated higher levels of hope and overall psychological capital, whereas older teachers demonstrated greater optimism and a stronger sense of community. Furthermore, there were considerable favorable relationships between workplace

spirituality, psychological capital, and professional engagement. Workplace spirituality and psychological capital were found to be strong indicators of work engagement among junior high school teachers. The conclusion for school administrators is that improving workplace spirituality and psychological capital should be addressed as techniques for increasing work engagement among junior high school teachers.

(RunFanga, 2023) Developing psychological capital in university instructors can lead to higher work engagement. To improve higher education in China, it is important to create a positive psychological support environment and implement effective psychological quality training strategies. This will enhance the teaching and research vitality of the staff and provide a strong impetus for the development of higher education.

H3: Job Involvement Is Positively Influenced By Psycap and Contributes To Improved Teacher Performance.

(Erden, 2025) study fully supported the mediating role of emotions in the link between teachers' psychological capital (PsyCap) and their perceptions of quality of work life (QWL). A strong correlation was observed among PsyCap, emotions, and perceptions of QWL. PsyCap demonstrated a significant and positive impact on both emotions and perceptions of QWL. Furthermore, a significant positive relationship was established between PsyCap and QWL.

(Tyokyaa, Psychological Capital and Job Involvement of Secondary School Teachers in North-West Senatorial District of Benue State, Nigeria, 2023) study found that psychological capital increases job participation. To improve teachers' job involvement during professional practice, curriculum planners in teachers' colleges should include training modules that focus on establishing psychological capital.

(Agus Budi Santosa, 2022) psychological capital and organizational commitment improve teacher effectiveness, but organizational personnel do not. The mediation test results reveal that organizational commitment mediates the effect of psychological capital on teacher performance, whereas organizational influence does not.

Hypothesis	Description	Key Findings	Supporting Studies	Accept/reject
H1	PsyCap has a positive effect on teacher performance	PsyCap enhances commitment, effectiveness, and academic engagement	Yanran Zhang (2025), Gustari (2022), Ruihua Li (2023), Lee-Peng Ng (2024)	Accepted
H2	Work engagement mediates PsyCap and performance	PsyCap improves work engagement, leading to better performance	Ma (2023), You Gao (2023), Kalyani Biswal (2023), Wu (2025), RunFanga (2023)	Accepted
H3	Job involvement is influenced by PsyCap	Higher PsyCap increases job involvement and	Erden (2025), Tyokyaa (2023), Agus Budi	Accepted

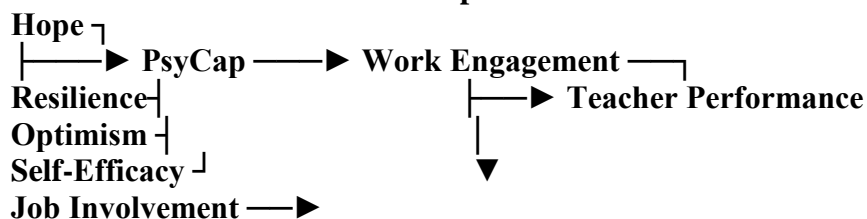
Hypothesis	Description	Key Findings	Supporting Studies	Accept/reject
	and improves performance	quality of work life	Santosa (2022)	

Conceptual Model: Impact of Psychological Capital on Teacher Performance

Core Constructs:

- **Independent Variable (IV):** Psychological Capital (PsyCap)
 - Components: Hope, Resilience, Optimism, Self-Efficacy
- **Mediating Variables:**
 - **M1:** Work Engagement
 - **M2:** Job Involvement
- **Dependent Variable (DV):** Teacher Performance

Model Structure and Relationships:



Model Explanation:

1. **PsyCap → Teacher Performance (H1):**

Psychological Capital directly influences teacher effectiveness by equipping educators with emotional and cognitive resources to navigate institutional stressors and perform well academically and professionally.

2. **PsyCap → Work Engagement → Teacher Performance (H2):**

PsyCap fosters a high level of engagement—emotional, cognitive, and physical investment in teaching—which translates into greater instructional quality, student interaction, and innovation.

3. **PsyCap → Job Involvement → Teacher Performance (H3):**

High PsyCap strengthens teachers' psychological identification with their role, increasing their job involvement. This deep involvement leads to enhanced task ownership, goal achievement, and long-term performance.

Conclusion and Recommendation

This study underscores the significant role of Psychological Capital (PsyCap)—comprising hope, resilience, optimism, and self-efficacy—in enhancing teacher performance within private universities. As academic institutions grapple with increasing workloads, limited resources, and elevated expectations, PsyCap emerges as a vital psychological asset that can buffer stress and promote sustained professional effectiveness. The findings across multiple studies consistently

demonstrate that PsyCap positively influences job involvement, work engagement, and professional resilience, all of which are key predictors of improved teaching quality, research productivity, and institutional commitment. Moreover, components like self-efficacy and hope were shown to have a more direct impact on teacher enthusiasm, motivation, and strategic goal orientation, while resilience supports adaptability in dynamic academic settings.

Given these insights, it is recommended that private universities institutionalize PsyCap development programs through faculty workshops, coaching sessions, and organizational policies aimed at fostering these psychological resources. Integrating PsyCap assessments (such as PCQ-24) into professional development initiatives, offering resilience and goal-setting training, and creating a positive psychological work environment can significantly uplift faculty morale and output. Additionally, curriculum designers in teacher education programs should incorporate modules that build PsyCap to prepare future educators for the complex realities of academia. Ultimately, investing in psychological capital is not only a strategy for enhancing individual faculty well-being and effectiveness, but also a sustainable approach to improving overall institutional performance and resilience in the competitive higher education sector.

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