

The Pivotal Effect Of Psychological Capital On Turnover Intentions: A Case Of Primary School Teachers

**Dr. Shumaila Shahzad¹, Dr. Bushra Naoreen², Dr. Hina Jalal³, Umair Ayub⁴,
Dr. Muhammad Arshad⁵**

¹Associate Professor, Department of Education, Government College University Faisalabad.

²Associate Professor, Department of Education, Government College University Faisalabad.

³Visiting Faculty, University of Education, Faisalabad, Punjab, Pakistan.

⁴M.Phil Scholar, Department of Education, Government College University Faisalabad.

⁵SST Science, Government Fazilka Islamia Model High School Pakpattan, Punjab-Pakistan.

ORCID iD <https://orcid.org/0000-0003-2030-6851>.

Abstract

Turnover intentions are one of the biggest issues present within any organization. Turnover intentions whether volunteer or in-volunteer merge the organization with the span of challenges and issues. A greater level of turnover intentions always causes greater negativity in the organization. When it comes to the educational sector, this decreases productivity and development in society. Most organizations strive to reduce the level of negative factors that influence the flow of performance as turnover intentions. Psychological capital plays an effective role to minimize such negative elements within the organization. The present study was designed to examine psychological capital including dimensions as a reversal predictor of turnover intentions. A quantitative research design was adopted to gather data from 1005 primary school teachers. All the data were gathered through adopted questionnaires. A revised version of psychological capital questionnaire (Luthans, Youssef, and Avolio, 2007) and turnover intention scale (Bothma and Roodt, 2013) were used by the researchers. The results of this study revealed that there is negative significant casual relation between psychological capital and turnover intentions. psychological capital as a positive resource can predict the reduction of turnover intentions of primary school teachers. It is recommended that the cultivation of psychological capital through motivation, positive environment, and individual identification is supposed to enhance psychological capital that reduces turnover intentions.

Keywords: Psychological Capital, Turnover Intentions, Work Satisfaction, Psychological Well-being, Teacher Engagement

Introduction

Turnover intentions is studied area in organizational structure. The interest of employees to shift their positions, switching professions, dissatisfaction, disappointment with opportunities and credits develop intentions to turn current job off. The various reasons behind this kind of turnover intentions by the employees as poor pay scale, incentives, discourage, lack of opportunities, strict organizational environment, personal issues, weak service conditions and weak motivational strategies by the administrative (Anjum et al., 2021; Gom et al., 2021; Yan et al., 2021). Both kind of turnover intentions, whether volunteer (by choice) or in-volunteer (by force), cause greater loss to organization and individual as well. Sometimes employees face non-vested benefits to grow professionally. Sometimes, they become victim of the “grass looks greener” culture. Often turnover intentions emerge as consequential act to quit performance at current position (Di Fabio & Tsuda, 2018). The damages are enough to deal with serious intention with determinants understandings that can arrest the outflow of personnel a competitively. When we talk about educational organizations, the presence of turnover intention hurt entire system strongly. Howbeit, there are several things that can effect teaching performance but the results in the shape of turnover intentions create serious circumstances. Teachers mental and professional satisfaction leads them to stay with potential performance. Through satisfaction is a slippery concept to define. It is because different circumstances maybe affects teachers’ vsatisfaction with job. It depends on how each of the teachers equally has opportunities and satisfaction (Ketkaew et al., 2019; Lee et al., 2017).

The above scenario suggested that satisfaction is the biggest element that enables personal to sustain at existing position. A positive attitude with positive psychological leveldevelops capacities to deal in tough situations. Teachers with these abilities are found more enthusiasm to face challenges. While inefficacious remained complicated to sustain (Anjum et al., 2021). It may be said that their satisfaction means enjoying emotions within your work. Additionally, a person who is more contented with salary, assigned tasks, work environment, and administration. What if this satisfaction element is missed by the organization or employee himself? This thing brings dissatisfaction with several reasons as low income, biasness, credit stealing, low opportunities for promotion, stagnation, an uncomfortable working environment, and many others. This situation encourages employees to think about turning off their current position or job (Dhiman & Arora, 2018; Ezaili Alias et al., 2018).

Teachers’ evaluation is a systematic way to determine how well individuals fulfill administrative expectations according to given patterns of tasks (Ketkaew et al., 2019; Lee et al., 2017; Lu et al., 2017). This examination eye view by the administration identified a level of commitment. A person with satisfaction and a bundle of opportunities with proper justification can be committed to the firm. He/she willing to stay within the organizational circumstances instead of thinking about turning down. The loyalty and satisfaction of individuals are directly related to administrative legislation and decisions. From a teaching

point of view, educational administration follows national authorities, policy, and agenda. Their efforts to deal with teachers are for the sake of national objectives accomplishment. Although this objectivity requires mega funding, resources, decisions, policy, and training to facilitate teachers. Educational administration deals with educational institutions right from the schools to the secretariat. It is concerned with both human and material resources. If the teaching community feels that there is a challenging situation both inside and outside the classrooms. They might think about how much they have to commit to the profession. Especially in private sectors when there is stagnation and imbalanced distribution of opportunities and resources. A turnover intention welcomes them (Civelek, 2018; Dhiman & Arora, 2018). The process of working in an educational organization is more crucial than any other organization. The need for committed teachers is a necessary element to achieve national objectives (Lee et al., 2017; Lu et al., 2017).

Teachers, Turnover, and Psychological Capital

The environment of school is more challenging along with multiple issues. Teachers with higher degree of physio-psychological level can give out overall growth and development. In this kind of environment, psychological capital equips teachers with strong determination, empowered, and motivation to stay in critical situations (Di Fabio & Tsuda, 2018; Ferradás et al., 2019; Freire et al., 2020; Youssef-Morgan & Luthans, 2013). A positive reaction of physiological state can develop beliefs to perform with maximum potentials. Contrary, negative effects result weak state of mind to achieve assigned tasks. Teachers are assigned as per perceived psychological capital to control and handle the stress, complications, and burden of job (Shume, 2020; Yan et al., 2021). An imbalanced psychological state influences by various factors such as saturation, competitions, workload, emotional pressure, insensitive environment, work fatigue, unjust at work, unpleasant behaviors, work time, bossy administrative, and lack of opportunities. All these factors put pressure on the teaching performance with dissatisfaction and stress. Whereas teachers' psychological capital feeds them to work normally and effectively (Dhiman & Arora, 2018; Ferradás et al., 2019; White, 2019; Yardley, 2012; Yim et al., 2017). In the teaching profession, nervous strain involved at every stage of professionalism. They deal several challenges to meet educational outcomes. A triangulation processing of teaching, learning, and environment demands more strong psychological state (Ferradás et al., 2019). This interrelated connection among psychological capital, intellectual capital, social and emotional capital leads human capital in productive manners. In working place challenges and issues, human capital and its subsets can be observed with the significant impact of psychological capitals. A state of positive mind explored during growth and development of an individual. They tend to stand in challenging tasks to complete them within a predetermined framework. These indicators in an individual are enabled him/her to present in the workplace. As, Psy_Cap in a positive way exhibits quality performance and the ability to deal in tough situations (Dhiman & Arora, 2018).

Current study

A clear demonstration of the impetus teaching profession with proficiency as it is required at the elementary level. Psychological capital is a milestone and a tool to sustain teaching assets under the umbrella of educational organizations. There are massive studies that investigated mediating (Yan et al., 2021) and moderating role of psychological capital in terms of burnout (Anjum et al., 2021; Freire et al., 2020), psychological capital and job satisfaction (Salam, 2017), job stress (Vîrgă et al., 2020), work pressure (Tian & Qin, 2021) factors affecting turnover intentions (Naiemah, 2017), psychological capital and employees' turnover intention. Though few studies analyzed psychological capital and turnover intentions of primary school teachers. The current study provides specific data on primary school teachers in the context of positive psychology. It contributes to creating anticipations and policies concerning satisfied teachers and organizations. Limited studies in the area of elementary school services provide evidence that psychological capital is an element of sustainability of teachers at the grass-root level. In Pakistan, there is a gap to identify positive psychology as an active resource to combat imbalance wellbeing. This research assisted in the perspectives of the variant impact of psychological capital on teachers' turnover intentions within elementary schools. The main objective of this study was to examine the effect of psychological capital on primary school teachers' turnover intentions. The following research hypotheses were developed to testify in this study:

H1: There is an inverted causal relation between teachers' psychological capital and turnover intentions.

H2: teachers' psychological capital has a significant negative impact on their turnover intentions.

H3: teachers' psychological capital is a significant predictor to reduce teachers' turnover intentions.

Methodology

The main objective of this study was to examine the causal association of psychological capital with teachers' turnover intentions. A descriptive format of the quantitative research method was adopted by the researchers. The data were gathered from primary school teachers using standardized questionnaires. A hypothetical condition was examined through the explanation of participants about psychological events and their interconnection with turnover (Asenahabi, 2019).

The Participants

The participants of this study comprised primary school teachers. These participants were in-service teachers associated with the public school in Punjab. The objectives of this study were clearly explained to the participants. The raw data were gathered after scrutiny based on psychological capital and turnover intentions. There were 47.7% male and 52.3% female teachers who belonged to rural (62.8%) and urban (37.2%) areas. The majority of participants

were qualified with an MA degree (74.7%) and the rest of the MPhil. A total of 1005 primary school teachers of public schools have participated in this study.

Research Instrument

All the data were collected through A Psychological Capital Questionnaire (PCQ), and Turnover Intentions (TOI) scale. A modified version of the Psychological Capital Questionnaire (PCQ) developed by Luthans, et al. (2007) was used to examine participants' psychological capital levels. It consisted of four major elements of Psychological Capital resiliency (6 items), hope (6 items), optimism (6 items), and self-efficacy (6 items). A unidimensional scale was adopted to measure teachers' intentions to turnover. Turnover Intentions Scale (TIS-6) developed by Bothma and Roodt (2013) has consisted of 6 items (original $\alpha = .80$). This short version of TOI was appropriate to measure employees' turnover intentions within the organizational services (White, 2019). The content validity of both questionnaires was assured by the experts in the field of education. A panel of five associate professors of teacher education examined the content and face validity thoroughly. The format, language, intentions, understandability, and appropriateness were examined through panel testing. The research instruments were found reliable at the Cronbach values of 0.962 and .836 for PCQ and TIS respectively.

Findings

The collected data were analyzed for normal distribution for significant model fit. The researchers employed descriptive and inferential statistical techniques to identify psychological capital and turnover intentions levels in teachers. Table 1 displays correlation between components of Psy_Cap and each item of turnover intentions including mean and standard deviation. All the data were analyzed through IBM Amos and SPSS extension version 23.0.

Table 1 Correlation Between Psychological Capital and Turnover Intentions of Teachers*

Psy_Cap	Mean	SD	Turnover Intentions						Overall
			Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	
Resiliency	5.14	.665	-.296	-.328	-.338	-.334	-.327	-.411	-.416
Hope	5.14	.810	-.376	-.393	-.385	-.376	-.348	-.453	-.413
Optimism	5.21	.832	-.358	-.244	-.305	-.319	-.318	-.337	-.522
Self-efficacy	5.15	.858	-.339	-.285	-.299	-.298	-.320	-.336	-.456
Mean			1.37	1.92	1.64	1.75	1.78	1.79	1.70

SD	.851	1.28	.994	.993	.938	1.25	.789
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*All the values were significant at level $p < 0.001$

Table 1 expresses the association of four-dimensions of Psy_Cap as, self-efficacy, optimism, hope, and resiliency with turnover intentions. Each variable of Psy_Cap explains significant negative correlation with turnover intentions. A high degree of negative correlation is found between optimism and item number 6 (How often do you look forward to another day at work?) at the value of $r = -.453$. A hypothetical condition of negative correlation between Psy_Cap and turnover intention is met at cumulative value of $r = -.481$ ($p = .000$). It can be stated that monotonous correlation exists between Psy_Cap and turnover intentions. An increasing level of psychological capital reduces the intentions to turn off organization.

Figure 1 Effect of Psychological Component on Teachers Turnover Intentions

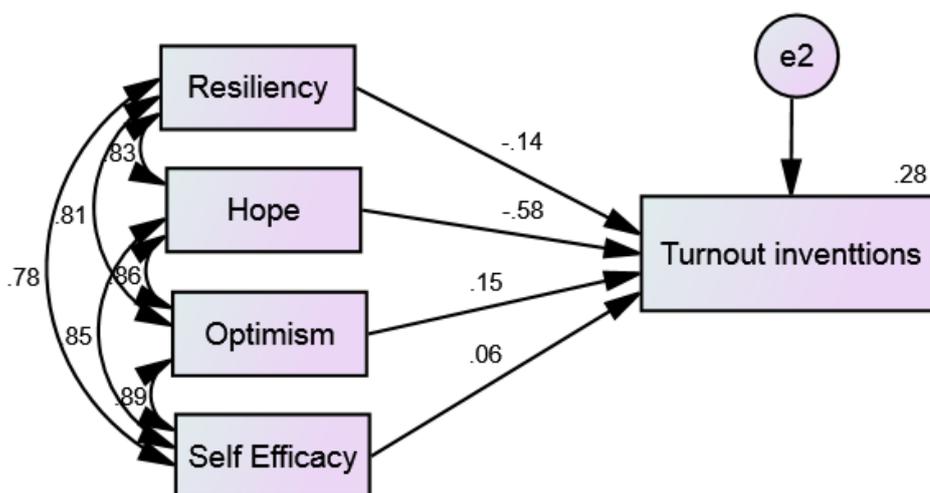
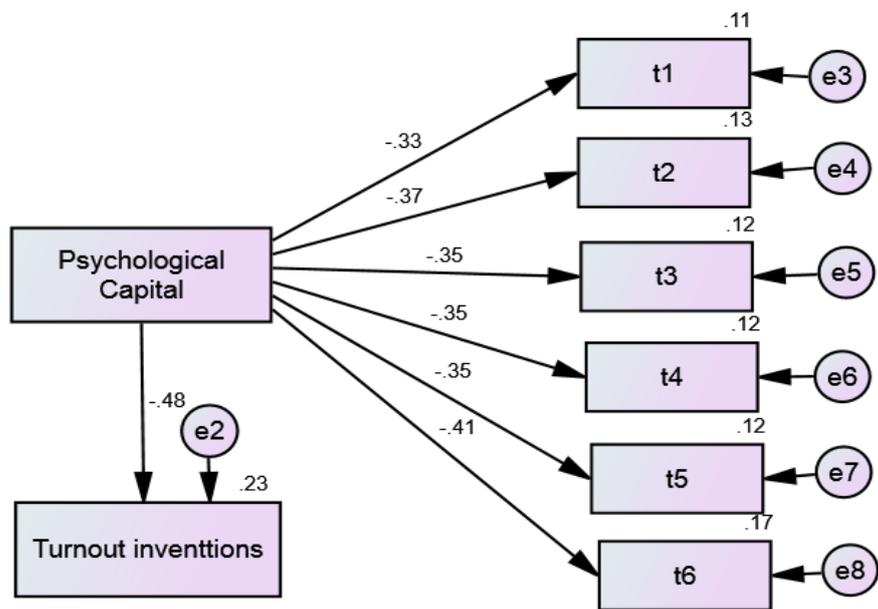


Figure 2 demonstrates multiple regression that examines the effect of resiliency, hope, optimism, and self-efficacy on turnover intentions. A correlated path model was adopted to analyze the direct effect of components of Psy_Cap on turnover intentions. Positive and strong covariance is found among the components of Psy_Cap ($p < .001$). This model imposed the dimensionality of standardized and unstandardized effects by each component. The higher regression weight can be seen at hope with a β value of $-.58$, and a B value of $-.57$ ($p = .000$). Whereas lowest but insignificant ($p = .357$) effect is found by self-efficacy ($\beta = .06$). In collective components of Psy_Cap can change the variation of turnover intention by approximately 28%.

Figure 2 Effect of Psychological Capital on Teachers' Turnover Intentions



The figure 2 independent path analysis model paid attention to the Psy_Cap as a predictor of teachers' turnover intentions item-wise and collectively. The cumulative correlation between Psy_Cap and turnover intentions ranged between $-.413$ to $-.522$ (table 1). A negative association was examined between both variables. Using a simple path analysis model, a significant Chi-square value (21.588, $p = .000$) and greater than .95 GFI, TLI, and CFI values including less than .06 RMSEA verified excellent fit of the hypothetical model. The output has suggested that Psy_Cap is an inverse predictor for turnover intentions. The direct effect of Psy_Cap on turnover intentions seems greater than each item ($\beta = -.48$, $B = -.51$, $p = .000$). An ultimate verification of hypothesis 2 is found as each value of Psy_Cap beta weight changes the turnover intentions of teachers inversely.

Table 2 Stepwise Regression To examine Effect of Teachers' Psychological Capital on Teachers Turnover Intentions

	Model	B	β	t	Sp ²
*1	(Constant)	4.32		31.69	
	Hope	-.509	-.522	-19.41	-.522
	(F = 376.62, df = 1-1003, R ² = .237)				
*2	(Constant)	4.24		30.20	
	Hope	-.613	-.629	-12.14	-.326
	Optimism	.118	.125	2.41	.065
(F = 192.10, df = 2-1002, R ² = .276)					
*3	(Constant)	4.48		27.17	
	Hope	-.547	-.562	-9.81	-.263
	Optimism	.171	.180	3.25	.087

Resiliency	-.165	-.139	-2.72	-.073
(F = 131.36, df = 3-1001, R ² = .282)				

*p < .000

Stepwise multiple regression analysis explores that hope as a greater predictor to reduce turnover intentions of primary school teachers (Table 2). The β in the third step explains one unit change in Hope and optimism caused -.562 and -.165 units changes respectively in the teachers' intentions of turning down. However, optimism demonstrated positive changes with a β value of .180. The regression coefficient value expresses 28.2% of variance that negatively influences the turnover intentions of primary school teachers. the squared semi partial correlation coefficient expresses contributed strength of the reverse effect by the Psy_Cap. The prevalence of turnover intentions can be dropped in the presence of psychological capital in teachers.

Discussion

Psychological capital as a positive psychological resource was examined in this study. The effect of Psy_Cap on turnover intentions had been analyzed as weak and reversal. This monotonous relationship between Psy_Cap and turnover intentions is interpreted as Psy_Cap increases the intensity of turning out decreases oppositely. All the dimensions of Psy_Cap (self-efficacy, hope, optimism, & resilience) greatly contribute to reducing intentions to leave and switch organizations. As researchers have presented the idea that four dimensions of Psy_Cap have the potential to predict the reduction in employees' turnover intentions (Ferradás et al., 2019; Rivaldi&Sadeli, 2020; Yan et al., 2021; Youssef-Morgan & Luthans, 2013). The hypothetical conditions have been accepted at the alpha level of .05. Combined path analysis is performed to identify the association of Psy_Cap with turnover intentions. The current study is consistent with the conservation of resource theory (Hobfoll, 1989).

For the part of extracting the tendency of intentions to turnover, Psy_Cap as a positive resource can inspire teachers' sustainability. It can be predicted that psychological capital can play an effective role to reduce the influence of turnover intentions on primary school teachers. Previous literature led to turnover intentions as imbalanced employees' efforts, and abilities to perform accordingly (Dhiman & Arora, 2018; Ferradás et al., 2019; Rivaldi & Sadeli, 2020). Simultaneously, Psy_Cap has a negative significant relationship with turnover intentions that is beneficial for teachers' satisfaction with the job (Freire et al., 2020; Luthans & Youssef-Morgan, 2017). The findings of this study explored that there is a heteronymous association between Psy-Cap. Several studies possessed a strong correlation between Psy_Cap and turnover intentions (Gupta & Shaheen, 2017; Rivaldi & Sadeli, 2020; Shume, 2020; Yan et al., 2021). The teachers with a high rate of hope can deal with turnover intentions. As they possessed a positive attitude with the hope that decreases the patterns of turnover intentions. An ability of hope, self-efficacy, optimism, and resilience enabled the participants to bounce back frustration, stress, disappointment, and emotional exhaustion (Luthans et al., 2010; Luthans & Youssef-Morgan, 2017; Teles et al., 2020).

Conclusion

Positivity towards psychological processing underlies a prevented approach to wellbeing. That promotes individual and organizational growth and development as well. Considering the importance of the positive psychological state of teachers and its impact in reducing negative elements such as stress, fatigue, emotional disorder, dissatisfaction. This study was designed to display the dimensions of psychological capital as predictors to reduce turnover intentions of primary school teachers. The researcher has developed hypothetical conditions to verify these phenomena. The findings of this study have derived from statistical results clearly in favor of formulated hypotheses at an acceptable significant level. All the dimensions of psychological capital negatively relate to turnover intentions. Psy_Cap explained protentional prediction to affect the turnover intentions of primary school teachers.

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