

# Psychological Capital and Teaching Competency of Senior Secondary School Teachers: A Sample Study



**Meena Kumari**  
Assistant Professor,  
Deptt. of Education,  
Ch. Devi Lal University,  
Sirsa, Haryana

**Kanwaljeet Kaur**  
Research Scholar,  
Deptt. of Education,  
Ch. Devi Lal University,  
Sirsa, Haryana

## Abstract

The present study investigated the teaching competency as related to psychological capital in high and low teaching competency group of Senior Secondary School teachers. In this regard, 400 Senior Secondary School teachers were tested with General Teaching Competency Scale (GTCS) and on the basis of their scores, subjects were further divided into high and low teaching competency groups. Thereafter, 108 subjects scoring highest 27% and 108 subjects scoring lowest 27 % constituted the high and low teaching competency groups respectively. The selected subjects were further tested with psychological capital questionnaire (PCQ). The data thus obtained were analysed by using descriptive statistics, most prominently t-ratio. The results obtained had clearly differentiated the two groups i.e. high teaching competency group scored significantly high on all the four dimensions of psychological capital i.e. hope, efficacy, resilience and optimism. These findings have wider ramification for teacher taught relations in a competitive school environment.

**Keywords:** Teaching Competency, Psychological Capital.

## Introduction

The systematic process of acquiring knowledge, skill and experience is known as education, which makes an individual civilized, cultured and refined. The major function of education is to move an individual towards perfectionism. It also play a vital role in a child's life by shaping his behavior and by the development of child's personality. It is the process of incorporating the young into the culture of the society, so as to make them functioning and contributing members of it. Thus, education is an integral part of human life. Education is lifelong and never ending process and an essential human virtue which enables a person to become a good human being in the life. Through the process of education, an individual becomes a fit to live a happy life. In a country like India, the sole purpose of education is the development of human resources which will lead to transformation of its society into a knowledge society but it can be done only through competent teachers. The teacher not only provides knowledge to his students but also responsible for inculcating values in them and transforming their inner beings. The teacher must set a high sense of professional integrity and ideal as his/ her chunk of behaviour is minutely observed by the students. Effective education can only be achieved though the efforts of qualified and competent teachers. An institution without teacher is just like a body without the soul. It is only the teacher who can play a determinative role in all round development of the pupils. Education can be effective only to the extent to which there is a personal touch between the teacher and taught. According to International Commission on the development and education UNESCO (1972), the teacher's duty is not only to inculcate knowledge to the students but also to encourage thinking, his formal functions apart, he will have to act more as an advisor and a partner with whom the students can talk to and as a guide who helps in seeking out conflicting arguments rather than handling the readymade truths. He will have to devote more time and energy in productive and creative activities through discussion, interaction, stimulation, understanding and encouragement of the students. Hence, it is quite possible with a competent teacher to do so.

Teaching constitutes one of the major task of a teacher. Competency over this task of teaching is essence of successful

educational system. Competency is a term used extensively by different people in different context. Schaff *et al.* (2003) defined it as "The professional behavior is guided by a mixture of knowledge, skills, attitudes and personal characteristics. Information skills and attitudes as per demand of profession are called competencies." Thus, competencies are related with any person's ability and it varies from person to person and place to place, in other words, these are subjective in nature. A large variety of instructional and related activities are to be performed by the teacher in the classroom. For the effective organization and presentation of these activities, a teacher requires a certain amount of knowledge along with certain attitudes and skills and this is known as 'Teacher competency'. In other words, teacher competency refers to the proper way of conveying units of knowledge, application and skills to students. Various researchers had defined teaching competency and that crux is that teaching competency is more than just teachers' effects or outcomes of students. However, it also includes knowledge attitude, skill and other teacher characteristics (Haskew, 1956 Wilson, 1973). Some other researchers perceive teacher competency as the teacher behaviors which results in desired effects (Medley and Mitzel, 1973; Biddle, 1964). There are two distinct meanings of competency in education. From theoretical point of view, competency is understood as a cognitive arrangement which facilitates specified behavioral changes. From an operational point of view, competency covers a wide range of higher order skills and behaviors that provide the ability to cope with complex, changeable situations. Professional competencies outline the characteristics that are particularly as essential for effective teaching. These competencies ensure teachers are prepared for the challenges, demands and obligations of teaching. These professional competencies enable the teachers to take proper decisions in their day-to-day work life by providing skills and reinforcement values. These competencies desirable attitude and behaviours through which teachers show their ability to facilitate students learning. Most studies emphasized that for a competent teacher, qualities like knowledge of subject matter, skills in instructions and personal qualities are useful when they work with students. Kohl (1992) stated that along with knowledge of subject matter, the need of society and factors affecting education must be known to teachers.

Augustine (2010) found significant relationship between teaching competency and teaching attitude of pupils teachers. Gender differences were also found in teachers' teaching competencies (Saxena and Singh, 2008). Smriti (2008) found positive correlation between creativity and teaching competency. Studies also show effect of teachers training programme in enhancing the teaching competence of both male and female teachers (Dwivedi, 2012).

Cagla (2018) indicated in their study that there is uniformity between the pre-service and in-service participants. It was also noticed that mostly

the participant English teachers were uninformed about these competencies and they were found to have contrasting opinions about the related competencies because some of them do not find these competencies sufficient or realistic enough while some of them see these competencies as a way of professionalism. They also make some suggestions about how to integrate these competencies into existing teacher training system.

At the end of 19<sup>th</sup> Century, a new approach has emerged- Positive Psychology. Positive psychology is based on the principle that all people want to live fulfilled lives. It is intended to build strengths in people to make the world a better to live. Briefly, positive psychology focus on strengths, health and vitality rather than illness, weakness and pathology, Positive psychology has three central concerns:-

#### **Positive Emotions**

Entails the study of contentment with the past, happiness in the present and hope for the future.

#### **Positive Individuals Traits**

Consists the study of the strengths and virtues such as capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, self-control and wisdom.

#### **Positive Institutions**

Entails the study of the strengths that foster better communities such as justice, responsibility, civility, parenting, nurturance, work ethic, leadership, team work, purpose and tolerance.

An important concept of positive psychology is psychological capital. Psychological capital has been mentioned briefly in various works on economic, investment and sociology. Psychological capital has been specifically defined as "an individual's positive psychological state of development and is characterized by:-

1. Having confidence (Self efficacy) to take on and put in the necessary effort to succeed at challenging task;
2. Making a positive attribution (optimism) about succeeding now and in the future;
3. Perceiving toward goals and, and when necessary, redirecting paths to goals (hope) in order to succeed, and
4. When beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success (Luthans, Youssef *et al*, 2007).

#### **Review of Literature**

Manju yadav (2013) conducted a study on teaching competency and psychological capital. The study clearly revealed that teachers with high psychological capital are more competent in teaching.

Study conducted by Wang Shu-Ling-Chen (2015) investigated that leaders'

Psychological capital was positively related to their job engagement through their followers' psychological capital. Psychological capital mediates the relationship between supportive climate and employees' performance. Psychological capital and depressive symptoms correlated negatively and also

mediated the relationship between work-family conflict and burnout (Liu *et al.*, 2012).

Sameer Yomna M. (2018) revealed that PsyCap, with its four components of hope, optimism, resilience and efficacy, predict innovative behavior, which in turn affects satisfaction and engagement. Results contributed to a better understanding of how psychological capital enhances innovative behavior in the workplace, which in turns, enhances job satisfaction and engagement.

**Aim of the Study**

The Present study has been designed to investigate the teaching competency and psychological capital of Senior Secondary School teachers.

**Method**

**Sample**

A sample of 400 Senior Secondary school teachers of Haryana was randomly drawn from the population was constituted the sample for the present study. The teachers included in the sample range in the age of 25-57 years with mean age of 41 years.

**Tools Used**

Following tools were used to collect data.

1. General Teaching Competency Scale (GTCS) by B.K. Passi and Mrs. M.S. Lalitha (2011)
2. Psychological Capital Questionnaire (PCQ) by Fred Luthans (2007)

**General Teaching Competency scale (GTCS-2011)**

The General Teaching Competency scale is developed and standardized by B.K. Passi and M.S. Lalitha (2011). It can be used to measure the teaching competency of teachers irrespective of age, sex, region, socio-status, and grade/ end. General

Teaching competency scale is a reliable and valid measure. It consists of 21 items and it is a seven point scale.

**Psychological Capital Questionnaire**

The Psychological Capital Questionnaire (PCQ) contains 24 items that measure an individual's PsyCap. A 12-item short form is also available in the self form only. The PCQ is comprised of four dimensions that result in measurement of the current state of an individual's PsyCap. The four dimensions are Hope, Efficacy, Resilience, and Optimism. The selected items have face and content validity and also reliable measure of psychological capital.

**Results and Discussion**

To meet out the objectives of the study the selected subjects were classified into High and Low Teaching Competency Groups. For this, the subjects' having highest 27% scores on General Teaching Competency Scale constituted the High Teaching Competency Group. The High Teaching Competency Group consisted of 108 subjects and subjects having lowest 27% scores on Teaching Competency Scale constituted the Low Teaching Competency Group. The Low Teaching competency Group consisted of 108 subjects. The data was analysed to study the differences in various variables of psychological capital i.e. hope, efficacy, resilience, optimism among subjects falling in low and high teaching competency groups. For this, the mean scores of low teaching competency group subjects were compared with the mean scores of high teaching competency group subjects on above mentioned variables. For this, t-ratios were computed.

**Table 1**  
**Means, S.Ds and t-ratios of Low and High Teaching Competency Groups on various Variables of Psychological Capital**

Variables	Low Teaching Competency Group (N =108)		High Teaching Competency Group (N =108)		t-ratios	Level of Significance
	Mean	S.D.	Mean	S.D.		
Hope	16.18	2.37	35.99	2.09	56.24	0.01
Efficacy	16.81	1.96	36.81	1.77	69.03	0.01
Resilience	17.00	1.99	35.86	3.68	42.25	0.01
Optimism	17.41	1.33	35.52	1.83	57.67	0.01

**Table-1.1**  
**Means, S.Ds. and t-ratio of Low and High Teaching Competency Groups on the Measure of Hope**

Groups	Mean	S.D.	t-ratio	Level of Significance
Low teaching Competency Group (N = 108)	16.18	2.37	56.24**	0.01
High Teaching Competency Group (N =108)	35.99	2.09		

\*\* Significant at 0.01 level

An inspection of the above table reveals that mean scores of two comparable groups on the measure of hope of psychological capital were 16.18 and 35.99 with their respective standard deviations of 2.37 and 2.09. The calculated t-ratio equals to 56.24 which is significant at 0.01 level of significance. It reveals that low teaching competency and high

teaching competency groups differ significantly on the measure of hope, a variable of psychological capital. Further; it reveals high teaching competency group of teachers have strong will power and they are able to generate multiple pathways to reach their goals.

**Table 1.2**  
**Means, S.Ds. and t-ratio of Low and High Teaching Competency Groups on the Measure of Efficacy**

Groups	Mean	S.D.	t-ratio	Level of Significance
Low teaching Competency Group (N =108)	16.81	1.96	69.03**	0.01
High Teaching Competency Group (N = 108)	36.81	1.77		

\*\* Significant at 0.01 level

It can be observed from the above table that mean scores of two comparable groups on the measure of efficacy were 16.81 and 36.81 with their respective standard deviations of 1.96 and 1.77. The calculated t-ratio equals to 69.03 which is significant at 0.01 level of significance. The obtained results point that low and high teaching competency groups

of senior secondary school teachers differ significantly on the measure of efficacy. The findings reveal that teachers belonging to high teaching competency group are more confident than low teaching competency group of teachers. They are more self motivated and also accepted the challenges of life positively.

**Table 1.3**  
**Means, S.Ds. and t-ratio of Low and High Teaching Competency Groups on the Measure of Resilience**

Groups	Mean	S.D.	t-ratio	Level of Significance
Low teaching Competency Group (N =108)	17.00	1.91	42.25**	0.01
High Teaching Competency Group (N = 108)	35.86	3.68		

\*\* Significant at 0.01 level

Perusal of above table reveals that mean scores of two comparable groups on the measure of resilience were 17.00 and 35.86 with their respective standard deviations of 1.91 and 3.68. The calculated t-ratio equals to 42.25, which is significant at 0.01 level of significance. It shows that low teaching competency and high teaching competency groups differ significantly on the measure of resilience. The

obtained findings indicate that high teaching competency group teachers are more aware about situations and the behavior of the people who are around them rather than low teaching competency group teachers. With this ability (resilience) they are always able to control the situations and think about new ways to tackle the problems.

**Table 1.4**  
**Means, S.D.s and t-ratio of Low and High Teaching Competency Groups on the Measure of Optimism**

Groups	Mean	S.D.	t-ratio	Level of Significance
Low teaching Competency Groups (N = 108)	17.41	1.33	57.67**	0.01
High Teaching Competency Groups (N = 108)	35.52	1.83		

\*\* Significant at 0.01 level

Observation of above table reveals that mean scores of two comparable groups on the measure of optimism were 17.41 and 35.52 with their respective standard deviations of 1.33 and 1.83. The obtained t-ratio equals to 57.67 which is significant at 0.01 level of significance. It reveals that low teaching competency and high teaching competency groups of Senior Secondary School Teachers Groups differ significantly on the measure of optimism a variable of Psychological capital. Further, the findings reveal that high teaching competency group teachers are more optimistic than their counterpart low teaching competency group teachers. Therefore, high teaching competency group teachers possesses more optimistic characteristics like they find good in hardships, obstacles and failures and these things give strength to their ideas.

dimensions of psychological capital. Further, the obtained findings indicate that high teaching competency group teachers scored high mean scores on all the four dimensions of psychological capital i.e. hope, efficacy, resilience and optimism than low teaching competency group teachers. The findings of the study also support the earlier studies conducted by Avey et.al, (2008), Luthans and Yussuef (2004), Lason and Luthans (2006), Seligman (1998) and Chahar & Wills (1985).

Findings have wider ramification for teacher taught relation in a competitive school environment. Therefore, maximum efforts should be made to provide healthy environment to the teachers, so that they can teach effectively.

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The overall findings revealed that high teaching competency groups subjects have score high mean scores on all the four dimensions of psychological capital i.e. hope, efficacy, resilience, optimism. The obtained findings hereby portray that two comparable group's i.e. low and high teaching competency groups differ significantly on all the four

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