



The Relationship between Psychological Capital and Stress, Anxiety, Burnout, Job Satisfaction, and Job Involvement

Selcuk DEMIR¹

ARTICLE INFO

Article History:

Received: 02 Sep. 2016

Received in revised form: 21 Dec. 2017

Accepted: 03 Feb. 2018

DOI: 10.14689/ejer.2018.75.8

Keywords

Individual outputs
teacher attitudes
productivity
mediation effect

ABSTRACT

Purpose: It is extremely important for teachers to have the psychological capital to enhance their performance outputs in educational organizations. Teachers having psychological capital will positively influence all the members of the school. This kind of teacher will develop and support colleagues' and students' positive attitudes such as competence, hope, motivation, and productivity. The purpose of this research is to determine the relationship between psychological capital and stress, anxiety, burnout, job satisfaction, and job involvement.

Research Methods: The sample of this study consists of 335 teachers in 27 schools that were selected randomly from the schools at

Hatay's Kirikhan district in the 2014–2015 academic year. The Psychological Capital Scale, Stress Scale, Anxiety Scale, Burnout Scale, Job Satisfaction Scale, and Job Involvement Scale were used to collect the data. **Findings:** As teachers' psychological capitals increase, their stress levels decrease. Psychological capital has a negative impact on anxiety levels of teachers through the full mediation effect of stress. Psychological capital negatively affects teachers' burnout levels through the partial mediation effects of stress and anxiety. Psychological capital has a positive effect on teachers' job satisfaction through the partial mediation effects of stress, anxiety, and burnout. Psychological capital has a positive effect on the job involvement levels of teachers through the partial mediation effects of stress, anxiety, burnout, and job satisfaction. **Implications for Research and Practice:** It is essential for school administrators to contribute to the development and strengthening of teachers' psychological capital if they wish for teachers to feel negative attitudes less frequently and to develop more positive attitudes at work.

© 2018 Ani Publishing Ltd. All rights reserved

¹ Gaziantep University, Institute of Educational Sciences, Educational Administration, Supervision, Planning and Economy TURKEY, e-mail: selcuk_demirs@hotmail.com <https://orcid.org/0000-0003-2904-6443>

Introduction

It is crucial for teachers to have positive attitudes to enhance their performance outputs in educational organizations. Previous studies revealed that psychological capital influences teachers' attitudes and behaviors positively and prevents emotional distress. This kind of teacher will help colleagues and students to develop positive attitudes such as competence, hope, motivation, and productivity. This research is designed to clarify how psychological capital increases terminal attitudes and behaviors and decreases un-solicited attitudes and behaviors in educational organizations.

Teachers are expected to experience higher levels of work-related stress than workers in white collar professions (Sorenson, 2007). There have problems caused by teacher-student conflict, teacher-family conflict, student discipline problems, insufficient support, lack of promotion, disgruntled colleagues, and insufficient participation in school decision-making (Cokluk, 2014; Hock, 1988; Sorenson, 2007). These problems cause teachers to experience negative effects such as stress, anxiety, job dissatisfaction, intent to leave, and physical and psychological distress (Bradley, 2014; Cokluk, 2014). These discomforts suffered by teachers are supposed to reflect on students so the problems increase more and more in the education system.

A large number of studies have revealed a relationship between the psychological capital of employees and terminal and undesirable outcomes. Recent publications have highlighted the importance of psychological capital level on employees' work-related behaviors and attitudes (Bradley, 2014; Burke, 2000; Karakus & Demir, 2015; Luthans, Avolio, Avey, & Norman, 2007; Ocak, Guler, & Basim, 2016; Schulz, Luthans, & Messersmith, 2014; Tuzun, Cetin, & Basim, 2014; Wang, Chang, Fu, & Wang, 2012). Psychological capital influences teachers' attitudes positively and prevents distressed emotions (Karakus & Demir, 2015; Ocak et al., 2016; Ocak & Guler, 2017). Also, teachers with psychological capital will positively affect all the members of the school. This kind of teacher will develop and support colleagues' and students' positive attitudes such as competence, hope, motivation and productivity. Despite the growing importance and interest in the effects of psychological capital on various individual constructs, there is a shortage of multivariate studies on the subject, especially in relation to educational organizations. This study has been done to develop our knowledge of the concept of psychological capital.

M. Seligman and his colleagues have performed many studies to make the ignored functions of psychological capital a current issue. These functions are important: to heal human life and to develop superior abilities (Polatci, 2014). Luthans and his colleagues started to carry out related studies in the field of organizational behavior. Their research points out that psychological capital is an important approach to understand a human's strengths and capacities, to support personal development, and to have a positive impact on motivations. In today's workplace, adopting a positive approach to develop and manage human resources helps us to have positive outcomes at individual and organization levels. According to this point of view, psychological capital as a psychological resource is a necessary

force needed to develop and to manage all organizational settlements (Luthans et al., 2007).

This study is designed to clarify how psychological capital increases terminal attitudes and behaviors and decreases unsolicited attitudes and behaviors. It is crucial for teachers to have positive emotions and attitudes in educational organizations. If teachers have positive emotions and attitudes, they will communicate effectively with each other and with all the internal and external members of the school (Demir, 2018). Since emotions are contagious (Robbins & Judge, 2012), all the individuals (internal and external) of a school could be affected by teachers who have positive or negative work-related attitudes. Teachers are the most important aspects of students' learning environment (Celik, 2005).

Conceptual Framework

Psychological capital. Luthans (2002), using a positive approach at a micro level, points out that employees' strengths and positive capacities are not fixed and can be developed. Positive psychology, called "positive organizational behavior", focuses on employees' strengths instead of their weaknesses. Psychological capital can be expressed as an individual's positive psychological state of development. Psychological capital is a psychological resource for increasing individuals' performance and making organizations more successful (Luthans & Youssef, 2004).

Psychological capital has four dimensions that can be measured and developed: hope, optimism, resilience, and self-efficacy (Luthans, 2002). Hope is the motivational state to persevere towards desired goals (to attain the desired goals); optimism is making a positive attribution to success; resilience is the capacity, when being unsuccessful, to sustain and bounce back to achieve success; self-efficacy is having the confidence to succeed in a challenging task (Luthans et al., 2007).

Stress. Stress is a concept that can hardly be defined. According to Genc (2012), stress is a state of psychological tension, affecting individuals physiologically and psychologically. It also affects people's behaviors, work outcomes, and relationships with other people in a negative way. Simsek and Celik (2012) define stress as a physiological and emotional reaction to potential threats in the environment.

Teachers always face pressure from work overloads, through high stakes testing, demanding administrators, disgruntled colleagues, and irate parents. They have to complete tasks and avoid errors (Sorenson, 2007). Teachers are supposed to cope with problems, overcome conflict, set goals, manage time, make ethical decisions, and deal with organizational politics in addition to directing in one or more subject matter (Bradley, 2014). Having too much workload promotes teacher's work-related stress levels (Cokluk, 2014; Hock, 1988). Stress is also related to undesirable emotions like anxiety, burnout, depression, loneliness, fear, boredom, and tension (Simsek & Celik, 2012). A number of studies have explored how work-related stress has negative effects. Because of these effects, stress causes negative outcomes and negative work experiences for people (Bradley, 2014; Cokluk, 2014).

Anxiety. Anxiety is an ongoing dominant psychological state causing an ambiguous fear or a feeling that something bad will be experienced. An individual having a high anxiety level can experience shortness of breath, flying into a temper, tension, sweltering, stomach ache, and heart throbbing (Simsek & Celik, 2012). Thus, a high level of anxiety causes undesired physical and psychological situations.

The degree and severity of anxiety is mostly related to the intensity of stress. Anxiety causes insomnia and attention failure. It is one of the most undesired reactions of stress (Altintas, 2016).

Burnout. Burnout is defined as ... failure, exhaustion, energy, and loss of power or an exhausted state emerging from desires that are not met (Jones, 1981). As mentioned in Maslach and Jackson (1981), burnout is a syndrome including emotional exhaustion, depersonalization, and decreased individual accomplishment. Burnout refers to physical, mental, and emotional exhaustion and develops silently (Hock, 1988). According to the generally accepted tendency in the literature, burnout is a psychological process resulting from chronic job stress. An alienation from work and duty occurs in this process, and this state has been identified as an occupational danger by Freudenberg (Dolgun, 2012).

Burnout has been common in the sectors involving face-to-face communication such as health, education, and security (Maslach & Jackson, 1981). Burnout causes various negative results, such as turnover, intent to leave, and dissatisfaction from the perspective of the individual. However, it decreases economic and service quality by causing the loss of skilled employees in an organization (Cokluk, 2014).

The negative sides of teaching such as disciplinary problems, student apathy, work overload, inadequate salaries, demanding or unsupportive parents, and lack of administrative support are among the stressors that affect teachers (Sorenson, 2007). As a consequence of these stressful sides of teaching, burnout occurs among teachers; that is to say, it causes physical problems such as headaches and peptic ulcers; psychological problems such as depression and anger; and behavioral problems such as deterioration in work performance and absenteeism (Russell, Altmaier, & Van Velzen, 1987). When teachers experience burnout in schools, they tend to have undesired attitudes and behaviors for them and their organizations (Kyriacou, 2000).

Job satisfaction. As Locke (1976) indicated, job satisfaction is a positive psychological state that an individual gets from his / her job or job experience. It is also related to how an individual likes her / his job. Employees having high job satisfaction think about their jobs in a positive way. But employees having low job satisfaction have negative emotions about their jobs (Robbins & Judge, 2012). Job satisfaction can be expressed as an affective state resulting from the evaluation of an individual's personal work experience. Therefore, it can only be observed through individual's behaviors. Job satisfaction happens when employees struggle to get the rewards that they value or exceed their own previous accomplishments (Kaplan & Bickes, 2013).

Job involvement. Job involvement has gained importance lately because of the economic crisis, globalization, and increased competition. In spite of this fact, there is no consensus on either the explanation or the operationalization of job involvement (Yuksel & Akdag, 2011). Individuals who have job involvement are addicted to their jobs. These individuals see their job as the center of their lives (Haymon, 1992). Job involvement has positive and negative associations in the related literature. Some studies viewed job involvement as a positive attitude (Burke, 2000), but most of the research viewed job involvement as a negative behavior (Burke, Burgess, & Fallon, 2006; Haymon, 1992; Potter, 1996).

The Relationship between Psychological Capital and Stress, Anxiety, Job Satisfaction, and Job Involvement

Psychological capital increases positive attitudes and decreases negative attitudes in organizations (Tuzun et al., 2014; Karakus & Demir, 2015). Previous studies revealed that psychological capital has developed individuals' positive attitudes more easily and also has prevented individuals from developing negative attitudes. Karakus and Demir (2015) found that there is a positive relationship between psychological capital and positive attitudes such as job satisfaction, organizational commitment, and motivation. They also found that psychological capital has a negative effect on teachers' intent to leave through the full mediation effect of organizational commitment. Related research found a negative relationship between psychological capital and negative attitudes like stress (Bradley, 2014), anxiety (Liu et al., 2013), and burnout (Ocak & Guler, 2017; Wang et al., 2012); and a positive relationship between psychological capital and positive attitudes like job satisfaction (Akçay, 2012; Erkus & Findikli, 2013; Cetin & Basim, 2011; Kaplan & Bickes, 2013; Karakus & Demir, 2015; Luthans et al., 2007; Luthans & Youssef, 2004; Ocak et al., 2016; Schulz et al., 2014) and job involvement (Burke, 2000; Yuksel & Akdag, 2011).

Purpose of the Study

It is necessary to investigate negative and positive attitudes with psychological capital in a single study to obtain more conceptual knowledge. The purpose of this research is to determine the relationship between psychological capital and stress, anxiety, burnout, job satisfaction, and job involvement with mediation effects. This study also aims at constructing an integrated framework to reveal the impacts of psychological capital on these positive and negative outputs.

Method

Research Design

This study used a survey-based correlational design that explains the relationships between two or more variables. This design is also important for giving an idea about the cause-and-effect relation between variables (Robson, 2015). After psychological capital, the stress, anxiety, burnout, job satisfaction, and job

involvement levels of the teachers were determined through surveys and the relationships among these variables were determined.

Research Sample

The population of the study is comprised of the 1,145 teachers that work at Hatay's Kırıkhan district during the 2014–2015 academic year. Using the cluster sampling method, a total of 27 schools were selected randomly and the scales were administered to all the teachers at these schools. A sample of 335 teachers agreed to participate in this study. According to Field (2009), this sample size is enough, at a 95% confidence interval for this population. The teachers' response rate from the selected schools was approximately 90%.

While 60.6% of the teachers participating in this study were male ($n=203$), 39.4% were female ($n=132$). Of the participants, 78.2% were married ($n=262$) and 21.8% were single ($n=73$). The most frequent age range of the participants is 33–44 years ($n=144$), with a percentage of 43%. The most frequent tenure range of the participants is between six to ten years ($n=93$) with a percentage of 27.8%.

Research Instruments and Procedure

Data for this study was obtained using a five-point Likert-type scale with options differentiated as "1: I strongly disagree," "2: I disagree," "3: I partially agree," "4: I agree," and "5: I strongly agree." Study variables were measured with six scales as follows: The *Organizational Psychological Capital Scale* was developed by Luthans et al. (2007) and adapted to Turkish by Cetin and Basim (2012). The *Stress* scale was developed by Karakus (2013). The *Anxiety* scale was among the scales of International Personality Item Pool (Goldberg, 1999; Goldberg et al., 2006) and adapted to Turkish by Karakus (2013). The *Burnout Syndrome Inventory Short Version* was prepared by Pines (2005) and adapted to Turkish by Tumkaya, Cam, and Cavusoglu (2009). To measure *Job Satisfaction*, a global measure of job satisfaction was used rather than a facet measure. A five-factor measure that was developed by Griffin, Hogan, Lambert, Tucker-Gail, and Baker (2010) was adapted to Turkish by Karakus and Demir (2015). The *Job Involvement* scale was developed by Griffin et al. (2010) and adapted to Turkish by the researcher.

Validity and Reliability

The Psychological capital scale has four dimensions: hope, self-efficacy, optimism and resilience. The four factorial structure presented a good fit to the data ($\chi^2 = 68.22$, $df = 40$, $P = 0.00036$, $RMSEA = 0.041$, $GFI = 0.98$, $AGFI = 0.96$, $CFI = 0.99$, $IFI = 0.98$). Cronbach's alpha of the scale was 0.82. The Stress scale is a single-factor scale consisting of four items that presented a good fit to the data ($\chi^2 = 0.08$, $df = 2$, $P\text{-value} = 0.8796$, $RMSEA = 0.000$, $GFI = 1.00$, $AGFI = 1.00$, $CFI = 1.00$, $IFI = 1.00$). Cronbach's alpha of the scale was 0.80. The Anxiety scale is a single-factor scale consisting of five items that fit the data well ($\chi^2 = 0.07$, $df = 2$, $P\text{-value} = 0.9123$, $RMSEA = 0.000$, $GFI = 1.00$, $AGFI = 1.00$, $CFI = 1.00$, $IFI = 1.00$). Cronbach's alpha of the scale was 0.91. The Burnout scale is a single-factor scale that presented a good fit to the data ($\chi^2 = 22.34$, $df = 14$, $P\text{-value} = 0.00045$, $RMSEA = 0.032$, $GFI = 0.98$, $AGFI = 0.99$, $CFI = 0.99$, $IFI =$

0.97). Cronbach's alpha of the scale was 0.88. The Job satisfaction scale is a single-factor scale containing five items that fit the data well ($\chi^2 = 0.12$, $df = 4$, P -value = 0.7863, RMSEA = 0.000, GFI = 1.00, AGFI = 1.00, CFI = 1.00, IFI = 1.00). Cronbach's alpha of the scale was 0.79. The Job involvement scale is a single-factor scale consisting of three items that presented a good fit to the data ($\chi^2 = 0.06$, $df = 1$, P -value = 0.9842, RMSEA = 0.000, GFI = 1.00, AGFI = 1.00, CFI = 1.00, IFI = 1.00). Cronbach's alpha of the scale was 0.91.

Data Analysis

After collecting the data, the missing values were eliminated, and skewness and kurtosis coefficients were checked. The data were normally distributed. The sums of these scales were taken, and path analysis was performed with the maximum likelihood method through AMOS. The root mean square error of approximation (RMSEA), goodness of fit index (GFI), adjusted goodness of fit index (AGFI), comparative fit index (CFI), incremental fit index (IFI), and chi-square/degrees of freedom ($X^2/sd = CMIN/DF$) and level of significance (p) fit indexes were considered in the evaluation of the model for goodness of fit. The RMSEA value being between 0.05 and 0.08 revealed acceptable fit indexes. The X^2/sd ($CMIN/DF$) value was between 0 and 3; the values of GFI, AGFI, CFI and IFI were between 0.95 and 1.00 and revealed good fit indexes (Byrne, 2010; Kline, 2011).

Results

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

Table 1

Descriptive Statistics and Correlation Matrix of the Variables in the Study

Variables	\bar{X}	<i>Sd</i>	1	2	3	4	5	6
1. PsyCap	3.90	.43	1					
2. Stress	2.82	.93	-.20**	1				
3. Anxiety	3.02	1.02	-.17**	.37**	1			
4. Burnout	2.53	.88	-.28**	.52**	.31**	1		
5. JSat	4.15	.69	.41**	-.17**	-.06	-.23**	1	
6. JInv	3.40	.94	.29**	-.20**	-.01	-.26**	.30**	1

** $p < .01$, Notes: PsyCap: Psychological capital, JSat: Job satisfaction, JInv: Job involvement

According to a five-point Likert type scale, Table 1 shows descriptive statistics of the teachers who participated in this paper. The findings show that the psychological capital and job satisfaction levels of teachers are moderately high (4). Also, their stress, anxiety, burnout, and job involvement levels are at a moderate level (3).

According to the correlation matrix, psychological capital (sum) is positively correlated with job satisfaction and job involvement and negatively correlated with stress, anxiety, and burnout. Stress, anxiety and burnout are positively correlated

with each other. The relationship between anxiety and job satisfaction and job involvement is not significant. Both stress and burnout are negatively correlated with job satisfaction and job involvement. There is a positive correlation between job satisfaction and job involvement.

Structural Equation Model

The final structural equation model with standardized path coefficients is given in Figure 1. Because of their insignificant path coefficients, the paths between psychological capital → anxiety ($\beta = -0.97$, $p = 0.058$), anxiety → job satisfaction ($\beta = 0.060$, $p = 0.263$), stress → job satisfaction ($\beta = -0.054$, $p = 0.368$), and stress → job involvement ($\beta = -0.105$, $p = 0.083$) were deleted from the model. According to the final model, which yields the best fit indices, as teachers' psychological capital levels increase, their stress levels decrease. Psychological capital negatively affects the anxiety levels of teachers through the full mediation effect of stress. Psychological capital has a negative impact on teachers' burnout levels through the partial mediation effects of stress and anxiety. Psychological capital has a positive effect on the job satisfactions through the partial mediation effects of stress, anxiety, and burnout. Psychological capital has a positive effect on the job involvement levels of teachers through the partial mediation effects of stress, anxiety, burnout, and job satisfaction.

The final structural equation model with standardized path coefficients is given in Figure 1.

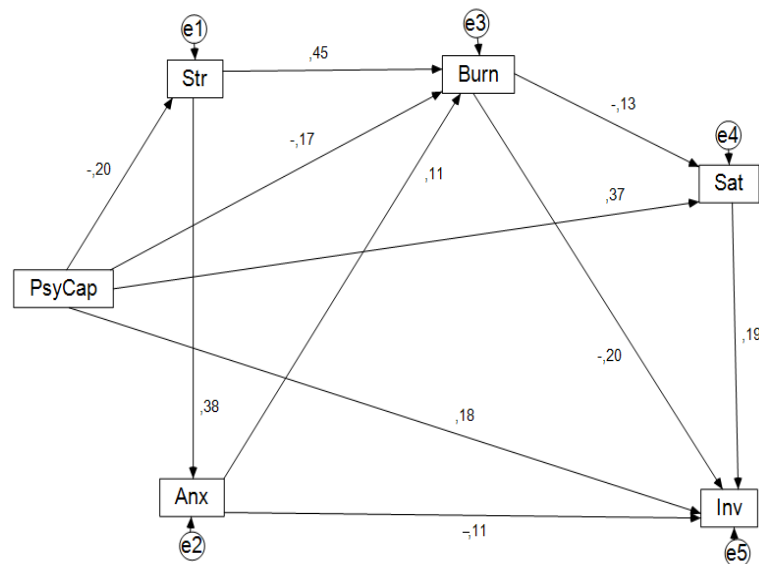


Figure 1. The final structural equation model with standardized path coefficients

Notes: PsyCap: Psychological capital, Str: Stress, Anx: Anxiety, Burn: Burnout, Sat: Job satisfaction, Inv: Job involvement. Fit indices: $\chi^2 = 8.203$, $sd = 4$, $\chi^2/sd = 2.051$, GFI = .992, AGFI = .957, CFI = .987, IFI = .987, RMSEA = .056.

Discussion and Conclusion

This research tried to reveal the effect of psychological capital on teachers' attitudes. The researcher reasoned that if teachers' psychological capital affected their stress, anxiety, burnout, job satisfaction, and job involvement, then this would provide support regarding the importance of investing in psychological capital. According to the structural model, teachers' psychological capital reduces their stress, anxiety, and burnout and enhances their level of job satisfaction and job involvement. A great deal is known about the positive effects of psychological capital and the ways in which psychological capital contributes to positive attitudes and personal outcomes for individuals. The literature review and subsequent data analysis for this paper attempts to examine psychological capital in terms of desired and undesired attitudes in education.

The findings of this research showed that psychological capital has a negative effect on stress. Similarly, Bradley (2014) revealed that teachers attribute positive meanings to their stressful work experiences thanks to their positive psychological capital capacities (hope, self-efficacy, resilience, and optimism). It has been shown that teachers, under pressure, can get positive work outputs by using stress with the help of their positive psychological capital competence. Thus, Bradley (2014) has revealed the concept of positive stress on the basis of positive psychological capital.

This study shows that psychological capital has a positive effect on teachers' job satisfaction through the partial mediation effects of stress, anxiety, and burnout. Similarly, other researchers found that there is a positive relationship between psychological capital and job satisfaction (Akçay, 2012; Erkus & Findikli, 2013; Cetin & Basim, 2011; Kaplan & Bickes, 2013; Karakus & Demir, 2015; Luthans et al., 2007; Luthans & Youssef, 2004; Schulz et al., 2014). Ocak et al. (2016) revealed that only the optimism factor of psychological capital has positive effects on organizational commitment and job satisfaction. Also, Larson and Luthans (2006) found that there is a positive relationship between job satisfaction and the hope and psychological resilience dimensions of psychological capital. Besides, Schulz et al. (2014) indicated that there is a positive relationship between psychological capital and the intent to leave through the mediation effects of job satisfaction and organizational commitment. Unlike these studies, it has been discovered in this paper that psychological capital decreases the stress, anxiety, and burnout levels of teachers while it increases their job satisfaction.

Cokluk (2014) states that being exposed to stressful environments continuously and dramatically decreases teachers' physical and emotional resources, and this prevents an individual to cope with stress. Also, Kyriacou (2000) asserts that an individual having trouble to cope with stress constantly experiences disappointment, tension, and anxiety, or stress turns into the burnout syndromes since it goes on increasingly. Russell et al. (1987) found that stressful events increase the burnout levels of teachers.

In this study, stress has a positive effect on burnout, and burnout has a negative effect on job satisfaction. Moreover, psychological capital has a positive effect on job satisfaction with the partial mediation effects of stress and burnout. Similar findings in the literature support the findings of this study. Cokluk (2014) found that burnout in the teaching occupation is related to the variables of stress and job satisfaction. Kyriacou (2000) revealed that teachers being exposed to stress continuously feel burnout. Arslantas and Aslan (2015) have found that the more that primary and secondary school teachers have high levels of burnout, the less job satisfaction they have. Hock (1988) revealed a negative relationship between the burnout levels of teachers and their stress and dissatisfaction.

Findings show that teachers' psychological capital has a negative effect on their burnout levels. Wang et al. (2012) found that psychological capital is a positive psychological resource to overcome burnout and that psychological capital is a mediator in the relationship between work-family conflict and burnout. Ocak and Guler (2017) revealed that optimism dimension of psychological capital negatively influences feelings of inefficacy and resilience dimension of psychological capital negatively influences the depersonalization dimension of burnout. This study also shows that psychological capital has a negative effect on the anxiety levels of teachers through the full mediation effect of stress. Similarly, Liu et al. (2013) found that psychological capital decreases the symptoms of anxiety and depression.

The findings of this study reveal that psychological capital has a positive effect on the job involvement levels of teachers through the partial mediation effects of stress, anxiety, burnout, and job satisfaction. The psychological capital of individuals makes them more involved and engaged in their work thanks to their positive attitudes at work. Corroboratively with the findings of this study, Simons and Buitendach (2013) showed a positive relationship between psychological capital and work engagement. On the other hand, De Waal and Pienaar (2013) found that psychological capital does not predict work engagement.

Teachers with higher levels of psychological capital look positively to the events around them and are less affected by negative experiences. Teachers having higher levels of psychological capital have lower levels of stress and anxiety, and this causes them to feel less burnout. Teachers feeling less stress, anxiety and burnout have higher levels of job satisfaction in their work, thus they feel higher levels of job involvement.

The results of this research reveal that the teachers with higher levels of psychological capital also have more powerful psychological resources and so they are less vulnerable to the negative effects of the experiences they face at work. Therefore, they feel negative attitudes in their work environment less frequently, and they develop more positive attitudes towards work and school. It is crucial for school administrators to invest in developing and strengthening teachers' psychological capital if they want teachers to feel negative attitudes less frequently and to develop more positive attitudes at work. To create more positive educational environments, it would be beneficial to take psychological capital into consideration at all stages of

human resource management, especially during pre-service and in-service training and in the recruitment and selection of teachers.

This paper contributes to the literature in the following ways: Firstly, based on the literature review, this study constructs an integrated framework to determine the effects of psychological capital on stress, anxiety, burnout, job satisfaction, and job involvement. Secondly, this study presents a conceptual framework that examines the relationship between psychological capital, stress, anxiety, burnout, job satisfaction, and job involvement in educational organizations. Thirdly, this paper examines the relationship between psychological capital and stress, anxiety, burnout, job satisfaction, and job involvement with mediation effects.

References

- Altıntaş, E. (2014). *Stress yönetimi* [Stress management]. Ankara: Ani yayıncılık.
- Arslantas, H.I., & Aslan, I. (2015). İlk ve ortaokul öğretmenlerinin mesleki tükenmişlik düzeyleri ile iş doyumları arasındaki ilişkinin incelenmesi (Sırnak ili örneği) [The examining of the relationship between primary and secondary school teachers's levels of occupational burnout and job satisfaction (an Example of Şırnak, Turkey)]. 10. Ulusal Eğitim Yönetimi Kongresi 7-9 Mayıs [10. National Educational Administration Congress 7-9 May]. Ankara: Pegem Akademi.
- Bradley, K. (2014). *Educator's positive stress responses: Eustress and psychological capital*. (Unpublished doctoral dissertation). DePaul University, Chicago, United States.
- Burke, R. J. (2000). Workaholism in organizations: Psychological and physical well-being consequences. *Stress Medicine*, 16, 11-16.
- Burke, R.J., Burgess, Z., & Fallon, B. (2006). Workaholism among Australian female managers and professionals, job behaviors, satisfactions and psychological health. *Equal Opportunities International*, 25(3), 200-213.
- Byrne, B. M. (2010). *Structural equation modeling with AMOS*. New York: Routledge.
- Celik, V. (2005). Liderlik. [Leadership]. In Y. Özden (Ed.), *Eğitim ve okul yöneticiliği el kitabı* [Educational and school administration handbook] (pp. 187-215). Ankara: Pegem Akademi.
- Cetin, F., & Basim, H.N. (2012). Organizational psikolojik sermaye: Bir ölçek uyarlama çalışması [Organizational psychological capital: A scale adaptation study]. *Amme İdaresi Dergisi*, 45(1), 121-137.
- Cetin, F., & Basim, H.N. (2011). Psikolojik dayanıklılığın iş tatmini ve örgütsel bağlılık tutumlarındaki rolü [The role of resilience in the attitudes of job satisfaction and organizational commitment]. *"İS, GUC" Endüstri İlişkileri ve İnsan Kaynakları Dergisi*, 13(3), 79-94.

- Cokluk, O. (2014). Orgutlerde tukenmislik. Icinde C. Elma ve K. Demir (Ed.) [Burnout in organizations]. In C. Elma & K. Demir (Ed.), *Yonetimde cagdas yaklasimlar uygulamalar ve sorunlar* [Modern approachments practises and problems in administration] (pp. 117-143). Ankara: Ani Yayıncılık.
- Demir, S. (2018). Okul yoneticilerinin motivasyonel dili ile ogretmen oz yeterligi arasındaki iliski uzerine bir calisma [A study on the relationship between school adminisrators' motivational language and teacher self-efficacy]. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 6(2), 177-183. DOI: 10.18506/anemon.384848
- Dolgun, U. (2012). Tukenmislik sendromu. [Burnout syndrome]. In D.E. Ozler (Ed.). *Orgutsel daورانista guncel konular* [Recent subjects in organizational behavior] (pp. 287-310). Bursa: Ekin Basım Yayın Dagitim.
- Erkus, A., & Findikli, M.A. (2013). Psikolojik sermayenin is tatmini, is performansi ve isten ayrılma niyeti uzerindeki etkisine yonelik bir arastirma [A research on the impact of psychological capital to job satisfaction, job performance and intention to quit]. *Istanbul Universitesi Isletme Fakultesi Dergisi*, 42(2), 302-318.
- Field, A. (2009). *Discovering statistics using SPSS*. Dubai: Oriental Press.
- Genc, N. (2012). *Yonetim ve organizasyon* [Management and organization]. Ankara: Seckin Yayıncılık.
- Goldberg, L.R., Johnson, J.A., Eber, H.W., Hogan, R., Ashton, M.C., Cloninger, C.R., & Gough, H.C. (2006). The international personality item pool and the future of public-domain personality measures. *Journal of Research in Personality*, 40, 84-96.
- Griffin, M.L., Hogan, N.L., Lambert, E.G., Tucker-Gail, K.A., & Baker, D.N. (2010). Job involvement, job stress, job satisfaction, and organizational commitment and the burnout of correctional staff. *Criminal Justice and Behavior*, 37, 239-255.
- Haymon, S. W. (1992). *The relationship of work addiction and depression, anxiety and anger in college males*. (Unpublished doctoral dissertation). Florida State University, USA.
- Hock, R.R. (1988). Professional burnout among public teachers. *Public Personnel Management*, 17(2), 167-189.
- Jones, J.W. (1981). *The burnout syndrome: Current research, theory, interventions*. London: London House Press.
- Kaplan, M., & Bickes, D.M. (2013). The relationship between psychological capital and job satisfaction: A study of hotel businesses in Nevşehir. *Yonetim ve Ekonomi, Celal Bayar Universitesi IIBF*, 20(2), 233-242.
- Karakus, M. (2013). Emotional intelligence and negative feelings: A Gender specific moderated mediation model. *Educational Studies*, 39 (1), 68-82.

- Karakus, M., & Demir, S. (2015). Psikolojik sermaye ile is doyumunu, orgutsel baglilik, motivasyon ve isten ayrilma niyeti arasindaki iliski [The relationship between psychological capital and job satisfaction, organizational commitment, motivation and intent to leave]. 10. Ulusal Egitim Yonetimi Kongresi 7-9 Mayıs [10. Educational Administration Congress 7-9 May]. Ankara: Pegem Akademi.
- Kline, R.B. (2011). *Principles and practice of structural equation modeling*. New York: The Guilford Press.
- Kyriacou, C. (2000). *Stress-busting for teachers*. London: Nelson Thornes Ltd.
- Larson, M., & Luthans, F. (2006). Potential added value of psychological in predicting work attitudes. *Journal of Leadership and Organizational Studies*, 13, 44-61.
- Liu, L., Pang, R., Sun, W., Wu, M., Qu, P., Lu, C., & Wang, L. (2013). Functional social support, psychological capital, and depressive and anxiety symptoms among people living with hiv/ Aids employed full-time. *Liu et al. BMC Psychiatry*, 13:324.
- Locke, E.A. (1976) The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1343). Chicago: Rand McNally.
- Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, 23(6), 695-706.
- Luthans, F., & Youssef, C. M. (2004). Human, social and now positive psychological capital management: Investing in people for competitive advantage. *Organizational Dynamics*, 33(2), 143-160.
- Luthans, F., Avolio, B.J., Avey, J.B., & Norman, S.M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60, 541-572.
- Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33, 321-349.
- Maslach, C., & Jackson, S.E. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour*, 12, 99-113.
- Ocak, M., & Guler, M. (2017). Psikolojik sermayenin tukenmislik uzerine etkisi: Gorgul bir arastirma [The effects of psychological capital on burnout: An empirical research]. *Erciyes Universitesi Iktisadi ve Idari Bilimler Fakultesi Dergisi*, 49, 117-134.
- Ocak, M., Guler, M., & Basim, H.N. (2016). Psikolojik sermayenin orgutsel baglilik ve is tatmini tutumları uzerine etkisi: Bosnalı ogretmenler uzerine bir arastirma [The effects of psychological capital on the attitudes of commitment and satisfaction: A research on bosnian teachers]. *Cankırı Karatekin Universitesi IIBF Dergisi*, <http://dx.doi.org/10.18074/cnuibf.274>

- Pines, A. M. (2005). The burnout measure short version (BMS). *International Journal of Stress Management*, 12(1), 78-88.
- Polatçı, S. (2014). Psikolojik sermayenin görev ve bağlamsal performans üzerindeki etkileri: Polis teskilatında bir araştırma [The Effects of psychological capital on task and contextual performance: A research on police organization]. *Ege Akademik Bakış*, 14(1), 115-124.
- Porter, G. (1996). Organizational impact of workaholism: Suggestions for researching the negative outcomes of excessive work. *Journal of Occupational Health Psychology*, 1, 70-84.
- Robbins, S.P., & Judge, T.A. (2012). *Organisetal davranış* [Organizational behavior] (14th Edition, I. Erdem trans. ed.). Istanbul: Nobel yayıncılık.
- Robson, C. (2015). *Bilimsel araştırma yöntemleri: Gerçek dünya araştırması* [Real world research] (S. Cnkır & Nihan D., Ed. of trans.). Ankara: Anı yayıncılık.
- Russell, D.W., Altmaier, E., & Van Velzen, D. (1987). Job-related stress, social support, and burnout among classroom teachers. *Journal of Applied Psychology*, 72(2), 269-274.
- Schulz, S.A., Luthans, K.W., & Messersmith, J.G. (2014). Psychological capital a new tool for driver retention. *International Journal of Physical Distribution & Logistics Management*, 44(8/9), 621-634.
- Simons, J.C., & Buitendach, J.H. (2013). Psychological capital, work engagement and organisational commitment amongst call centre employees in South Africa. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 39(2), Art. #1071, 12 pages. <http://dx.doi.org/>
- Simsek, M., & Celik, A. (2012). *Yönetim ve organizasyon* [Management and organization]. Konya: Eğitim Akademi.
- Sorenson, R. D. (2007). Stress management in education: Warning signs and coping mechanisms. *Management in Education*, 21(3), 10-13.
- Tumkaya, S., Cam, S., & Cavusoglu, I. (2009). Tukenmislik ölçeği kısa versiyonu'nun Türkçeye uyarlama, geçerlik ve güvenilirlik çalışması [Turkish adaptation of the burnout syndrome inventory short version]. *C.U. Sosyal Bilimler Enstitüsü Dergisi*, 18 (1), 387-398.
- Tuzun, I.K., Cetin, F., & Basim, H.N. (2014). The role of psychological capital and supportive organizational practices in the turnover process. *METU Studies in Development*, 41(2), 85-103.
- De Waal, J.J., & Pienaar, J. (2013). Towards understanding causality between work engagement and psychological capital. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 39(2), Art. #1113, 10 pages. <http://dx.doi.org/10.4102/sajip.v39i2.1113>.

- Wang, Y., Chang, Y., Fu, J., & Wang, L. (2012). Work-family conflict and burnout among Chinese female nurses: the mediating effect of psychological capital. *Wang et al. BMC Public Health*, 12:915.
- Yuksel, M., & Akdag, F. (2011). Framing workaholism and locus of control as psychological capital in an emergent economy. *China-USA Business Review*, 10(5), 389-398.

Psikolojik Sermaye ile Stres, Kaygı, Tükenmişlik, İş Doyumu ve İşe Sargınlık Arasındaki İlişki

Atıf:

- Demir, S. (2018). The relationship between psychological capital and stress, anxiety, burnout, job satisfaction and job involvement. *Eurasian Journal of Educational Research*, 75, 137-154, DOI: 10.14689/ejer.2018.75.8

Özet

Problem Durumu: Bu araştırma, psikolojik sermayenin eğitim örgütlerinde istenen davranışları nasıl arttırdığı, istenmeyen davranışları ise nasıl azalttığı yönünde önemli bilgilere ışık tutacak şekilde dizayn edilmiştir. Eğitim örgütlerinde öğretmenlerin olumlu tutumlar sergilemeleri oldukça önemlidir. Öğretmenlerin duyguları olumlu olduğunda öğrencileriyle, birbirleriyle kısacası okulun tüm üyeleriyle daha sağlıklı iletişim kurabilirler. Ayrıca duygular bulaşıcı olduğu için, öğretmenin işe karşı geliştirdiği olumlu ya da olumsuz tutumları içinde bulunduğu örgütün iç ve dış üyelerini etkilemektedir. Öğretmenin daha olumlu duygulara sahip olması ve olumsuz duygularının azaltılması ya da önlenmesi eğitimin kalitesi açısından oldukça önemlidir. Zira öğrencinin öğrenme ortamının en önemli öğesi öğretmenlerdir. Eğitim örgütlerinde psikolojik sermaye ile ilgili olarak yapılan çalışmalar sınırlı sayıdadır. Ayrıca eğitim örgütlerinde psikolojik sermaye, stres, kaygı, tükenmişlik, iş doyumu ve işe sargınlık değişkenlerinin bir arada işlendiği bir çalışmaya ilgili alan yazında rastlanmamıştır. Psikolojik sermayenin olumlu ve olumsuz duygularla bir arada ilişkisini ortaya çıkaracak böyle çok değişkenli bir çalışmaya ihtiyaç duyulmuştur.

Araştırmanın Amacı: Bu çalışmada psikolojik sermaye ile stres, kaygı, tükenmişlik, iş doyumu ve işe sargınlık arasındaki ilişkinin tespit edilmesi amaçlanmaktadır.

Yukarıdaki temel amaç bağlamında şu sorulara cevap aranmıştır:

1) Okul ortamında öğretmen tarafından algılanan psikolojik sermayenin stres, kaygı, tükenmişlik, iş doyumunu ve işe sargınlık üzerinde etkisi var mıdır? Varsa stres, kaygı, tükenmişlik, iş doyumunu ve işe sargınlığı hangi yönde etkilemektedir?

2) Okul ortamında öğretmen tarafından algılanan stresin, kaygı, tükenmişlik, iş doyumunu ve işe sargınlık üzerinde etkisi var mıdır? Varsa kaygı, tükenmişlik, iş doyumunu ve işe sargınlığı hangi yönde etkilemektedir?

3) Okul ortamında öğretmen tarafından algılanan kaygının, tükenmişlik, iş doyumunu ve işe sargınlık üzerinde etkisi var mıdır? Varsa kaygı, tükenmişlik, iş doyumunu ve işe sargınlığı hangi yönde etkilemektedir?

4) Okul ortamında öğretmen tarafından algılanan tükenmişliğin, iş doyumunu ve işe sargınlık üzerinde etkisi var mıdır? Varsa iş doyumunu ve işe sargınlığı hangi yönde etkilemektedir?

5) Okul ortamında öğretmen tarafından algılanan iş doyumununun, işe sargınlık üzerinde etkisi var mıdır? Varsa işe sargınlığı hangi yönde etkilemektedir?

Araştırmanın Yöntemi: Bu çalışmada iki ya da daha fazla değişken arasındaki ilişkileri açıklayan ilişkiyel tarama deseni kullanılmıştır. Araştırmanın çalışma evreni 2014-2015 eğitim öğretim yılında Hatay ili Kırıkhan ilçesindeki okullarda görev yapan 1145 öğretmendir. Bu araştırmada tek tek bireylerin değil, seçkisiz olarak belirlenen grupların örneklem için seçilmesi olarak tanımlanan oransız küme örnekleme yöntemi kullanılmıştır. Kırıkhan'daki her okul bir küme kabul edilip asgari ihtiyaç duyulan şekilde okullar tesadüfi olarak seçilmiştir. Örnekleme alınan 27 okulda görev yapmakta olan 335 öğretmen bu araştırmanın örneklemini oluşturmaktadır. Örneklem sayısı belirlemede, ana kütle sayısı belli olan büyüklükler için hazırlanan formüle göre alınan 335 öğretmenin %95 güven düzeyi için yeterli olduğu görülmüştür. Araştırmanın verileri anketler yoluyla elde edilmiştir. Veri toplama aracı olarak öğretmenlere verilen anketlerde; psikolojik sermaye ölçeği, stres ölçeği, kaygı ölçeği, tükenmişlik ölçeği, iş doyumunu ölçeği ve işe sargınlık ölçeği kullanılmıştır. Bu çalışmada beşli likert tipi anketler kullanılmıştır.

Araştırmanın Bulguları: Öğretmenlerin, araştırma kapsamında uygulanan ölçme araçlarındaki maddelere katılım düzeylerini gösteren aritmetik ortalama ve standart sapma değerlerine göre psikolojik sermaye genel, psikolojik sermaye alt boyutları ve iş doyumunu düzeyleri "katılıyorum (4)" düzeyindedir. Ayrıca öğretmenlerin stres, kaygı, tükenmişlik ve işe sargınlık düzeyleri ise "kısmen katılıyorum (3)" düzeyindedir. Öğretmenlerin psikolojik sermaye düzeylerinin genel ortalaması; stres, kaygı ve tükenmişlik değişkenleriyle negatif korelasyon içindedir. Öğretmenlerin psikolojik sermaye düzeyleri; iş doyumunu ve işe sargınlık değişkenleriyle pozitif korelasyon içindedir. Ayrıca stres ile kaygı ve tükenmişlik değişkenleri ve iş doyumunu ile işe sargınlık değişkeni pozitif korelasyon içindedir. İş doyumunu ile stres ve tükenmişlik, işe sargınlık ile stres ve tükenmişlik negatif korelasyon içindedir. Yapısal eşitlik modellemesi sonucunda ortaya çıkan ve en iyi uyum indislerini üreten yapısal modele göre; öğretmenlerin sahip oldukları psikolojik sermaye düzeyi arttıkça stres düzeyleri düşmektedir. Psikolojik sermaye,

stres deęişkeninin tam aracılık etkisiyle öğretmenlerin kaygı düzeylerini düşürmektedir. Psikolojik sermaye, stres ve kaygı deęişkenlerinin kısmi aracılık etkisiyle öğretmenlerin tükenmişlik düzeylerini düşürmektedir. Psikolojik sermaye; stres, kaygı ve tükenmişlik deęişkenlerinin kısmi aracılık etkisiyle öğretmenlerin iş doyumunu düzeylerini artırmaktadır. Psikolojik sermaye; stres, kaygı, tükenmişlik ve iş doyumunu deęişkenlerinin kısmi aracılık etkisiyle öğretmenlerin işe sargınlık düzeylerini artırmaktadır.

Sonuç ve Öneriler: Bu araştırmanın sonuçlarına göre öğretmenler; sahip oldukları psikolojik sermaye düzeyi arttıkça, psikolojik açıdan daha güçlü hale gelmekte ve iş içinde yaşadıkları olumsuz deneyimlerden daha az etkilenmektedirler. Bu yüzden iş içinde olumsuz duyguları daha az hissetmekte, işe ve okula ilişkin daha olumlu tutumlar geliştirmektedirler. Öğretmenlerin iş içinde olumsuz duyguları daha az hissetmelerini ve daha olumlu tutumlar geliştirmelerini sağlamak isteyen okul yöneticilerinin, psikolojik sermayeyi güçlendirme ve geliştirme çalışmaları yararlı görülmektedir. Eğitim örgütleri öğretmenlerin daha huzurlu, mutlu, şevkli, iş doyumları yüksek, işe sargınlıkları fazla ve verimli olmalarını sağlayıcı fiziksel, sosyal ve psikolojik ortamlar ve politikalar belirlemeli ve uygulamalıdır. Benzer bir çalışma farklı örneklerle ve farklı araştırma desenleri kullanılarak yapılabilir. Bu çalışmada belirlenen ilişkilerin nedenleri derinlemesine incelenerek tespit edilebilir. Farklı yerleşim birimlerinde, farklı örgütlerde ve daha geniş örneklerle benzer araştırmalar yapılabilir.

Anahtar sözcükler: Bireysel çıktılar, öğretmen tutumları, verimlilik, aracılık etkisi.

