

## **Pragmatic Methodology of Psychological Capital on Professional and Domestic Enhancement**

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### **ABSTRACT**

*Higher education empowers women by opening newer innumerable opportunities for them by equipping them with requisite knowledge and skills. This in turn gives them confidence and the acquired confidence provides them the desire and determination to know and exercise their rights as 'a daughter, a wife, a mother, a sister, an employee and above all as a woman' (dailyexcelsior). Each of these roles requires time, energy and commitment to fulfill. Women going to work find it difficult to manage both the personal and public arenas of life. They are burdened with the 'double shift' paradigm, so called by women rights activists. In order to overcome from this paradigm, it is necessary for a woman to equip herself with the four components of Psychological capital namely Hope, Resilience, Efficacy and Optimism.*

**Keywords:** Women, Psychological Capital, Work, Family.

### **INTRODUCTION:**

Usually, Women are intertwined between their professional and domestic fronts. As far as work family hassles are concerned, women's problems are general on the one hand when they are related to their gender and on the other, are specific with reference to their physical situation namely choice of profession, issues at workplace, the family context and its tasks and problems and the individuals' bent of mind. Hence, the issues are personal as well as related to family problems and occupational stress. These are not compartmentalized issues but are interrelated ones too. The researcher feels that a woman must be strong enough to empower herself with all these Psychological capital constructs in her life to become a successful person amidst all odds and mishaps.

### **LITERATURE REVIEW:**

Cherian and Jacob (2013)<sup>1</sup>: The foundation for personal success, well-being and motivation are provided by psychological capital, specifically by self-efficacy. Hope is a "positive motivational state" for people to achieve their desired goals. They emphasize that activating personal perceptions corresponding with motivation will have an impression on their performance.

Lui (2011)<sup>2</sup> provided some support to the applicability of the concept of Psychological Capital in a sample of police officers (N=311) a stressful occupation in Hong Kong. The relationship with turnover intentions is mediated by job satisfaction and stress symptoms. Positive emotions have indirect association with job satisfaction through the mediation of Psychological capital. The study furnished evidence in demonstrating

<sup>1</sup> Cherian J, and Jacob J., "Impact of self-efficacy on motivation and performance of employees", *International Journal of Business and Management*, 2013;8(14).

<sup>2</sup> Lui, C.L. "A study of positive emotions and turnover intentions among Hong Kong police officers: The mediating role of psychological capital and work well-being". Theses and Dissertations. 2011.

the importance of job satisfaction and stress symptoms in explaining the influence of Psychological Capital and turnover intentions.

As Peterson et al. (2011)<sup>3</sup> noted that “the theoretical prediction would be a within-person increase or decrease in psychological capital will result in an increase or decrease in subsequent performance”. Workers can proactively build their psychological capital over time in the interest of improving their performance. Thus, it can be said that there is a positive relationship between psychological capital (with its components) and performance. Peterson et.al put forward that an increase or a decrease in psychological capital will affect following performance in either way of increasing by providing strong resources or decreasing that by withdrawing the support of resources.

Shahnawaz and Jafri (2009)<sup>4</sup> investigated exploring psychological capital in two kinds of organizations (public and private). The study further explored how psychological capital influences organizational commitment and organizational citizenship behaviour in public and private organizations. The sample comprises hundred and sixty junior and middle level managers, eighty each from two organizations. The results showed that all the dimensions of psychological capital were significantly different in the two organizations. Regression analyses showed that psychological capital as a whole couldn't predict organizational commitment and organizational citizenship behaviour in both the organizations.

Siu (2013)<sup>5</sup> found Psychological Capital to predict employees' perceptions of work-related physical and psychological well-being and work-family balance five months later. Psychological Capital may act to increase employees' work-family psychological resource bases, and improve psychological well-being which transfer between domains and improve functioning in each.

Psychological Capital, specifically when related to managing one's work and family demands, may act as a positive resource in the facilitation of work-family balance and reduction of work-family conflict. Psychological Capital has been studied in relation to work-family outcomes in two studies of Chinese workers. Psychological Capital mediated the relationship between work-family conflict and burnout/exhaustion in a study of Chinese doctors Wang et al. (2012)<sup>6</sup>.

### **NEED FOR THE STUDY:**

The contemporary times has made the ratio of working women to increase steadily and swiftly. Consequently, the realignment of roles and its related issues are also increasing. Due to this, a struggle arises between the traditionally defined role and the demands of the new role. This struggle involves the interplay of both optimistic as well as adverse factors and leads to the progressive process. This has inspired the researcher to take up the study in this topic of vital importance, since the developmental process imbued of psychological capital leads to one's success.

### **OBJECTIVES OF THE STUDY:**

- To study the theoretical context of psychological capital of women college teachers in the study region.
- To analyse the factors that enhance the professional and domestic life of women college teachers.
- To suggest better tactics for elevating the psychological capital of women college teachers for a successful life

### **METHODOLOGY:**

The validity of any research is based on the systematic method of data collection and analysis. Both primary and secondary data were used for the present study. The primary data was collected from 403 respondents in the study area. For collecting the first-hand information, respondents were chosen by Quota sampling method. The researcher approached the women college teachers located in Erode District. Simple statistical tools like percentage, mean, median, mode, average, standard deviation, two - way tables and Chi-square test and multiple regression were employed appropriately.

<sup>3</sup> Peterson SJ, Luthans F, Avolio BJ, Walumbwa FO, Zhang Z., “Psychological capital and employee performance: A latent growth modelling approach”, *Personnel Psychology*, 2011; 64: 427-450.

<sup>4</sup> Shahnawaz and Md. Hassan Jafri, “Psychological Capital as Predictors of Organizational Commitment and Organizational Citizenship Behaviour”, *Journal of the Indian Academy of Applied Psychology*, October 2009, Vol. 35, Special Issue, 78-84.

<sup>5</sup> Siu, O.L., “Psychological capital, work well-being and work-life balance among Chinese employees: A cross-lagged analysis”, *Journal of Personnel Psychology*, 12,170-181, 2007.

<sup>6</sup> Wang, Y., Liu, L., Wang, J., and Wang, L., “Work-family conflict and burnout among Chinese doctors: The mediating role of psychological capital”, *Journal of Occupational Health*, 54, 232-240, 2007.

**SCOPE OF THE STUDY:**

The suggestions recommended in this study will help the women college teachers to apprehend the issues involved in a better way and to practice the coping strategies in order to come out of the burdens caused by various work and family related factors. The study will also throw light on the importance of psychological capital, its components and the ways to overcome the obstacles faced by women college teachers.

**LIMITATIONS OF THE STUDY:**

The survey was conducted particularly with women college teachers working in Erode district of Tamil Nadu. Hence, the results arrived from the study may or may not be applicable to other districts and other states of India. But it is hoped that there are certain commonalities. The study was confined only to the women working in Self-financing arts and science colleges and Government-aided arts and science colleges and not to any other institutions.

**RESULTS AND DISCUSSION:**

**Teaching Experience Wise Opinion on Overall Work Family Enrichment:**

Experience helps an individual to gain knowledge of one’s own capacity and the ways and means to further go about in life. As experience is a factor that could possibly impact the psychological capital of working women, it was taken up for analysis. In this study, the teaching experience was classified under four heads viz., below 5 years, 5 to 10 years, 11 to 20 years and above 20 years. To study the effect of teaching experience on overall work family enrichment, the distributions of sample respondents according to teaching experience are shown in table 1.

**Table 1: Teaching Experience wise opinion on overall work family enrichment**

Teaching Experience in Years	No. of respondents	Range		Mean	SD	Mean %
		Min	Max			
Below 5	234	20	84	59.23 <sup>a</sup>	18.18	65.81
5 -10	114	20	83	58.68 <sup>a</sup>	18.78	65.19
11- 20	32	20	83	61.59 <sup>a</sup>	12.33	68.44
Above 20	23	49	83	<b>71.74<sup>b</sup></b>	13.19	79.71
Total	403	20	84	59.98	17.91	66.64

It could be noted from the table that the overall work family enrichment among the respondents with teaching experience of Below 5 years was ranged between 20 and 84 with an average of 59.23, among the respondents with teaching experience of 5 -10 years was ranged between 20 and 83 with an average of 58.68, among the respondents with teaching experience of 11 -20 years was ranged between 20 and 83 with an average of 61.59 and among the respondents with teaching experience of above 20 years was ranged between 49 and 83 with an average of 71.74. Thus, it is inferred from the above analysis that the maximum Overall work family enrichment was found among the respondents with teaching experience of above 20 years.

With a view to find the significance of association between teaching experience of the respondents and level of work family enrichment, a two-way table was prepared and the results are shown in the table 2.

**Table 2: Teaching Experience and level of work family enrichment (Two - way Table)**

Teaching Experience in years	Level of work family enrichment						Total
	Low		Medium		High		
	N	%	N	%	N	%	
Below 5	39	17	101	43	94	40	234
5 -10	24	21	46	40	44	39	114
11- 20	1	3	20	63	11	34	32
Above 20	-	-	8	35	15	65	23
<b>Total</b>	<b>64</b>	<b>16</b>	<b>175</b>	<b>43</b>	<b>164</b>	<b>41</b>	<b>403</b>

It is found from the table that the percentage of high level of work family enrichment was highest (65%) among the respondents with teaching experience of Above 20 years and the same was lowest (34%) among respondents with teaching experience of 11-20 yrs. The percentage of medium level of work family enrichment was the

highest (63%) among the respondents with teaching experience of 11-20 yrs and the same was lowest (35%) among the respondents with teaching experience of above 20 yrs. The percentage of low level of work family enrichment was the highest (21%) among the respondents with teaching experience of 5-10yrs and the same was lowest (3%) among the respondents with teaching experience of 11- 20 yrs.

In order to find the relationship between the teaching experience of the respondents and the level of work family enrichment a Chi-square test was used and result of the test is shown in the table 3.

Null hypothesis ( $H_0$ ): There is no significant relationship between teaching experience of respondents and level of work family enrichment.

Alternative hypothesis ( $H_1$ ): There is a significant relationship between teaching experience of respondents and level of work family enrichment.

**Table 3: Teaching Experience and level of work family enrichment (Chi-square Test)**

Factor	Calculated Chi-square value	DF	Table value	Remarks
Teaching Experience	16.12	6	12.592	Significant

It is divulged from the above table that the calculated chi-square value (16.12) is greater than the table value (12.592) and the result is significant at 5% level. Hence the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. The hypothesis “Teaching experience of the respondents and level of work family enrichment” are associated, does hold good. From the analysis it is concluded that there is a significant relationship between teaching experience of the respondents and level of work family enrichment.

**FRIEDMAN TEST**

**Opinion About Psychological Capital – Optimism:**

The respondents’ opinion about Psychological Capital - Resilience is described in this section. The factors relating to Optimism are “I plan my life with a specific purpose, I decide on what I want in my life, I express my opinions and ideas freely, I can contribute the maximum level to institutional goals, I always practice myself successful in work and family life, I find better strategies to come out during crucial times, I am optimistic towards my work and future of my family, I believe that every problem in life has a solution and I feel secured and comfortable in my work and family”.

In order to identify the factors which is more influencing the respondents, the Friedman test analysis was used and the results are given in table 4

**Table 4: Psychological Capital – Optimism (Friedman Test)**

S. No	Psychological Capital - Optimism	Mean	SD	Mean Rank	Reliability
1.	I plan my life with a specific purpose	2.57	1.41	<b>4.15</b>	0.897
2.	I decide on what I want in my life	2.92	1.25	<b>5.12</b>	
3.	I express my opinions and ideas freely	2.93	1.32	5.06	
4.	I can contribute the maximum level to institutional goals	2.93	1.29	5.11	
5.	I always practice myself successful in work and family life	2.90	1.35	5.09	
6.	I find better strategies to come out during crucial times	2.95	1.28	<b>5.21</b>	
7.	I am optimistic towards my work and future of my family	2.95	1.28	5.06	
8.	I believe that every problem in life has a solution	2.93	1.41	5.08	
9	I feel secured and comfortable in my work and family	2.99	1.26	5.11	

**FINDINGS:**

- Teaching experience of the respondents’ work-family enrichment was studied and found that the respondents who have teaching experience of ‘above 20 years’ have attained maximum level of work-family enrichment than the respondents who have lesser teaching experience. Due to the rich experience gained, they are more matured in handling both work and family aspects.
- The chi-square test also proved that there is a significant relationship between teaching experience of the respondents and the level of work-family enrichment.

- The Friedman test analysis shows that from the 9 available factors of Psychological capital - Optimism, 'I find better strategies to come out during crucial times' was ranked first and is followed by the factor 'I decide on what I want in my life'. 'I plan my life with a specific purpose' factor was ranked third with a reliability of 0.897.

#### **SUGGESTIONS:**

- Majority of the respondents who have 'less than 20 years' of teaching experience are unable to attain maximum level of work-family enrichment. Approaching a problem with a matured mind and knowing where to draw the line will help the respondents attain work-family enrichment.
- The respondents may share the positive aspects of the job, recognitions and promotions with their family members and in-laws. Further, spending more time with them earns the love and support of the family.
- They should fix schedules in such a manner that they could spend sufficient time with their family. They should also learn the tactics of proper household management.

#### **CONCLUSION:**

In order to endure in today's modest world, an individual must possess strong Psychological capital in the path to success. The four components of Psychological capital namely Hope, Resilience, Efficacy and Optimism should be improved in the minds of women college teachers so that their professional and domestic life gets enhanced and as a result they can lead a gratified life.

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