



INFLUENCE OF PSYCHOLOGICAL CAPITAL, GRIT AND MEANINGFUL WORK ON TEACHER WORK ENGAGEMENT

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Abstract

Importance of positive psychology is seen increasing in the field of Organizational research and literature. The purpose of this research is to analyze how and whether Positive Psychological Capital and Grit moderate this relationship.. This study explores the intricate relationships between psychological capital (PsyCap), grit, meaningful work, and work engagement. PsyCap, encompassing self-efficacy, optimism, hope, and resilience, serves as a critical determinant of employee performance and satisfaction. Grit, defined as perseverance and passion for long-term goals, complements PsyCap by fostering sustained effort and dedication. Meaningful work, the perception that one's job is significant and purposeful, emerges as a pivotal factor enhancing employee engagement. Through a comprehensive analysis, this research examines the influence of t high levels of PsyCap and grit significantly contribute to perceiving work as meaningful, which in turn, elevates work engagement. These findings underscore the importance of cultivating a supportive work environment that nurtures psychological resources and grit, ultimately leading to more engaged and productive employees. This study bridges the gap in the literature regarding the impact of psycap, grit and meaningful work on work engagement

Key words: Psychological Capital, Grit, Meaningful Work, Work Engagement

Introduction

Teachers play a pivotal role in shaping the destiny of the child and the nation as well. Teachers are the most important stakeholders in the education system. Their psychological resources and traits are important in the level of engagement, they show toward teaching. The modern positive psychology movement stresses on the role and influences of psychological capital, grit, and the perception of meaningful work which the teachers on the teacher engagement. Only an engaged teacher can keep the students engaged in their studies and all-round development. Thus the present study attempts to focus on the influence of positive psychological concepts like psychological capital, grit, and meaningful work on teachers'

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Psychological Capital

PsyCap describes an individual's psychological capacity that can be measured, developed, and managed for performance improvement. It is formed by the psychological resources that best match the inclusion criteria defined in positive organizational behavior: self-efficacy hope, optimism, and resiliency (Luthans, Avolio, Avey, & Norman, 2007; Luthans & Youssef, 2004; Luthans, Youssef, & Avolio, 2007). What distinguished the PsyCap constructs from other positive constructs that already existed in the organizational and personal development popular literature was the focus on theory, research, and valid measurement. In addition, the state like and open-to-development criterion served to differentiate PsyCap constructs from trait like constructs such as core self-evaluations, positive affectivity, and "Big Five" personality characteristics, among others

Grit

Personality trait characterized by perseverance and passion for achieving long-term goals. Grit entails working strenuously to overcome challenges and maintaining effort and interest over time despite failures, adversities, and plateaus in progress. Recent studies suggest this trait may be more relevant than intelligence in determining a person's high achievement. For example, grit may be particularly important to accomplishing an especially complex task when there is a strong temptation to give up altogether.

Grit is passion and perseverance for very long-term goals," says American psychologist Angela Lee Duckworth. In psychology, grit is a positive, non-cognitive trait based on a person's perseverance of effort combined with passion for a particular long-term goal or end state .This perseverance of effort helps people overcome tests and threats to accomplishment and encourages people to achieve. The term 'Grit' is known as the character trait, trait –like in nature that inspires an individual to put utmost effort and to accomplish their set long-term goals and it also motivate people to persevere hard, make them to stick their long-term goals and objectives.

Meaningful work

Individuals seek to find meaning in their working life (Frankl, 1992). Meaningfulness, which expresses an inclusive state of existence, contributes significantly to individuals' sense of reaching their life goals. Meaningful work means the work done has specific importance and

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positive meaning for individuals (Lysova et al., 2019; Rosso et al., 2010). Individuals find work meaningful when their expectations, values, beliefs, and behaviors are coordinated with the features and responsibilities of the job (Pratt & Ashforth, 2003)

Engagement

Work engagement is a motivation concept that refers to the voluntary allocation of personal resources directed at the range of tasks demanded by a particular vocational role (Christian, Garza, & Slaughter, 2011). Two core conceptual dimensions—energy and involvement—underpin work engagement (Bakker et al., 2011), with three domains of engagement often posited: physical, emotional, and cognitive (e.g., Saks, 2006). This research attempts to study the influence of state-like characteristic the psychological capital, trait-like characteristic the grit, and the perception meaningful work and their impact on work engagement of teachers.

Significance of the Study

The study is an attempt to make an important contribution to the scarce research work that is done in the field of work engagement among teachers in India. It can also enable education authorities to understand the difference in engagement levels and to plan interventions to improve the situation so that more dedicated teachers take up the profession which in turn could motivate more students to enroll themselves in schools. This study also is an attempt to understand the effect of work and meaning on teacher engagement. The study helps to determine the effect of grit and pscap together and separately on work engagement

Theoretical Proposition

Teachers who possess higher levels of psychological capital (PsyCap) meaningful work and grit are more likely to think of their work as meaningful, which in turn improves their overall work engagement, especially, the combination of PsyCap's components—self-efficacy, optimism, hope, and resilience—with grit's emphasis on perseverance and passion for long-term goals creates a complementary effect that develops a deeper sense of purpose and significance in one's work. This increased perception of meaningful work acts as a mediator, amplifying the positive impact of PsyCap and grit on work engagement. As a result, schools that invest in developing their employees' PsyCap and grit are likely to witness higher levels of engagement, leading to improved performance and job satisfaction.

Conclusion

In conclusion, this study throws light on the vital interplay between psychological capital (PsyCap), grit, meaningful work, and work engagement. The findings suggest that employees with higher levels of PsyCap and grit are more inclined to find their work meaningful, which

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significantly boosts their work engagement. This research studies the importance of developing psychological resources and perseverance among employees to enhance their engagement and performance. Organizations should put emphasis on creating environments that support the development of PsyCap and grit, thereby promoting meaningful work experiences and cultivating a more engaged and productive workforce. This research attempts to study the influence of psychological capital, grit and meaningful work on teacher's work engagement and implications for the same.

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