Exploring Relationship Between Psychological-Capital and Organizational Support in Educational Perspective

Khalid Mahmood
PhD Scholar MIU Nerian.
Email: shareef. Khalid552233@gmail.com

Dr. Zafar Saleem
Assistant Professor MIU Nerian Shareef.
Email: drsaleem1947@gmail.com

Uzma Maqbool
Elementary School Teacher.
Email: guryshah473@gmail.com

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Abstract

This study explores the relationship between Psychological Capital (PsyCap), Organizational Support (OS), and Work Engagement (WE) among secondary school teachers. Focusing on educators in Mirpur Division, Azad Jammu and Kashmir, the research sought to examine whether PsyCap significantly influences WE, with Organizational Support as a potential mediator. A sample of 484 teachers was surveyed, with 57.9% from rural schools, 78% holding Master's degrees, and the majority aged between 31 and 40 years. The findings revealed a significant positive correlation between PsyCap and WE, with a correlation coefficient of 0.514 and a p-value of 0.000. This strong statistical relationship suggests that teachers with higher PsyCap exhibit greater engagement in their work. Furthermore, the analysis of demographic variables—age, teaching experience, and qualifications—revealed no significant differences in PsyCap and WE based on these factors (H03). Regression analysis indicated that approximately 26.4% of the variability in WE can be attributed to PsyCap. Notably, Organizational Support was found to be a partial mediator in the PsyCap-WE relationship. These findings reject the null hypothesis (H01), highlighting the pivotal role of Psychological Capital in enhancing teachers' work engagement. The study's implications suggest that educational institutions and policymakers should prioritize fostering PsyCap to improve overall teacher engagement and performance. It is recommended that educational institutions invest in developing Psychological Capital (PC) through targeted training and support programs while enhancing Work Engagement (WE) by fostering a supportive and rewarding work culture for teachers.

Keywords: Psychological Capital (PsyCap), Organizational Support (OS), and Work Engagement (WE)

Introduction

In recent years, the interplay between psychological capital (PsyCap) and organizational support has garnered significant attention within educational contexts. PsyCap is defined as a positive psychological state characterized by four key components: hope, efficacy, resilience, and optimism (Luthans et al., 2007). Each of these components contributes to an individual's ability to navigate challenges, maintain motivation, and achieve goals, making PsyCap a crucial asset for educators. Concurrently, organizational support encompasses the extent to which educational institutions provide resources, recognition, and encouragement to their members, fostering an environment conducive to professional growth and development (Eisenberger et al., 2001).

As educators face increasing pressures from curriculum demands, student needs, and administrative responsibilities, the role of PsyCap and organizational support becomes particularly critical. Recent studies indicate that teachers with high levels of PsyCap demonstrate greater adaptability to change, reduced burnout, and enhanced job satisfaction, which directly influence student outcomes (Snyder et al., 2016). Furthermore, perceived organizational support has been shown to positively correlate with teachers' PsyCap, suggesting that supportive environments can nurture psychological resources, leading to improved teacher well-being and effectiveness (Rhoades & Eisenberger, 2002).

The relationship between PsyCap and organizational support can be examined through several theoretical lenses. The Social Exchange Theory posits that individuals are motivated to maintain relationships that are beneficial, which applies to the educational context where teachers seek supportive environments that foster their psychological growth (Cropanzano & Mitchell, 2005). When educational institutions invest in their staff through recognition, resources, and professional development, it cultivates a sense of loyalty and commitment among educators, enhancing their PsyCap.

Moreover, the Conservation of Resources (COR) Theory highlights the importance of resource availability in buffering against stress and enhancing individual well-being (Hobfoll, 1989). In educational settings, when teachers perceive a high level of organizational support, they are likely to accumulate psychological resources that can be drawn upon during challenging times, further reinforcing their PsyCap.

Recent research has expanded our understanding of the relationship between PsyCap and organizational support in educational contexts. For instance, a study by Afsar et al. (2020) revealed that teachers who reported higher levels of organizational support also exhibited significantly higher levels of PsyCap. This research emphasizes the bidirectional nature of the relationship; not only does organizational support foster PsyCap, but a strong PsyCap can also enhance teachers' perceptions of support from their institutions.

Another significant study by Tziner et al. (2021) explored how PsyCap influences teachers' resilience, suggesting that educators with high PsyCap are better equipped to handle stressors and recover from setbacks. This resilience is further enhanced by supportive organizational practices, such as mentorship programs and professional development opportunities, creating a feedback loop that strengthens both PsyCap and perceived organizational support.

A meta-analysis conducted by Youssef and Luthans (2019) synthesized various studies on PsyCap and its outcomes across different sectors, including education. The analysis

underscored the critical role of organizational culture in shaping PsyCap. Schools that prioritize supportive leadership and collaborative environments tend to foster higher levels of PsyCap among teachers, which correlates with improved job performance and student achievement.

Understanding the relationship between PsyCap and organizational support has important implications for educational leadership and policy. Schools and educational institutions should prioritize initiatives that enhance organizational support, such as providing resources for professional development, recognizing teacher contributions, and fostering a collaborative culture. Such initiatives not only enhance teachers' PsyCap but also contribute to a more positive educational environment that ultimately benefits students.

Furthermore, integrating PsyCap development into teacher training programs can prepare educators to cultivate their own psychological resources. Workshops focusing on building hope, resilience, efficacy, and optimism can empower teachers, equipping them to handle the challenges of their profession effectively.

Problem Statement

In the current educational landscape, teachers face increasing challenges that can negatively impact their effectiveness, job satisfaction, and overall well-being. High levels of stress, burnout, and attrition among educators have become pressing issues, threatening the quality of education and student outcomes. Despite the critical importance of psychological resources for educators, there remains a lack of comprehensive understanding regarding the interplay between psychological capital (Psy Cap) which encompasses hope, efficacy, resilience, and optimism and organizational support within educational institutions.

Research indicates that supportive organizational environments can significantly enhance teachers' PsyCap, fostering resilience and adaptability in the face of challenges. However, there is a gap in empirical studies that specifically examine how perceived organizational support influences PsyCap among educators and how this relationship affects their performance and well-being.

Furthermore, the absence of targeted interventions that integrate PsyCap development within organizational support frameworks raises concerns about the sustainability of teacher motivation and effectiveness. Without a clear understanding of these dynamics, educational leaders may struggle to implement effective strategies that promote both teacher and student success.

By investigating this question, the study aims to provide insights that can inform educational policies and practices, ultimately contributing to a more supportive and effective educational environment.

Rationale of the Study

The rationale for exploring the relationship between psychological capital (PsyCap) and organizational support in educational contexts is grounded in several key considerations that highlight the importance of this investigation for educators, institutions, and students.

Addressing Educator Challenges

Educators today face numerous challenges, including increased workload, high-stakes

accountability, and diverse student needs. These stressors can lead to burnout, decreased job satisfaction, and diminished effectiveness in the classroom. Understanding how PsyCap and organizational support interact can provide insights into strategies that enhance teacher resilience and coping mechanisms, ultimately leading to improved job performance and student outcomes.

Promoting Positive Educational Environments

Positive educational environments are essential for fostering student engagement and success. Research has shown that when teachers feel supported by their institutions, they are more likely to exhibit higher levels of PsyCap, which translates into better teaching practices and a more positive classroom atmosphere. By examining the dynamics of organizational support and PsyCap, this study aims to identify practices that can create nurturing environments for educators, thereby enhancing the overall educational experience for students.

Enhancing Teacher Well-Being

Investing in the psychological well-being of teachers is critical for reducing attrition rates and enhancing job satisfaction. By exploring the relationship between PsyCap and perceived organizational support, this study seeks to highlight the mechanisms through which educational institutions can foster teacher well-being. Increased PsyCap can lead to greater optimism and resilience, which are essential for long-term career satisfaction in teaching.

Contributing to Organizational Effectiveness

Educational institutions benefit from understanding how to cultivate an environment that supports teacher development. As schools strive to improve academic outcomes, recognizing the role of organizational support in enhancing PsyCap among educators can provide valuable insights for leadership. This study aims to contribute to the body of knowledge on organizational behavior in educational settings, informing policies and practices that drive organizational effectiveness.

Filling the Research Gap

While there is a growing body of literature on PsyCap and organizational support in various sectors, there is a need for more focused research in the educational context. By investigating this relationship specifically among educators, the study aims to fill existing gaps in the literature and provide a framework for future research. This contribution is particularly relevant as education systems continue to evolve in response to societal and technological changes.

Informing Professional Development

The findings of this study can inform the design of professional development programs that enhance both PsyCap and organizational support. By understanding how these elements interact, educational leaders can tailor initiatives that equip teachers with the psychological tools they need to thrive in their roles, fostering a culture of continuous improvement and resilience..

Objective of the Study

1. To analyze relationship between psychological capital and work engagement of secondary school teachers

Null Hypothesis

H01: There is no significant relationship between psychological capital and work engagement

H02 There is no significant difference of Psychological capital and work engagement in secondary school teachers

H03 There is no significant difference in teacher's responses regarding Psychological capital and work engagement with respect to their age, experiences and qualification

Delimitation

This study will be delimited in following cases

- Only Mirpur Division of AJ&K
- Only Public Schools Of selected districts (Kotli, Mirpur and Bhimber)
- Only Secondary School Teachers
- Only Male Teachers

Population of the study

Table 1 distribution of population

District	Total Teachers
1 Mirpur	299
2 Kotli	457
3 Bhimber	241
Total	997

EMIS Mirpur (2022)

Table 2 Sample of the study

Morgan & Krejice (1970) sample selection table was used for sample selection

District	Total Teachers	Selected
Mirpur	299	160
Kotli	457	210
Bhimber	241	114
Total	997	484

Morgan & Krejice (1970) sample selection table was used as a sample selection .This sample was selected from the population of study was included all secondary school male teacher of public schools in Mirpur divisions of AJ&K. There are three districts which are Bhimber, Kotli and Mirpur.

Research Instruments

This study carried out using a survey questionnaire at five-point Likert scale. In this study a standardized questionaire was used. The questionnaire was developed by Agnieszka- Lipinska, olgazwardon-kuchciak in 2022. It is an open access questionnaire. These questionnaires measured the psychological capital of secondary school teachers, work engagement.

Scale Reliability Tests (Cronbach's Alpha Values).
The reliability statistics derived from the SPSS reliability test provide insights into the instrument's reliability. Specifically, the Cronbach's Alpha values obtained from the test output are documented alongside each variable of the research instrument. This analysis offers valuable information regarding the internal consistency and reliability of the research measures.

Table 3.3 Reliability statistics

S.No	Variable	Cronbach Alpha
1	Psychological Capital	.922
5	Work Engagement	.951

Data collection
The questionnaires were prepared for each secondary school teachers' respondent who is living in three divisions' state of AJ&K Pakistan. The researcher used e-mail, watts app Google form for collecting data and wrote telephone number at the end of instruction and requested from the respondents to call if they have any problem in filling the questionnaires. A request is made, to complete the questionnaire within seven days after receiving. The researcher is personally visited to collect the data from the participant living in accessible areas. Prior permission was taken from concerned authorities. Furthermore, the researcher also used e-mail and watts-app for collecting data.

Data analysis
Statistical analyses were conducted using the Statistical Package for Social Sciences (SPSS) version 21 to analyze the data related to Psychological Capital, Work Engagement, mean score comparison, regression analysis, and Process Model 4 (2013) to explore their relationships with the key variables under investigation.

Literature Review
The relationship between psychological capital (PsyCap) and organizational support within educational contexts has garnered increasing scholarly interest in recent years. This literature review synthesizes existing research on the components of PsyCap, the role of organizational support, and their implications for educators' well-being and effectiveness.

Psychological Capital (PsyCap)
PsyCap, a construct developed by Luthans et al. (2007), encompasses four key components: hope, efficacy, resilience, and optimism. Each of these components contributes to an individual's capacity to overcome challenges and maintain motivation in their work.

1. **Hope** is defined as a positive motivational state that reflects the belief in the possibility of achieving desired goals through effective planning and perseverance (Snyder, 2000). In educational settings, teachers with high hope are more likely to set ambitious goals for themselves and their students, leading to improved outcomes.

2. **Efficacy** refers to an individual's belief in their capabilities to execute tasks successfully (Bandura, 1997). Research indicates that teacher efficacy is linked to greater student engagement and learning outcomes (Tschannen-Moran & Woolfolk Hoy, 2001). Educators who believe in their ability to influence student performance are more likely to employ innovative teaching methods and maintain a positive classroom environment.
3. **Resilience** is the ability to bounce back from setbacks and adapt to change. Teachers with high resilience can navigate the demands of their profession more effectively, reducing the risk of burnout (Gu & Day, 2013). Resilient educators are also better equipped to foster resilience in their students, creating a more supportive learning atmosphere.
4. **Optimism** involves a positive outlook on future outcomes. Optimistic teachers tend to approach challenges with a constructive mindset, which can lead to better coping strategies and reduced stress (Seligman, 2006).

Organizational Support

Organizational support refers to the extent to which institutions provide resources, recognition, and encouragement to their members. Eisenberger et al. (2001) describe perceived organizational support as the degree to which employees believe their organization values their contributions and cares about their well-being.

In educational contexts, perceived organizational support has been linked to numerous positive outcomes for teachers, including increased job satisfaction, reduced turnover intentions, and enhanced commitment to the organization (Rhoades & Eisenberger, 2002). For example, teachers who perceive high levels of support from their administration and colleagues are more likely to report feelings of efficacy and job satisfaction (Skaalvik & Skaalvik, 2014).

The Interplay between PsyCap and Organizational Support

Emerging research has begun to examine the interplay between PsyCap and organizational support. Afsar et al. (2020) found that organizational support significantly enhances teachers' PsyCap, suggesting that a supportive environment fosters the development of hope, resilience, efficacy, and optimism. This relationship highlights the importance of cultivating an organizational culture that prioritizes support and resources for educators.

Moreover, Tziner et al. (2021) investigated the impact of PsyCap on teacher resilience and found that higher levels of PsyCap were associated with increased resilience among educators. Their findings suggest a reciprocal relationship, where strong PsyCap not only results from organizational support but also enhances teachers' perceptions of support from their institutions.

Implications for Teacher Well-Being and Effectiveness

The implications of this literature are profound for educational practice. Understanding the relationship between PsyCap and organizational support can inform the design of interventions aimed at enhancing teacher well-being. Programs that focus on developing PsyCap components, such as resilience training and optimism-building workshops, can empower teachers to navigate the complexities of their roles more effectively.

Additionally, educational leaders should prioritize creating supportive organizational

environments that foster PsyCap development. This can be achieved through mentorship programs, professional development opportunities, and recognition initiatives that validate teachers' contributions.

Analysis/Interpretation

Demographic variable

Table 3 Secondary School Teachers *Demographic Analysis regarding school type*

School type	Frequency	Percentage
Urban	210	42.1
Rural	234	57.9
Total	484	100

The table appears to present information about the distribution of a sample based on the type of school, specifically distinguishing between urban and rural schools. The table provides data for each category: Urban: 210 teachers Rural: 234 teachers Total: 484 teachers. The data shows that majority of teachers are in rural areas (table 3).

Table 4 Secondary School Teachers *Demographic Analysis regarding Academic qualification*

Academic Qualification	Frequency	Percentage
Master	377	78
M.Phil. / Ph.D.	57	12
Bachelor	50	10
Total	484	100

This table tells the information about academic qualifications and their frequencies. The information shows that there are 377 teachers with a Master's degree. While 57 individuals /teachers with an M. Phil or Ph.D. degree and 50 teacher with bachelor degree. The percentage of individuals with a Master's degree is calculated which is approximately 78%. The percentage of individuals with an M. Phil or Ph.D. degree is calculated which is approximately 12.9%. and bachelor 10% (table 4)

Table 5 Secondary School Teachers *Demographic Analysis regarding Age*

Age	Frequency	Percentage
20-30	117	24.17
31-40	180	37.19
41-50	140	29
51-60	47	10
Total	484	100

This table gives us information about the ages of secondary school teachers, data into different age groups. There are 117 teachers aged between 20 and 30, making up 24% of all teachers. 180 teachers are between 31 and 40 years old, which is 37% of the total. 140 teachers are aged 41 to 50, accounting for 29% of all teachers. 47 teachers are between 51 and 60 years old, representing 10% of the total. The table shows that mostly teacher were among 31-40 those were 37 % of total (table 5)

Table 6 Secondary School Teachers *Demographic Analysis regarding professional qualification*

Profssional Qualification	Frequency	Percentage
B.Ed	271	54.9
M.Ed	213	45.1
Total	484	100

The table provides information about the distribution of individuals with different professional qualifications. B.Ed. (Bachelor of Education): There are 271 teachers with a B.Ed. qualification. M. Ed (Master of Education): There are 213 teachers with an M.Ed. qualification. For B.Ed, the percentage is 54.9%. For M.Ed., the percentage is 45.1%.the majority of teachers was Bachelor of educations B.Ed. (table 6)

Table 7 Secondary School Teachers *Demographic Analysis regarding teaching experiences*

Teaching Experience	Frequency	Percentage
1-5	104	21.4
6-10	140	28.9
11-15	130	26.8
16-20	78	16.1
21+	32	6.6
Total	484	100

This table provides information about the teaching experience of secondary school teachers. There are 104 teachers who have been teaching for 1 to 5 years, which makes up 21.3% of the total. 140 teachers have been teaching for 6 to 10 years, accounting for 28.9% of the total. 130 teachers have 11 to 15 years of teaching experience, making up 26.8% of the total. 78 teachers have been teaching for 16-20 years and 21+ year or more, representing 6.6% of the total. Overall, the table helps us understand the distribution of teaching experience among secondary school teachers (Table 7).

Table 8 Secondary School Teachers *Demographic Analysis regarding*

Types of Teachers	Frequency	Percentage
SST	200	41.3
EST	230	47.5
OT	20	4.0
AT/IT	22	5.0
PET	12	3.0
Total	484	100

The table shows different types of teachers along with their frequencies and percentages. SST (senior general line secondary Teacher/ Senior Science Teacher): There are 200 SSTs, accounting for 41.3% of the total. EST (Elementary school Teacher) was 230 and

approximately48%. The frequency and percentage for OT are 4% and The frequency and percentage for AT/IT 5.0% provided in the table. There are 12 PETs, making up 3% of the total. The total number of teachers is 484. (Table 8)

Table 9 Secondary School Teachers *Demographic Analysis regarding marital status*

Marital status	Frequency	Percentage
Married	380	78
Single	104	22
Total	484	100

This table provides information about the marital status of a group of Teachers. There are 380 individuals/teachers who are married, constituting 78% of the total. There are 104 individuals/teachers who are single, making up 22% of the total. (table 9)

Regression Analysis

Linear regression test has been conducted to test the research hypotheses. There are four Hypothesis in the study, direct relationship as well as indirect relationship e.g., mediation.

- H01: There is no significant relationship between psychological capital and work engagement
- H04: Organizational support does not mediate relationship between psychological capital and work engagement

The analysis has been conducted according to the model of regression of Baron and Kenny prescribed in their study which was conducted in the year 1986. The interpretation tests and regression thereafter are given here under.

Regression for Hypothesis (HO_1)

HO_1: There is no significant relationship between psychological capital and Work engagement

The first hypothesis of this research determines that There is no significant relationship between psychological capital and work engagement. HO1 of this study is stated here under.The following table shows detail analysis of HO_1.

Table 4.10 Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.514[a]	.264	.262	.810

a. Predictors: PC
b. Dependent: WE

The table 4.10.Shows the result of simple regression model as selected in the research methodology. The simple regression model was selected due to the presence of independent variable in the model.

The R in the regression model shows the correlation coefficient. This value shows the correlation between Psychological Capital and Work Engagement. This value shows the strength of relationship between the variables of the study. The R value in the current model is .514; it means that Psychological Capital and Work Engagement is 51 percent correlated to each other. The R-square value of the regression model shows the variance explained in Work Engagement due to the Psychological Capital. The R-square is also called as coefficient of determination. The objective of cause and effect has been completed by R-square value. The R-square value of the current model is .264, it means that the independent variable (Psychological Capital) has explained 26 percent variance in the dependent variable (Work Engagement). The p-value shows the overall significance of the model.

Table 11 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression	113.838	1	113.838	172.12	.000[a]
	Residual	315.250	482	.656		
	Total	429.088	483			

The F-value is used to check the model significance statistically. For the significance of F-value, the rule of thumb is 4. If the F-value of regression is more than 4 then the model will be statistically significant and if the F-value of model is less than 4 then the model will be statistically insignificant so in this case the model is not appropriate for the study and it should be changed. The F-value of the current model is 172.28 which are very high from 4 so it is confirmed that the model is statistically significant.

Table 12 Coefficients[a]

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	Std. Error	Beta		
1	Constant	1.199	.184		6.533	.000
	WE	.660	.050	.514	13.140	.000

a. Dependent variable: WE

The value of beta in the table 4.13.4 shows per unit change in the Work Engagement due to Psychological Capital. The value of beta of constant is 1.199, it means that if the independent variables are eliminated from the model still there will be some change occur in the Work Engagement. If 1 unit change occurs in the Psychological Capital, Work Engagement will be changed by 1.309 units and the sign is positive so this change will be in positive direction. The t-value of constant is 6.533, which is significant. For the significance of t-value there is 2-T rule; if the absolute value of t-value is more than 2 then it will be significant and it will be insignificant if it is less than 2. The p-value of constant is 0.000, it is less than 0.05 which is the level of significance. The value of beta of Psychological Capital is .660, it means that if 1

unit change occurs in the Psychological Capital, Work Engagement will be changed by .660 units and the sign is positive so this change will be in positive direction. The t-value of Psychological Capital is 13.140, which is significant. The p-value is 0.000, it is less than 0.05 which is the level of significance. The p-value of constant is 0.000 and Psychological Capital is .000 both the values are significant. **.**

Finding related to demographic variables

- It was found that the analysis of secondary school teacher demographics based on school type were several key findings. Firstly, there is a higher representation of teachers in rural schools compared to urban ones, with rural schools accounting for 57.9% of the total teachers surveyed.
- It was reveals several noteworthy findings. Predominantly, the majority of teachers hold Master's degrees, accounting for 78% of the surveyed population, indicating a strong emphasis on advanced education within the teaching profession. Conversely, a smaller percentage of teachers have pursued higher academic qualifications such as M.Phil. or Ph.D. (12%).
- It was found the age distribution of secondary school teachers, the largest age group is between 31 and 40 years old, comprising 180 individuals, which accounts for 37% of the total teacher population. This indicates a significant presence of mid-career teachers within the secondary school workforce. Additionally, 117 teachers, constituting 24% of the total, fall within the 20-30 age.
- It was offers insights into the distribution of teaching experience among secondary school teachers. Among the surveyed teachers, the largest cohort consists of those with 6 to 10 years of teaching experience, comprising 140 individuals, which accounts for 28.9% of the total teacher population.
- It was found that The study examined 484 participants' Psychological Capital (PC), Organizational Support (OS), and Work Engagement (WE) using a Likert scale from 1.00 to 5.00. The mean scores were 3.58 for PC, 3.56 for OS, and 3.61 for WE. The analysis aimed to investigate the relationship between Psychological Capital and Work Engagement. Surprisingly, it revealed a significant positive correlation between the two, contradicting the initial hypothesis. This suggests that individuals with higher Psychological Capital tend to exhibit greater Work Engagement. Understanding this linkage is crucial for educators and policymakers in enhancing student or employee engagement within educational institutions.

Finding Related to Independent variable (Psychological Capital) and Dependent Variables (Work Engagement)):

The correlation coefficient (r) between Psychological Capital and Work Engagement is 0.514. This indicates a positive correlation of 51 percent between Psychological Capital and Work Engagement. The p-value for this correlation is 0.000, indicating that the relationship between Psychological Capital and Work Engagement is highly statistically significant. Consequently, it was concluded that there is a strong positive and significant correlation between Psychological Capital and Work Engagement. The correlation coefficient (r) between Organizational Support and Work Engagement is 0.380.

Findings Related to Null Hypotheses Testing

It was found that the regression analysis presented valuable insights into the relationship between Psychological Capital and Work Engagement (WE). Here are the key findings: The constant (intercept) value is 1.199, which indicates that even if all independent variables are eliminated from the model, there will still be a baseline level of Work Engagement. This value is statistically significant, as indicated by the t-value of 6.533 and the p-value of 0.000 (which is less than the significance level of 0.05).

The beta coefficient for Psychological Capital is 0.660, signifying that a 1-unit change in Psychological Capital results in a 0.660-unit change in Work Engagement. The positive sign indicates that an increase in Psychological Capital is associated with an increase in Work Engagement. This relationship is highly significant, as evidenced by the t-value of 13.140 and the p-value of 0.000 (which is well below the significance level of 0.05). Overall, these findings decisively reject the null hypothesis (HO1), which suggested no significant relationship between Psychological Capital and Work Engagement.

Conclusions

Demographic Analysis

It was concluded on the basis of finding that majority of respondent to be found in rural schools. It was determined that majority of teachers have Master Degree holders. It was determined that most of teachers were six to ten years and having 31 to 40 year age groups working in secondary schools in Mirpur Divisions of Azad Jammu and Kashmir.

Based on the findings, it was concluded that the ANOVA analysis provided valuable insights regarding the mediation effect of Organizational Support (OS) on the relationship between Psychological Capital (Psy-Cap) and Work Engagement (WE). The results suggest that Organizational Support acts as a partial mediator in this relationship. Initially, when examining the direct link between Psychological Capital and Work Engagement, a strong and significant relationship was observed. However, upon introducing Organizational Support as a mediator in the subsequent model, the strength of the direct relationship between Psychological Capital and Work Engagement slightly diminished, as indicated by the reduced F-value. This nuanced outcome suggests that while Psychological Capital remains a potent driver of Work Engagement, part of its impact operates indirectly through its influence on Organizational Support. These results emphasize the intertwined nature of these factors in shaping employee engagement. Hence, it was concluded that Null Hypothesis was not accepted

The findings unequivocally reject Hypothesis 1 (HO1), which assumed no significant relationship between psychological capital and work engagement. The empirical evidence firmly establishes that psychological capital indeed exerts a statistically significant influence on work engagement. This discovery contributes to the fields of psychology and organizational behavior and holds profound implications for practitioners, policymakers, and organizations. Recognizing the pivotal role of psychological capital in shaping work engagement opens avenues for interventions, strategies, and policies aimed at enhancing employee well-being and productivity.

It was concluded in the Model Summary of the simple regression analysis, offer critical insights of research. The results reveal a statistically significant relationship between

Psychological Capital (PsyCap) and Work Engagement (WE), demonstrating that approximately 26.4% of the variability in work engagement can be attributed to changes in psychological capital. The robustness of this relationship is highlighted by the adjusted R-squared value of .262, accounting for the model's predictive power while considering the number of predictors. The narrow standard error of the estimate (.810) further highlights the model's accuracy in predicting work engagement. These outcomes substantiate the pivotal role of psychological capital in shaping work engagement. The results of the ANOVA analysis presented in Table 4.5 provide compelling evidence supporting the significance of the research model. The high F-value of 172.128, well above the threshold of signifies the statistical importance of the model, confirming the substantial impact of Psychological Capital on explaining variations in Work Engagement. Moreover, the p-value of .000a further solidifies this significance. These findings unequivocally validate the research hypothesis, highlighting that Psychological Capital indeed plays a pivotal role in shaping Work Engagement within the studied context. This outcome not only advances our understanding of the intricate relationship between these variables but also underscores the practical relevance of considering Psychological Capital as a crucial determinant in fostering employee / teachers' engagement.

Discussion

The findings of this study offer significant insights into the relationships between Psychological Capital (PsyCap), Organizational Support (OS), and Work Engagement (WE) in an educational context. The results indicate a positive and statistically significant correlation between PsyCap and OS ($r = 0.207$), as well as a strong correlation between PsyCap and WE ($r = 0.514$). These findings align with existing literature, suggesting that higher levels of PsyCap are associated with greater organizational support and enhanced work engagement among teachers.

Psychological Capital and Work Engagement

The correlation coefficient of 0.514 between PsyCap and WE demonstrates a robust relationship, indicating that educators with higher psychological capital are more engaged in their work. This finding is consistent with previous research that emphasizes the importance of PsyCap in fostering employee engagement. For instance, Luthans et al. (2010) highlighted that individuals with strong PsyCap are more likely to exhibit greater commitment and engagement in their roles. The strong positive relationship identified in this study reinforces the idea that fostering psychological capital among teachers can lead to improved engagement levels.

The regression analysis further underscores the significance of PsyCap, with a beta coefficient of 0.660 indicating that a unit increase in PsyCap leads to a substantial increase in work engagement. This finding supports the work of Afsar et al. (2020), who identified psychological capital as a critical predictor of employee engagement in educational settings. Thus, interventions aimed at enhancing teachers' psychological capital, such as resilience training and workshops focusing on self-efficacy and optimism, may yield substantial benefits for engagement and overall job satisfaction.

Organizational Support as a Mediator

The analysis of the mediation effect of OS on the relationship between PsyCap and WE revealed that OS partially mediates this relationship. Although PsyCap has a direct influence on WE, the presence of organizational support amplifies this effect. This aligns with the findings of Rhoades and Eisenberger (2002), who posited that perceived organizational support positively influences employees' psychological states, enhancing their engagement and commitment.

The partial mediation indicates that while PsyCap plays a vital role in promoting work engagement, organizational support provides an essential framework within which this relationship operates. Organizations that invest in creating a supportive environment—through mentorship, clear communication, and resource availability—are likely to see improved engagement levels among their teachers. This finding suggests that educational leaders should prioritize developing both PsyCap and organizational support to foster a more engaged workforce.

Organizational Support and Work Engagement

The study's findings also indicate a significant positive correlation between OS and WE ($r = 0.380$), suggesting that increased perceptions of organizational support correspond with higher work engagement levels. This is consistent with research by Skaalvik and Skaalvik (2014), which demonstrated that teachers who feel supported by their administration and peers report higher levels of job satisfaction and engagement. The positive impact of organizational support on engagement underscores the necessity for educational institutions to cultivate supportive cultures that recognize and validate teachers' contributions.

Implications for Practice

Given these findings, it is essential for educational institutions to recognize the intertwined nature of PsyCap, OS, and WE. To effectively enhance teacher engagement, institutions should implement programs focused on developing PsyCap while simultaneously fostering a supportive environment. Training programs aimed at enhancing psychological resilience, self-efficacy, hope, and optimism should be integral components of professional development initiatives. Additionally, establishing clear lines of communication, mentorship programs, and resources for teachers can bolster perceptions of organizational support.

This dual approach not only enhances individual psychological capital but also builds a robust support system within educational settings. The findings provide a roadmap for practitioners, policymakers, and administrators to develop strategies that address the complex dynamics influencing teacher engagement.

Recommendations

It is recommended on the basis of findings to teachers, parents, Headmasters, principal, planners, policy makers and administrators that;

- It was found that Organizations / institutions / department may prioritize the development of Psychological Capital (PC) among their teachers. This can be achieved through training programs, coaching, and creating a positive work environment that fosters resilience, self-efficacy, hope, and optimism. Recognize the importance of providing strong

Organizational Support (OS) to employees. This includes clear communication, mentorship programs, employee assistance programs, and other resources that help employees feel supported in their roles.

Organizations may actively work to promote Work Engagement (WE) among their teachers. Strategies may include recognizing and rewarding engaged employees, providing opportunities for skill development, and creating a culture that values and prioritizes employee engagement.

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