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A model of attitudinal outcomes of teachers' psychological capital

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This study aims to determine the relationship between psychological capital and job satisfaction, organizational commitment, motivation, and the intent to leave. The sample of this study consists of 323 teachers in 25 schools that were selected randomly with clustered sampling method from the schools. The structural equation model that yields the best-fit indices, states that as teachers' psychological capital levels increase, job satisfaction levels also increase. Psychological capital has a positive effect on teachers' commitment and motivation through the full mediation effect of job satisfaction. Psychological capital has a negative effect on intent to leave through the full mediation effects of job satisfaction and organizational commitment. It is beneficial for school managers to invest in developing and strengthening the psychological capital of teachers if they want to increase job satisfaction, organizational commitment and motivation levels of teachers and to decrease their intent to leave school.

Key words: teachers, psychological capital, commitment, motivation, job satisfaction, intent to leave

Highlights:

- Psychological capital has a positive effect on commitment and motivation through the full mediation effect of job satisfaction.
- Psychological capital has a negative effect on intent to leave through the full mediation effects of job satisfaction and organizational commitment.

Positive individuals tend to be happier and successful in every sector of work life (Burke & Richardsen, 2019). A growing number of studies has indicated that psychological capital has a positive effect on desired outcomes and a negative effect on undesired outcomes in the workplace (Luthans, Avolio, Avey, & Norman, 2007; Avey, Reichard, Luthans, & Mhatre, 2011). There are many studies consistently showing that psychological capital is positively related to in-role and extra-role performance and positive attitudes (job satisfaction, organizational commitment, and psychological well-being), while it is negatively related to misbehaviors and negative attitudes (intent to leave, cynicism, work stress, and anxiety) (Avey et al., 2011; Luthans & Youssef-Morgan, 2017). More specifically, related research showed a negative relationship between psychological capital and negative attitudes such as stress (Bradley, 2014), anxiety (Liu et al., 2013), intent to leave (Tüzün, Çetin & Basım 2014), and burnout (Pu, Hou, Ma, & Sang, 2017; Rehman, Qingren, Latif, & Iqbal, 2017; Wang, Chang, Fu, & Wang, 2012); and a positive relationship between psychological capital and positive attitudes such as job satisfaction (Akçay, 2012; Erkuş & Fındıklı, 2013; Çetin & Basım, 2011; Kaplan & Biçkes, 2013; Luthans et al., 2007; Luthans & Youssef, 2004; Schulz et al., 2014), job involvement (Yüksel & Akdağ, 2011), organizational commitment (Dirzyte, Patapas, Smalskys, & Udaviciute, 2013), and motivation (Mortazavi, Yazdi, & Amini, 2012).

Various attitudinal consequences of teachers' psychological capital have been studied (Ocak, Guler, & Basım, 2016; Demir, 2018; Kaya & Altinkurt, 2018; Li, 2018). It is an under-researched area in teacher psychology when compared to studies conducted in other disciplines. However, psychological capital is a crucial antecedent of teacher performance and well-being (Rehman et al., 2016; Wang, Chen, & Hsu, 2014; Huang, Liu, Hsieh, & Chang, 2015). For example, Karakus and Demir (2015) found that teachers' psychological capital is positively related to their job satisfaction and job involvement, and negatively related to their stress, burnout, and anxiety, which are important variables for teacher performance and well-being. Although there are individual studies examining the effect of teachers' psychological capital on various attitudinal outcomes, no study has been found to show the effect of teachers' psychological capital on their motivation, job satisfaction, organizational commitment, and intent to leave within a single structural equation model.

Psychological Capital

Psychological capital has recently captured the attention of researchers in various disciplines. The psychological capital concept originated from the *positive organizational behaviour* approach. Positive organizational behaviour was defined as “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and

effectively managed for performance improvement in today's workplace" (Luthans, 2002a, p. 59). This definition includes the criteria of being measurable and making a contribution to the desired emotions in the workplace (Luthans, 2002b). Psychological capital is a resource that goes beyond human capital (experience, knowledge, skills and abilities) and social capital (relationships). It is interested in "who you are here and now", and "who you can become" in the future (Luthans & Youssef, 2004).

Psychological capital is characterized by: "(1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals 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, & Avolio, 2007, p. 3). Psychological capital is a set of personal resources comprised of hope, efficacy, optimism, and resilience, which previous research has supported as being valuable for general work performance (Madrid, Diaz, Leka, Leiva, & Barros, 2017).

Job Satisfaction

Job satisfaction is an attitude that reflects an individual's feeling of pleasure toward a job, co-workers, manager, supervisor, or customers. It is also defined as the degree to which a person has positive feelings about a job (Schermerhorn, Hunt, Osborn, & Uhl-Bien, 2011). Job satisfaction reflects the extent of how much an individual likes his/her job. It is an emotional response to one's job (Kreitner & Kinichi, 2009).

Many studies have examined the relationship between job satisfaction and other variables in the workplace. Job satisfaction influences withdrawal behaviour such as turnover and absenteeism (Schermerhorn et al., 2011). Teachers, who have higher levels of psychological capital, experience higher levels of job satisfaction because they are inclined to develop more positive attitudes towards the others at school (Salam, 2017; Hansen, Buitendach & Kanengoni, 2015; Cheung, Tang, & Tang, 2011). School managers can also enhance teachers' motivation through various efforts to increase their job satisfaction (Kreitner & Kinichi, 2009).

Organizational Commitment

Organizational commitment is the degree of loyalty an individual feels toward his/her organisation (Schermerhorn et al., 2011). It is a critical work attitude because committed individuals feel a willingness to work harder to achieve organizational goals and a desire to stay at an organization (Kreitner & Kinichi, 2009). Organizational commitment is composed of three separate, but related dimensions: affective commitment, normative commitment, and

continuance commitment (Meyer & Allen, 1991). Affective commitment refers to an individual's emotional attachment to and involvement in an organization. Continuance commitment is related to the costs (labour, time, and money) associated with leaving an organization. Finally, normative commitment means a feeling of obligation to stay in an organization (Meyer & Allen, 1991; Karakus & Aslan, 2009). In the related literature, organizational commitment is correlated to motivation and intent to leave. Managers can increase employees' job performance and reduce their intent to leave by enhancing their organizational commitment (Kreitner & Kinichi, 2009). The related literature showed that positive psychological capital is an important predictor of teachers' organizational commitment (Erdem, 2010; Yalcin, 2016).

Motivation

Motivation refers to individual forces that cause direction, level and persistence of a person's effort expended at work that are goal-directed (Kreitner & Kinichi, 2009; Robbins & Judge, 2012; Schermerhorn et al., 2011). Motivation is related to what moves people to act, to think and to develop. Motivation can either be intrinsic or extrinsic. Intrinsic motivation is based on subjective factors such as needs, interests and curiosity, but extrinsic motivation depends on environmental factors such as reward, punishment and pressure (Hoy & Miskel, 2010; Deci & Ryan, 2008).

Managers are supposed to consider the causes of low motivation. Hoy and Miskel (2010) indicated that only motivated teachers could do their best at school. There are numerous studies showing the positive relationship between teachers' psychological capital and their work motivation (Vink, Ouweneel, & LeBlanc, 2011; Hasnain, Hasan, & Chorath, 2017; Datu, King, & Valdez, 2018) and the influence of job satisfaction on teachers' work motivation (Skaalvik & Skaalvik, 2011, 2013, 2014; Federici, 2013).

Intent to Leave

Some people leave their jobs impulsively, even though they are not supposed to do so. However, most people go through the process of thinking about whether or not they should leave (Kreitner & Kinichi, 2009). Intention to leave is a conscious desire to leave an organisation shortly (Mobley, Horner, & Hollingsworth, 1978). The costs of leaving are grouped into two categories: separation costs and replacement costs. Quitting jobs damages organizational continuity (Kreitner & Kinichi, 2009). A meta-analysis revealed that organizational commitment reduces the turnover rate of employees (Griffeth, Hom, & Gaertner, 2000). Moreover, Schulz and colleagues (2014) indicated that there was a negative relationship between psychological capital and intent to leave through the mediation effects of job satisfaction and organizational commitment.

As Skaalvik and Skaalvik (2011) indicated, there are various school context variables such as value consonance, relations with parents, relations with colleagues, supervisory support, discipline problems, and time pressure that motivate teachers to leave their current school or the teaching profession. Those factors increase teachers' intent to leave, if they are not satisfied and committed enough and they feel high levels of burnout (Skaalvik & Skaalvik, 2011).

The Aim of the Study

Teachers' positive attitudes are essential to increase both teacher performance and school effectiveness. Psychological capital has been shown to be an important predictor of teachers' attitudes at school. However, there is a gap in the literature on the attitudinal consequences of teachers' psychological capital. To fill this gap, the relationships between psychological capital, job satisfaction, organizational commitment, motivation, and intention to leave were examined in a single structural equation model. This study aimed to determine various attitudinal consequences of teachers' psychological capital at schools.

Method

Design

This study used a survey-based correlational design. Psychological capital, job satisfaction, organizational commitment, motivation, and intent to leave levels of teachers were measured through surveys and relationships between these variables were determined.

Population and Sample

The population of the study consists of 1145 primary school teachers who were working in the Kırıkhan district of Turkey's city Hatay. With the cluster sampling method, a total of 27 schools were selected randomly, and the scales were administered to all the teachers working at these schools. A sample of 323 teachers agreed to participate in this study. According to Field (2009), this sample size was enough at 95% confidence interval for this population.

While 60.4% of the teachers participating in this study were male ($N = 195$), 39.6% were female ($n = 128$); 78% of the participants were married ($n = 252$), and 22% of them were single ($n = 71$). The most frequent (43.7%) age range of the participants is 33–44 years ($n = 141$). The most frequent (50.8%) tenure range of the participants is between 1 to 10 years ($n = 164$).

Instruments and Procedure

Data for this study were obtained through five-point Likert-type scales. Points of the scale ranged from 1, representing *I don't agree at all* to 5, representing *I totally agree*. Looking at the results of exploratory and confirmatory factor analyses, some items have been deleted from the scales due to their low factor loadings or common error variances. In this way, the scales have been shortened without violating the original factorial structure of them.

Psychological Capital Scale (Luthans et al., 2007, adapted to Turkish by Çetin & Basım, 2012). Items include: "I am confident enough while representing my works in meetings with school administrator" (Efficacy). "If I am in a difficult situation at school, I could easily find a way to get out of it" (Hope). "I could easily take stressful things at school in stride" (Resilience). "I always look on the bright side of things happening at school" (Optimism).

With the remaining 12 items (of 24), the original four-dimensional factor structure of the Psychological Capital scale has been confirmed (explained variance = 58.55 %, Bartlett = .000, KMO = .706, $\chi^2 = 85.084$, $df = 40$, $\chi^2/df = 2.127$, $p = .000$, RMSEA = .059, IFI = .940, TLI = .916, CFI = .939). Cronbach's Alpha of the overall scale was .723. Cronbach's Alpha coefficients of four dimensions were: Hope = .65; Self-efficacy = .77; Optimism = .63, and Resilience = .68.

To measure job satisfaction, a global measure of job satisfaction was used. Job satisfaction scale was developed by Griffin et al. (2010) and adapted to Turkish by the researchers. Items include: "Most days I am enthusiastic about my job" and "I find real enjoyment in my job". Four items (of five) remained after factor analysis. A single factor scale consisting of four items presented a good fit to the data (explained variance = 58.68 %, Bartlett = .000, KMO = .803, Cronbach's Alpha = .78, $\chi^2 = 11.378$, $df = 5$, $\chi^2/df = 2.276$, $p = .044$, RMSEA = .063, IFI = .991, TLI = .981, CFI = .991).

Organizational Commitment Scale (Karakuş & Aslan 2009). Six items (of nine) remained after factor analysis. Items include: "I enjoy mentioning about my school with people outside it" and "I feel loyalty to this school, so it is a moral obligation for me to remain here". This single factor scale presented a good fit to the data (explained variance = 62.01 %, Bartlett = .000, KMO = .837, Cronbach's Alpha = .84, $\chi^2 = 18.485$, $df = 9$, $\chi^2/df = 2.054$, $p = .030$, RMSEA = .057, IFI = .988, TLI = .980, CFI = .988).

Motivation at Work Scale (prepared by Gagné et al., 2010 and adapted to Turkish by Akbolat & Işık (2012). Seven items (of 15) remained after factor analysis. Items include: "I chose this job because it allows me to reach my life goals" and "I do this job for the paycheck (reverse)". This single factor scale presented a good fit to the data (explained variance = 52.74 %, Bartlett = .000, KMO = .856, Cronbach's Alpha = .87, $\chi^2 = 17.055$, $df = 8$, $\chi^2/df = 2.132$, $p = .030$, RMSEA = .059, IFI = .990, TLI = .982, CFI = .990).

The scale of intention to leave school. Scale was developed by Karakus, Toprak, and Gurpinar (2014). Items include: "Nowadays, I often think about leaving this school" and "I am actively seeking a new school to work". None of the items was deleted and a single-factor scale consisting of four items presented a good fit to the data (explained variance = 86.33 %, Bartlett = .000, KMO = .840, Cronbach's Alpha = .95, $\chi^2 = 22.892$, $df = 2$, $\chi^2/df = 11.446$, $p = .000$, RMSEA = .180, IFI = .985, TFI = .955, CFI = .985).

Analyses

Exploratory factor analyses (with SPSS) and confirmatory factor analyses (with AMOS) were performed for each scale in this study. After performing the reliability and validity analyses for each scale, measurement model and structural model were developed through AMOS. Maximum likelihood method was used in structural equation modelling. At any stage of the analyses, the scales were not summed up; instead, all the items were included in the analyses at the same time to yield a realistic measurement and structural model.

Results

Descriptive Statistics and Correlations

Descriptive statistics and correlation matrix of the variables in the study is given in Table 1.

Table 1
Descriptive statistics and correlation matrix of the variables in the study

Variables	<i>M</i>	<i>SD</i>	<i>SE</i>	1	2	3	4	5
1. PC	3.89	.42	.02	1				
2. JS	4.14	.68	.03	.41**	1			
3. OC	2.97	.90	.05	.22**	.18**	1		
4. Mot	3.79	.69	.03	.47**	.43**	.30**	1	
5. Int.	2.68	1.37	.07	-.17**	-.11*	-.40**	-.10*	1

p* < .05, *p* < .01

Note. PC = Psychological capital; JS = Job satisfaction; OC = Organizational commitment; Mot = Motivation; Int = Intent to leave.

According to the correlation matrix, psychological capital is positively correlated with job satisfaction, organizational commitment, and motivation and negatively correlated with intent to leave. Job satisfaction, organizational commitment, and motivation are all negatively correlated with intent to leave. Job satisfaction, organizational commitment, and motivation are positively correlated with each other. These correlation coefficients are consistent with proposed relationships. As teachers' psychological capital levels increase, their positive attitudes (job satisfaction, organizational commitment, and motivation) also increase, and they less frequently intend to leave. Accordingly, these positive attitudes (job satisfaction, organizational commitment, and motivation) are correlated positively with each other while they are correlated negatively with intent to leave.

Confirmatory factor analysis was performed on all scales used in this study. In line with the modification indices, 14 items were deleted and one error covariance was added to the model. Respectively P11, P1, C2, C8, P8, P7, P10, P9, C6, S4, P4, P24, P3, P21, P2, and P6 items were deleted, because their error variances were too high and they increased chi-square of the model too much. Error covariances were added between M1 and M2, because errors of these items were related to each other. The measurement model shows that scales presented a good fit to the data ($\chi^2 = 815.763$, $df = 480$, $\chi^2/df = 1.700$, IFI = .934, TLI = .927, CFI = .934, RMSEA = .047). At this model, all the latent variables have significant and high correlations with each other (Figure 1). The correlation coefficients are consistent with the former one (Table 1) that was in line with the proposed relationships.

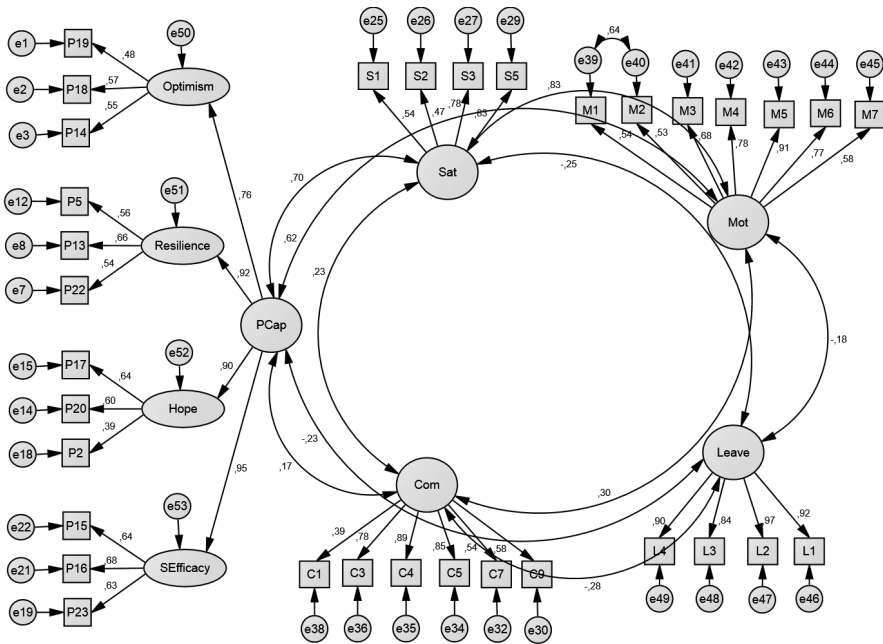


Figure 1. The measurement model with standardized coefficients.

Note. PCap = Psychological capital; Sat = Job satisfaction; Com = Organizational commitment; Mot = Motivation; Leave = Intent to leave. Fit indices: $\chi^2 = 815.763$, $df = 480$, $\chi^2/df = 1.700$, IFI = .934, TLI = .927, CFI = .934, RMSEA = .047.

After presenting the good fit of the measurement model, covariances between latent variables were deleted and one-way paths were added to these latent variables according to theoretical assumptions. Paths of PCap→Com ($\beta = .014$, $p = .893$), PCap→Mot ($\beta = .076$, $p = .331$), PCap→Leave ($\beta = -.111$, $p = .276$), and Mot→Leave ($\beta = .223$, $p = .109$) were deleted because of their insignificant path coefficients. After these paths were deleted, there were unimportant changes in χ^2 ($\Delta\chi^2$) (Table 2). The final structural equation model presented a good fit to the data ($\chi^2 = 820.529$, $df = 484$, $\chi^2/df = 1.695$, IFI = .934, TLI = .928, CFI = .934, RMSEA = .046).

Table 2
Deletions of the insignificant paths for the final structural equation model

	χ^2	df	χ^2/df	$\Delta \chi^2$	IFI	TLI	CFI	RMSEA
Saturated model	820.529	484	1.695	-	.934	.928	.934	.046
PCap→Com	815.781	481	1.696	.001	.935	.927	.934	.046
PCap→Mot	816.675	482	1.694	.002	.935	.928	.934	.046
PCap→Leave	817.870	483	1.693	.001	.934	.928	.934	.046
Mot→Leave	820.529	584	1.695	.002	.934	.928	.934	.046

Note. PCap = Psychological capital; Sat = Job satisfaction; Com = Organizational commitment; Mot = Motivation; Leave = Intent to leave.

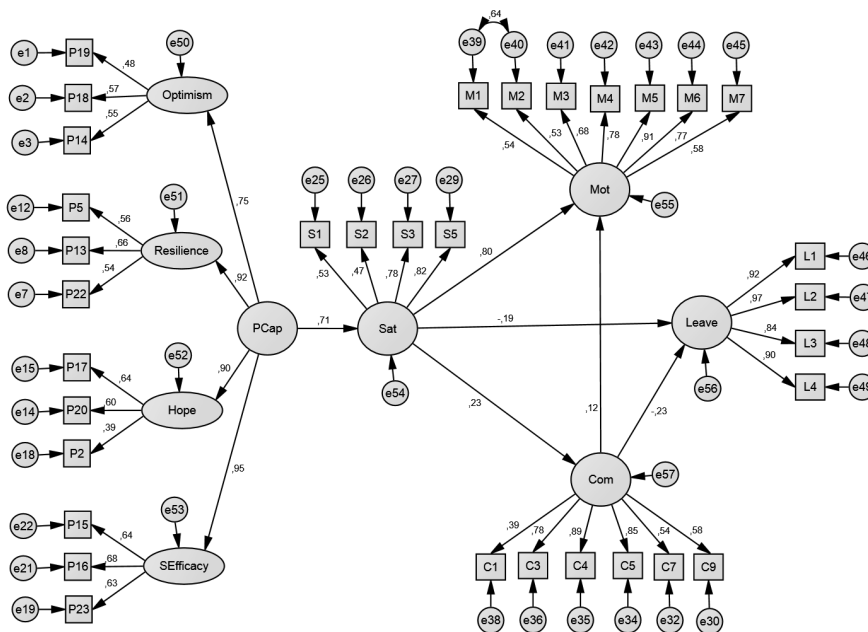


Figure 2. The final structural equation model with standardized path coefficients.

Note. PCap = Psychological capital; Sat = Job satisfaction; Com = Organizational commitment; Mot = Motivation; Leave = Intent to leave. Fit indices: $\chi^2 = 820.529$, $df = 484$, $\chi^2/df = 1.695$, IFI = .934, TLI = .928, CFI = .934, RMSEA = .046.

According to the final structural equation model that yields the best-fit indices, as teachers' psychological capital levels increase, their job satisfaction levels also increase. Psychological capital has a positive effect on teachers' organizational commitment through the full mediation effect of job satisfaction. Job satisfaction has a positive effect on motivation and a negative effect on intent to leave through the partial mediation effect of organizational commitment (Figure 2).

This structural model implies that teachers are less affected by their negative experiences at work, look at the positive sides of their work experiences, and thus they become more satisfied, committed, and motivated at work, and less frequently intend to leave their school if they have high levels of psychological capital. Psychological capital has an effect on each variable in the model through the full mediation effect of job satisfaction. The most integral mediator in the model is job satisfaction and the second one is organizational commitment. Job satisfaction has an effect on the rest of the variables through the partial mediation effect of organizational commitment. It means that teachers who have higher levels of psychological capital are more inclined to be satisfied and committed. Therefore, they can be more easily motivated to work and less often intend to leave.

Discussion

A great deal is known about the positive effects of psychological capital and how psychological capital leads to positive attitudes and personal outcomes for individuals. The literature review and subsequent data analysis for this study attempt to look at the attitudinal consequences of teachers' psychological capital. In the related literature, there are limited multivariate studies on teachers' psychological capital. Also, there is no available research examining psychological capital, job satisfaction, organizational commitment, motivation, and intent to leave altogether within a single model. So, this multivariate study fills that gap in the literature.

This study shows that psychological capital has a positive effect on teachers' job satisfaction. Similarly, other researchers found that there is a positive relationship between psychological capital and job satisfaction (Akçay, 2012; Erkuş & Fındıklı, 2013; Çetin & Basım, 2011; Kaplan & Biçkes, 2013; Karakuş & Demir, 2015; Luthans et al., 2007; Luthans & Youssef, 2004; Schulz et al., 2014). In educational settings, Salam (2017), Hansen et al. (2015), and Cheung et al. (2011) found that teachers' psychological capital increases their levels of job satisfaction.

The current study shows that psychological capital is a predictor of teachers' organizational commitment, motivation and intent to leave through the full mediation effect of job satisfaction. Schulz et al. (2014) and Karakuş & Demir (2015) found that psychological capital has a negative effect on intent to leave through the full mediation effect of job satisfaction. In the related literature, job satisfaction is positively correlated to organizational commitment and motivation and negatively correlated to intent to leave (Shalley, Gilson, & Blum, 2000). Çetin & Basım (2011) found that psychological capital increased job satisfaction levels of individuals and this situation makes them happier in their lives. Ocağ et al. (2016) found that teachers' psychological capital, especially the dimension of optimism, plays a critical role for them to develop both organizational commitment and job satisfaction. Luthans et al. (2007) indicated that individuals who have higher levels of psychological capital are more inclined to have more positive attitudes at work and they also have higher levels of job satisfaction.

Findings of this study show that psychological capital has a positive effect on organizational commitment levels of teachers. Similarly, Erdem (2010) and Yalcin (2016) found a significant positive relationship between teachers' psychological capital and their organizational commitment. Yalcin (2016) stated that teachers who have higher levels of psychological capital in the dimensions of optimism, confidence, extraversion, and resilience are more inclined to internalize the values of their school that lead them to develop organizational commitment.

Results show that psychological capital has a positive effect on teachers' motivation levels through full mediation effects of job satisfaction and organizational commitment. This finding corroborates the former findings

showing the positive effect of teachers' psychological capital on their work motivation (Vink, Ouwenel, & LeBlanc, 2011; Mortazavi et al., 2012; Hasnain, Hasan, & Chorath, 2017; Datu, King, & Valdez, 2018), the effect of teachers' job satisfaction on their work motivation (Skaalvik & Skaalvik, 2011; Skaalvik & Skaalvik, 2013; Federici, 2013; Skaalvik & Skaalvik, 2014), and the effect of organizational commitment on work motivation (Battistelli et al., 2013). Teachers who have higher levels of psychological capital are more resilient to negative events at work that can reduce their levels of job satisfaction, organizational commitment and motivation as a result. These kinds of teachers are more satisfied, committed to their schools and full of motivation because of their resilience, hope, optimism, and self-efficacy.

Findings from the current study show that teachers' psychological capital level has a negative effect on their intention to leave. Similarly, Tüzün et al. (2014) found a negative relationship between psychological capital and intention to leave. In the current study, psychological capital has a negative effect on intent to leave through the mediation effects of job satisfaction and organizational commitment. Similarly, Schulz et al. (2014) indicated that there was a negative relationship between psychological capital and intent to leave through mediation effects of job satisfaction and organizational commitment. Griffeth et al. (2000) found in their meta-analysis that employees' organizational commitment has a negative effect on their intention to leave. Skaalvik and Skaalvik (2011) found that teachers' feelings of belongingness and job satisfaction decrease their motivation to leave the teaching profession. Salam (2017) also found that teachers who have psychological capital can more easily develop job satisfaction due to their positive thoughts and mental resources embedded in psychological capital might make them more resistant to the development of intent to leave. As Pu et al. (2017) and Rehman et al. (2017) found, psychological capital strengthens teachers against the negative effects of various experiences at work. Teachers who have lower levels of psychological capital may be more vulnerable to negative effects of various experiences at work that can damage their job satisfaction and organizational commitment levels. In this way, they think more frequently of leaving their school and teaching profession. These results imply that teachers' intentions to leave can be minimised by enhancing their psychological capital, job satisfaction, organizational commitment, and work motivation levels.

Conclusion and Recommendations

Teachers who have higher levels of psychological capital look positively at events around them and are less affected by destructive effects of negative experiences at school. Teachers having higher levels of psychological capital have higher levels of job satisfaction and organizational commitment, and this helps them to find motivation for their work more easily. Also, teachers having higher levels of psychological capital feel higher levels of organizational commitment because of their higher levels of satisfaction, and thus they less frequently intend to leave school.

The results of this study reveal that teachers who have higher levels of psychological capital also have more powerful psychological resources and they are less vulnerable to negative effects of experiences they face at work. Therefore, they less frequently develop negative attitudes at school and they more frequently develop positive attitudes towards various positions in school (e.g., school, school administrator, colleagues, and students).

It would be helpful for school managers to invest in strengthening teachers' psychological capital if they want them to develop positive attitudes and to be less vulnerable to adverse effects of negative experiences at work. Educational leaders might consider teachers' psychological capital competencies as a part of the teacher selection criteria to increase the effectiveness of schools by recruiting optimistic, hopeful, and resilient teachers who have more positive thoughts than the others. Also, it would be helpful if they equip teachers with psychological capital competencies through in-service training activities.

This study has several limitations. Firstly, it only relies upon the quantitative data collected through Likert-type scales. Secondly, all the scales used in this study are of the self-assessment type through which teachers evaluate themselves. Further studies can be designed on this topic, including both qualitative and quantitative data sources and using various assessment types to comprehend every aspect of teachers' psychological capital and its consequences.

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Model efekata psihološkog kapitala na stavove i motivaciju nastavnika

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Cilj ove studije je da utvrdi odnose između psihološkog kapitala i zadovoljstva poslom, posvećenosti organizaciji, motivacije i namere da se napusti posao. Uzorak čini 323 nastavnika iz 25 škola koje su slučajno izabrane metodom klaster uzorkovanja škola. Strukturni model koji pokazuje najbolje indekse uklapanja je model koji pretpostavlja da kada raste psihološki kapital nastavnika raste i njihovo zadovoljstvom poslom. Psihološki kapital ima pozitivan efekat na posvećenost nastavnika i motivaciju, a taj efekat se u potpunosti prenosi preko zadovoljstva poslom (potpuna medijacija, prim. prev.). Psihološki kapital ima negativan efekat na nameru da se napusti posao i taj efekat se u potpunosti prenosi preko zadovoljstva poslom i posvećenosti organizaciji (potpuna medijacija, prim. prev.). Za direktore škola je korisno da investiraju u razvoj i jačanje psihološkog kapitala nastavnika ako žele da povećaju njihovo zadovoljstvo poslom, posvećenost organizaciji i motivaciju, kao i da umanje njihove namere da napuste školu.

Ključne reči: nastavnici, psihološki kapital, posvećenost, motivacija, zadovoljstvo poslom, namera da se napusti posao.

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