

*Exploring The Effect of Psychological Capital on Work Engagement at
Secondary Level in AJ & K*

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Received on: 06-11-2023

Accepted on: 10-12-2023

Abstract

This study investigates the relationships between Psychological Capital (PsyCap), organizational support (OS), and work engagement (WE) among secondary school teachers in Azad Jammu and Kashmir (AJ&K). Contrary to the initial hypotheses, significant positive relationships were found between PsyCap and work engagement, PsyCap and organizational support, and organizational support and work engagement. Specifically, PsyCap explains 26.4% of the variance in work engagement, 4.3% of the variance in organizational support, and organizational support explains 14.4% of the variance in work engagement. These findings underscore the importance of addressing psychological well-being and organizational support to enhance teacher engagement and ultimately improve the quality of education in AJ&K. Recommendations include implementing professional development programs, strengthening support structures, and promoting collaborative school cultures.

Keywords: Psychological Capital, organizational support, work engagement, secondary school teachers

Introduction

Psychological Capital (Psy.Cap) has emerged as a pivotal focus within organizational behavior and human resources, emphasizing the significance of four core attributes: self-efficacy, optimism, hope, and resilience. These traits underscore the importance of human factors in gaining a competitive advantage (Luthans et al., 2007), contributing significantly to an individual's positive personal resources and professional success (Sihag & Sarikwal, 2014).

Self-efficacy, as conceptualized by Bandura, denotes an individual's belief in their capacity to succeed and be effective in various pursuits. This belief serves as a potent motivator, inspiring

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individuals to expand their horizons, bolster their confidence, and leverage their skills and capabilities to overcome obstacles and achieve their objectives. Within the framework of Psychological Capital (Psy.Cap), self-efficacy plays a vital role in motivating employees to actively pursue their goals, investing the requisite effort and time to realize them (Luthans et al., 2007).

Optimism, as elucidated by Seligman, entails attributing positive experiences to enduring, personal, and widespread causes, while interpreting negative events as temporary, external, and specific circumstances. This optimistic outlook fosters self-esteem and overall well-being, encouraging individuals to maintain a positive perspective and integrate constructive elements from their past, present, and future experiences into their lives. In the context of Psy.Cap, fostering a flexible and realistic sense of optimism is advocated (Luthans et al., 2007).

Hope, within the realm of Psychological Capital (Psy.Cap), encompasses the determination and resources needed to pursue one's goals (Luthans & Youssef, 2004). Snyder and colleagues describe hope as the setting of ambitious yet attainable goals, coupled with the resolve, vigor, and belief in one's capabilities to influence outcomes positively. Central to hope are the concepts of agency, representing the pursuit of goals, and pathways, signifying the planning and strategies employed to achieve these objectives.

Resilience, pioneered by Masten (2001), refers to the psychological strength enabling individuals to navigate and surmount life's adversities. It empowers individuals to persevere and overcome setbacks, whether stemming from external circumstances or internal challenges. Resilience equips individuals with the capacity to rebound from failures and persist in the face of obstacles, ultimately emerging stronger from such experiences (Luthans, 2002).

Work Engagement, as characterized by Schaufeli, Salanova, González-Romá, and Bakker (2002), denotes a positive and fulfilling mental state associated with one's professional endeavors. It encompasses vigor, dedication, and absorption, reflecting heightened energy, commitment, and immersion in work tasks.

Vigor represents a state of vitality, endurance, and enthusiasm within the workplace, enabling individuals to withstand fatigue and tackle challenges with determination (Schaufeli & Bakker, 2003). Dedication entails valuing one's job, experiencing pride and fulfillment in performing challenging tasks (Schaufeli & Bakker, 2003). Absorption involves becoming deeply engrossed in work activities, displaying intense concentration and focus (Schaufeli & Bakker, 2003)

Back ground of The Study

The research background establishes the rationale for investigating the mediating role of organizational support in the relationship between Psychological Capital (Psy-Cap) and Work Engagement. Psy-Cap, comprising hope, efficacy, resilience, and optimism, is associated with enhanced job satisfaction, performance, and well-being among employees. Similarly, work engagement, characterized by vigor, dedication, and absorption in one's work, correlates with increased productivity, commitment, and job satisfaction. Organizational support, reflecting employees' perceptions of organizational value and prioritization of well-being, is linked to positive outcomes such as heightened job satisfaction and performance.

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While previous studies have explored individual relationships among Psy-Cap and work engagement, Psy-Cap and organizational support, and organizational support and work engagement, limited research has specifically examined the mediating role of organizational support in connecting Psy-Cap and work engagement. The current research aims to address this gap.

Problem Statement

The teaching profession holds immense significance in shaping the intellectual and socio-emotional development of future generations, making the well-being and engagement of secondary school teachers in Azad Jammu and Kashmir (AJ&K) crucial concerns. However, despite the recognized importance of positive psychological factors like Psychological Capital (PsyCap) in fostering teacher engagement, a gap exists in understanding how organizational support mediates the relationship between PsyCap and work engagement in the unique context of AJ&K.

Globally, studies emphasize PsyCap's positive impact on work engagement and the role of organizational support in enhancing employee well-being. Yet, there's a lack of research specifically examining these dynamics among secondary school teachers in AJ&K. This knowledge gap hinders our ability to comprehensively address teacher well-being in the region and develop targeted interventions and policies to improve the teaching experience and student learning outcomes.

Addressing this gap is crucial for advancing our understanding of factors influencing teacher engagement in AJ&K and developing evidence-based interventions to enhance the overall educational landscape. Therefore, empirical investigation into the effects of PsyCap on work engagement at the secondary level in AJ&K is essential for informing effective strategies and policies tailored to the region's educational context.

Objective of the Study

- i. To analyze relationship between psychological capital and work engagement of secondary school teachers
- ii. To find relationship between psychological capital and organizational support
- iii. To determine relationship between organizational support and work engagement

Null Hypothesis

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

H02: There is no significant relationship between psychological capital and Organizational support

H03: There is no significant relationship between organizational support and work engagement

REVIEW OF RELATED LITERATURE

Research indicates that work engagement is influenced not only by job-related resources but also by personal resources, such as Psychological Capital (PsyCap). Bakker and Demerouti (2008) suggest that personal resources, encompassing positive self-evaluations of one's

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ability to control and influence the environment, play a crucial role in various life aspects. For instance, a study on call center employees in South Africa found a positive correlation between personal resources like self-efficacy and optimism, components of PsyCap, and work engagement (Simons, 2013). Similar findings were observed in earlier studies, indicating that self-efficacy and optimism predict work engagement in various organizational settings in South Africa (Bakker & Demerouti, 2008; Simons & Buitendach, 2013).

In a study involving Dutch technicians, engaged employees exhibited traits such as strong self-efficacy, effective handling of job demands, and a belief in positive life outcomes (Xanthopoulou et al., 2007). These findings underscored PsyCap dimensions, including self-efficacy, hope, and optimism, as factors explaining variations in work engagement over time. Additionally, Bakker (2009) observed that female school principals with greater personal resources, including resilience, self-efficacy, and optimism, scored higher on work engagement. Resilience, as a personal resource, enhanced work engagement, suggesting that engaged workers excel in adapting to changing work environments (Herbert, 2011). Avey et al. (2008) found that employees with higher PsyCap levels were more likely to experience positive emotions and greater work engagement.

In summary, engaged employees exhibit personal resources such as self-efficacy, optimism, resilience, and self-esteem, which enable effective influence and navigation of their work environment (Bakker & Demerouti, 2008; Luthans et al., 2008). This study aims to confirm the positive connection between PsyCap and work engagement.

Methodology

Indeed, the research methodology is a crucial aspect of any scientific study, whether it's in the social or natural sciences. It provides the framework and techniques for conducting the research and gathering empirical evidence to address research questions or hypotheses. In essence, the methodology chapter outlines the researcher's approach to solving the research problem. It delineates the procedures, techniques, and tools that will be employed to collect and analyze data, as well as the rationale behind these choices. On the other hand, qualitative research methodologies focus on understanding the meaning and interpretation of phenomena through non-numerical data sources such as interviews, observations, or textual analysis. Qualitative research emphasizes in-depth exploration, often employing methods like thematic analysis or grounded theory to derive insights from the data.

Regardless of whether the research is quantitative or qualitative, the methodology chapter serves to provide transparency and rigor to the research process. It allows readers to evaluate the reliability and validity of the study's findings by understanding how the data was collected, analyzed, and interpreted.

Research Design

A non-experimental descriptive research design used to explore the relationship between Psy.Cap and work engagement and mediating role of organizational support in secondary school teachers of AJ&K. Quantitative research design applied for conducting this research study. Three variables were treated. Psychological capital was used as independent variable, work engagement was used as dependent variable and organizational support was used as mediating variable.

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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)

Sample of the study

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

District	Total Teachers	Selected
Mirpur	16	169
Kotli	457	210
Bhimber	241	144
Total	997	523

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. There are 299 male teachers in district Mirpur in 43 Secondary Schools in which 169 teachers were selected. There are 457 male teachers in district Kotli in 64 Secondary Schools and 210 secondary school teachers were selected as a sample of the study. There are 241 male teachers in district Bhimber in 34 Secondary Schools in which 144 secondary school teachers was selected for sample of the study according to Morgan table. There are total 997secondary school teachers in141 secondary schools and there are 523 teachers are selected for sample of the study in these three districts and 141 schools

Reliability statistics

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

Alpha Reliability psy-cap, work engagement and organizational support (N = 30)

Subscale	n	Alpha Coefficient
Psychological capital	20	.67
Organizational support	10	.59
Total	30	.84

Table shows Alpha reliability coefficient of the subscales of secondary school teachers' research instrument. Result shows high and low alpha reliability coefficient of the three dimensions of secondary school teachers' questionnaire. work engagement item had highest alpha coefficient reliability which was .78 and organizational support items had lowest alpha coefficient reliability which was .59. Total items alpha reliability was .84.

Data collection

The questionnaires were prepared for each secondary school teachers' respondent who is

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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 And Interpretation

Regression Analysis

Linear regression test has been conducted to test the research hypotheses. There ae 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
- H02: There is no significant relationship between psychological capital and organizational support
- H03: There is no significant relationship between organizational support 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 (HO₁)

HO₁: 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 HO₁.

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.Shows the result of simple regression model as selected in the research methodology. The simple regression model was selected due to the presence of 1 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

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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.

Regression for Hypothesis HO₂

The second hypothesis of this research determines There is no significant relationship between psychological capital and organizational support. HO₂ of this study is stated here under.

HO₂: There is no significant relationship between psychological capital and organizational support

The following tables show the analysis of HO₂.

Table Model summer

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.207	.043	.041	.708

a. Predictors: PC

b. Dependent Variable: OS

The table reflects the model summary of HO₂. Here R square value is equal to .043 which means that 4% of the variance in Organizational Support is explained by Psychological Capital. Alternatively Psychological Capital explains 4% of the change incurred in Organizational Support.

Data analysis and interpretation regarding (HO₃)

The third hypothesis of this research determines the impact of Organizational Support on Work Engagement. HO₃ of this study is stated here under.

HO₃: There is no significant relationship between organizational support and work engagement.

The following tables show the analysis of HO₃.

Table: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.380 ^a	.144	.142	.873

Predictors: (Constant), OS

The table reflects the model summary of HO₃. Here R square value is equal to .144 which means that 14.4% of the variance in Work Engagement is explained by Organizational Support. Alternatively Organizational Support explains 14.4% of the change incurred in Work Engagement.

mediate relationship between Psychological Capital and Work Engagement” is rejected and alternate hypothesis is accepted.

Table *Difference of Psychological capital (self-efficacy) in secondary school teachers*

S.No	Statements (Psyncap)	M	SD	P
1	I feel confident in representing my work area in meeting.	4.31	.58	96.8

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2	I accept challenging work environment	4.31	.58	96.8
3	I feel confident in presenting information to my colleagues.	4.31	.58	96.8
4	I frustrate making mistakes during work	4.30	.59	96.9
5	I learn from other's success stories	4.31	.58	96.8
6	I complete my work objectives that I have set for myself.	4.30	.58	96.9
7	I want to quit when I'm told I did something incorrectly.	4.22	.74	92.6
8	I face struggling to accomplish something difficult	4.30	.59	96.9

Table it shows that, the statement I feel confident in representing my work area in meeting having mean value 4.31, I accept challenging work environment has M= 4.31, I feel confident in presenting information to my colleagues has M= 4.31, I frustrate making mistakes during work has M = 4.30, I learn from other's success stories has M= 4.31, I complete my work objectives that I have set for myself has M = 4.30, I want to quit when I'm told I did something incorrectly has M = 4.22 and I face struggling to accomplish something difficult has M = 4.30. All respondents were agreed on the eight statements of PSYCAP having Mean value from 4.22 to 4.31 and having percentage value from 92.6 to 96.9. It indicates that most of responses of the respondents had positive attitude regarding psychological capital.

Findings

The regression analysis conducted to test the hypotheses revealed several significant findings regarding the relationships between Psychological Capital (PsyCap), organizational support (OS), and work engagement (WE) among secondary school teachers in Azad Jammu and Kashmir (AJ&K).

Firstly, concerning Hypothesis H01, which posited no significant relationship between psychological capital and work engagement, the results indicated otherwise. The analysis revealed a significant positive relationship between psychological capital and work engagement, with a correlation coefficient (R) of 0.514. This suggests that psychological capital explains approximately 26.4% of the variance in work engagement among secondary school teachers in AJ&K.

Secondly, Hypothesis H02, proposing no significant relationship between psychological capital and organizational support, was also contradicted by the findings. Although the relationship was weaker compared to the previous one, the regression analysis still indicated a positive relationship between psychological capital and organizational support. The R square value of 0.043 suggests that psychological capital explains approximately 4.3% of the variance in organizational support among the study participants.

Lastly, Hypothesis H03, which suggested no significant relationship between organizational support and work engagement, was refuted by the results. The analysis revealed a significant positive relationship between organizational support and work engagement, with an R square value of 0.144. This implies that organizational support explains approximately 14.4% of the variance in work engagement among secondary school teachers in AJ&K

Conclusions

In conclusion, the regression analysis conducted on the relationships between Psychological Capital (PsyCap), organizational support (OS), and work engagement (WE) among secondary

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school teachers in Azad Jammu and Kashmir (AJ&K) yielded significant findings. Contrary to the hypotheses proposed, the analysis revealed notable relationships between these variables.

Firstly, Hypothesis H01, suggesting no significant relationship between psychological capital and work engagement, was contradicted by the results. Instead, a significant positive relationship was observed between psychological capital and work engagement, indicating that psychological capital plays a crucial role in explaining approximately 26.4% of the variance in work engagement among secondary school teachers in AJ&K.

Similarly, Hypothesis H02, proposing no significant relationship between psychological capital and organizational support, was also refuted. Although the relationship was weaker compared to the former, the analysis still indicated a positive association between psychological capital and organizational support. This suggests that psychological capital accounts for approximately 4.3% of the variance in organizational support among the study participants.

Lastly, Hypothesis H03, which suggested no significant relationship between organizational support and work engagement, was also contradicted by the findings. The analysis revealed a significant positive relationship between organizational support and work engagement, indicating that organizational support explains approximately 14.4% of the variance in work engagement among secondary school teachers in AJ&K.

Recommendations

Based on the significant findings from the regression analysis, the following recommendations are proposed to enhance the well-being and work engagement of secondary school teachers in Azad Jammu and Kashmir (AJ&K):

1. **Implement Professional Development Programs:** Educational authorities in AJ&K should design and implement professional development programs focused on enhancing teachers' psychological capital. These programs can include workshops, seminars, and training sessions aimed at developing teachers' hope, efficacy, resilience, and optimism. By investing in the psychological well-being of teachers, schools can foster greater engagement and commitment among their teaching staff.
2. **Strengthen Supportive Organizational Structures:** Given the positive relationship between psychological capital and organizational support, educational institutions in AJ&K should prioritize strengthening support structures for teachers. This can involve providing adequate resources, mentorship programs, and professional support networks to help teachers navigate challenges and enhance their job satisfaction. By fostering a supportive organizational environment, schools can promote greater engagement and retention among their teaching staff.
3. **Promote Collaborative School Cultures:** School administrators and policymakers in AJ&K should promote collaborative and inclusive school cultures that value teamwork and mutual support among teachers. Encouraging collaboration, sharing best practices, and fostering a sense of community among staff members can contribute to a positive work environment and enhance teacher engagement. By creating a culture of support and collaboration, schools can improve teacher well-being and ultimately enhance the quality of education for students in AJ&K.

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DISCUSSION

The recommendations proposed based on the regression analysis findings align with previous research in organizational psychology and education, emphasizing the critical role of psychological capital and organizational support in enhancing teacher well-being and work engagement. Numerous studies have highlighted the positive impact of professional development programs, supportive organizational structures, and collaborative school cultures on teacher job satisfaction and performance.

For instance, research by Avey, Reichard, Luthans, and Mhatre (2011) demonstrated that professional development programs focusing on enhancing psychological capital led to improvements in employee well-being and job satisfaction in various organizational contexts. Similarly, Eisenberger, Huntington, Hutchison, and Sowa (1986) found that perceived organizational support positively correlated with employee job satisfaction and commitment. Moreover, studies in the educational context have underscored the importance of supportive organizational structures and collaborative school cultures in fostering teacher engagement and retention. For example, Leithwood, Day, Sammons, Harris, and Hopkins (2006) highlighted the significance of school leadership and organizational support in creating positive work environments that promote teacher satisfaction and commitment.

By implementing the recommended strategies, educational authorities in AJ&K can build upon existing research findings to create conducive environments for teacher well-being and engagement. Investing in professional development programs tailored to enhance teachers' psychological capital, strengthening support structures within schools, and fostering collaborative school cultures can contribute to a positive work environment that promotes teacher satisfaction, retention, and ultimately, student success.

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