

Psychological Capital Factors as an Effort to Improve Teacher Performance: An Overview of Hope and Optimism and Their Impact on Performance

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ABSTRACT. The psychological capital factor as a part outside intellectual capital is expected to be the answer to improving performance. This study aims to analyze the influence of *of Hope and Optimism* on Teacher Performance. The test results in this study is showing that the high or low levels of teacher performance are influenced by high expectations and optimism. A teacher is expected to be able to solve every problem in every level of difficulty of his work. In this case, hope can motivated and the alternative ways to achieve their goals, in the process of pursuing goals, thereby displaying higher performance. hope and optimism cannot be separated from one another. Teachers with high expectations tend to have a high level of optimism as well. Therefore, optimistic individuals do not perceive obstacles as failures, but rather improvable opportunities and challenges for success. In this case, optimism stands as a factor that contributes to teacher performance.

Keywords: *Psychological, Capital Factors, Teacher Performance.*

1. INTRODUCTION

Humans basically have two identities in their life, namely as a personal being and a social being. As a personal being, of course, humans have several goals and needs and aspirations to be achieved, this is very different from the needs and desires of other human beings who live as individuals because each has a different will. Meanwhile, as a social being, every human being cannot be separated from interactions with other humans who always want to live dynamically and interact well to build a better togetherness.

According to Luthans to support good interaction, humans have been equipped with the basic abilities to understand each other's psychologically different individuals. The psychological capital factor as a part outside intellectual capital is expected to be the answer to improving the performance and job satisfaction of a human being. Psychological capital factor refers to psychological outside of intellectual capital to achieve competitive advantage.

Luthans-Youssef argued that all situational characteristics in an organizational context are called organizational psychological capital. Psychological Capital is a construction that describes the potential and a person's positive psychological capacity, which is composed of self-efficacy, optimism, hope, and resilience constructs. However, in this case it is focused only on hope and optimism.

Hope is a motivation which includes the ability to regulate the respect for a goal (will) and the belief that a person can overcome obstacles to achieving a

goal (way power). Snyder, in his research, described the concept of hope as positive motivation based on an interactive sense and derived from success on: (1) "want" (energy directed at goals) and (2) "pathway" (planning to meet goals).). In this case, expectation involves not only "want" as goal-directed energy, but also "path" as a means to an end.

In line with previous research, Luthan-Jensen argued that a teacher is expected to be able to solve every problem in every level of difficulty of his work related to teaching procedures, relationship relationships among teachers, and organizational life in the school environment. Studies find that individuals with high-expectations are more motivated and confident with the ability to develop alternative ways to achieve their goals, and have the necessary motivation to use their means in the process of pursuing goals, thereby displaying higher performance. In this context, hope has a valuable contribution to organizational psychological capital and positively affects individual performance.

Apart from hope, a sense of optimism is also a psychological asset that a teacher must have. The study of optimism, unlike other dimensions of psychological capital, has a direct correlation between performance and optimism (Schulman; Seligman). In this context, "realistic" optimistic individuals are found to be more committed, thus displaying higher performance. A research of Wiwiek found that optimistic individuals do not perceive obstacles as failures, but rather improvable opportunities and challenges for success. In this

case, optimism stands as a factor that contributes to teacher performance.

Elizabeth research shows that individual characteristics, such as personal motivation, job satisfaction, or patience and personality are major determinants of teacher performance. This study supports the research conducted by Luthans-Youssef and Wiwiek to get the results that hope and optimism can improve individual job performance.

However, there are differences in research results regarding the effect of hope and optimism on teacher performance. Setiadi found different results that teacher expectations do not have a significant effect on general performance achievement. These results support Ganjar research that psychological capital factors have no significant effect on teacher performance. So it needs to be studied more deeply about the influence of psychological capital factors as a variable that can significantly impact teacher performance fluctuations.

2. LITERATURE REVIEW

2.1 Expectancy Theory

Robbins says an employee is motivated to exert a high level of effort if he believes effort will lead to a good performance appraisal. It support Hasibuan which states that, because the human ego always desires only good results, the driving force that motivates a person's morale is contained in the hope he will get in the future. When expectations come true, employees will tend to increase their work enthusiasm. Conversely, if expectations are not achieved, employees will become lazy.

The opinion of the researchers above is in line with the theory put forward by Vroom in Robbins which bases his theory on three important concepts:

2.1.1 Expentancy

An opportunity given occurs because of behavior. Expectation is a probability that has a value ranging from zero which means there is no possibility to one which means certainty.

2.1.2 Value (Valence)

The result of certain behavior has a certain value or dignity (power or motivational value) for each particular individual.

2.1.3 Linkage (Instrumentality)

Perceptions of individuals that first-order outcomes will be associated with second-order outcomes. Vroom argues that linkages can have a value ranging from -1 indicating the perception that attainment of the second stage is certain without first-order results and is unlikely to arise with first-order outcomes. and

a positive one $+1$, which indicates that the first-order result is necessary and sufficient to produce a second-order result.

Hope is the belief that better efforts will result in better performance. Expectations are influenced by factors such as possession of suitable skills to perform the job, availability of the right resources, availability of essential information and getting the support needed to complete the job.

2.2 Hope

Snyder have conceptualized hope as comprising two dimensions: pathways and agency. Pathways pertain to an individual's self-perception that effective plans, namely, pathways, may be implemented to meet desired goals. Agentic thinking refers to the individual's self-perception that he or she has the ability to use those pathways to achieve a goal. Research of Aspinwal show that, hope is a variable that impacts an individual's thinking (e.g., goals, ambitions, expectations) and self-regulatory processes, thereby influencing potential outcomes in terms of pursuing short- and long-term goals.

Hope also has been studied in the context of group processes in family studies (Tuttle, K Martin, Levin, Taylor & Andrews), in counseling psychology (Baker & Sheldon; Chang & Banks; Couch & Childers; Kleinberg; Laitinen, Ettore, & Sutton; Menzies; Ripley & Worthington), in nursing and health science (Cook, Phillips, & Sadler; Gray, Fitch, Davis, & Phillips), and in group dynamic studies (Marmarosh, Holtz, & Schottenbauer). Rather than studying how hope as an individual variable affects the performance of the individual in a group, some of these studies focus the effect of group-level hope or group-derived hope on the entire group performance. Groups that are found to be hope-stimulating have a shared sense of efficacy, and a collective capacity to find reasonable solutions to problems (Kleinberg).

Snyder's definition of hope stresses the cognitive nature of the construct. Though the goal-seeking process is cognitive in nature, it is also not independent from emotions. Based on hope theory, an individual's perceptions of attaining goals, or not, influence his or her subsequent emotions, which in turn reflect his or her emotional state during goal pursuit activities. While positive emotions arise after successful goal attainment, negative emotions are experienced as a result of unsuccessful goal pursuits. For instance, individuals with high hopes possess a higher sense of commitment to achieving their goals. They also perceive their abilities as sufficient to generate routes towards reaching their goals, and focus on accomplishments instead of failures. All of

these, in turn, create a positive emotional state during the goal pursuit process, and vice versa.

The concept of hope is the thought of alternative paths, namely relevant thinking by looking for alternative ways when facing obstacles. Snyder in his research stated that individuals with high levels of expectation develop thoughts, with self-confidence, plan actions with full determination, so that it will increase their probability of success.

Luthan-Jensen, Peterson-Luthans in his research stated that hope is a strong predictor of the lowest unit of performance, storage, and job satisfaction. In this context, expectations / expectations have a valuable contribution to organizational psychological capital and positively affect individual performance.

2.3 Optimism.

Schein defines optimism as a "mood" or "attitude" related to expectations about social or material things. The evaluator considers social life to be desirable, for its benefit, or for its enjoyment, even at first glance. The Carver-Scheier and Seligman study found that the concept of optimism is a different concept in both theory and terms. Optimism is determined based on individual attribution, clear style.

Optimistic individuals do not perceive obstacles as failures, but instead opportunities and challenges for success. Seligman and Peterson found that optimists performed better. In addition, optimists work harder at work and school. In this sense, optimism stands as a factor that contributes to the psychological organization of capital.

2.4 Performance Teory

Borman and Motowidlo says that performance is a multi-dimensional concept which is divide into task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures. Motowidlo & Schmit explain that there is three basic assumptions are associated with the differentiation between task and contextual performance: (1) Activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs; (2) task performance is related to ability, whereas contextual performance is related to personality and motivation; (3) task performance is more prescribed and constitutes in-role behavior,

whereas contextual performance is more discretionary and extra-role.

2.5 Task Performance

Task performance in itself is multi-dimensional. For example, among the eight performance components proposed by Campbell, and Campbell, Gasser, & Oswald, there are five factors which refer to task performance (cf.: (1) job-specific task proficiency, (2) non-job-specific task proficiency, (3) written and oral communication proficiency, (4) supervision—in the case of a supervisory or leadership position—and partly (5) management/administration. Borman & Brush, each of these factors comprises a number of subfactors which may vary between different jobs. For example, the management/administration factor comprises subdimensions such as (1) planning and organizing, (2) guiding, directing, and motivating subordinates and providing feedback, (3) training, coaching, and developing subordinates, (4) communication effectively and keeping others informed.

In recent years, researchers paid attention to specific aspects of task performance. For example, innovation and customer-oriented behavior become increasingly important as organizations put greater emphasis on customer service (Anderson & King; Bowen & Waldman).

2.6 Contextual Performance.

Researchers have developed a number of contextual performance concepts. On a very general level, one can differentiate between two types of contextual performance: behaviors which aim primarily at the smooth functioning of the organization as it is at the present moment, and proactive behaviors which aim at changing and improving work procedures and organizational processes. The 'stabilizing' contextual performance behaviors include organizational citizenship behavior with its five components altruism, conscientiousness, civic virtue, courtesy, and sportsmanship (Organ), some aspects of organizational spontaneity (George & Brief) and of prosocial organizational behavior (Brief & Motowidlo). The more pro-active behaviors include personal initiative (Frese, Fay, Hilburger, Leng, & Tag; Frese, Garst, & Fay; Frese, Kring, Soose, & Zempel, voice (Van Dyne & LePine), taking charge (Morrison & Phelps). Thus, contextual performance is not a single set of uniform behaviors, but is in itself a multidimensional concept (Van Dyne & Pierce).

3. DISCUSSION

The validity test is carried out to test the consistency of the question items so that they can describe the indicators studied. An instrument is said to be valid if it is able to measure what is desired, it can reveal data from the variables being studied appropriately. Reliability is an index that shows the extent to which the results of a measurement can be trusted.

Table I. Validity & Reliabilitytest X1

	Cronbach Alpha (N=105, df=1)	Indicator (N=105, df=1)	Corrected Item total Correlation (N=105, df=1)
Hope	.917	X1.1	.802
		X1.2	.700
		X1.3	.802
		X1.4	.726
		X1.5	.784
		X1.6	.786

TABLE 2. Validity & Reliability Test X2

	Cronbach Alpha (N=105, df=1)	Indicator (N=105, df=1)	Corrected Item total Correlation (N=105, df=1)
Optimism	.930	X2.1	.705
		X2.2	.756
		X2.3	.764
		X2.4	.788
		X2.5	.757
		X2.6	.792
		X2.7	.781
		X2.8	.732

TABLE 3. Validity & Reliability Test Y

	Cronbach Alpha (N=105, df=1)	Indicator (N=105, df=1)	Corrected Item total Correlation (N=105, df=1)
Performance	.951	Y1.1	.818
		Y1.2	.753
		Y1.3	.700
		Y1.4	.795
		Y1.5	.827
		Y1.6	.736
		Y1.7	.755
		Y1.8	.824
		Y1.9	.688
		Y1.10	.742
		Y1.11	.778
		Y1.12	.663
		Y1.13	.586
		Y1.14	.753

After testing the validity and reliability, the next step is to formulate a regression equation from the independent variable to the dependent variable. From this equation, information can be obtained how much the coefficient value for the independent

variable. This analysis is used to determine the effect of independent variables on the dependent variable.

TABLE 4. t TEST

Hypothesis (N=105, df=1)	Path Coefficients (N=105, df=1)	t-value (N=105, df=1)
Hope → Performance	.337	3.589
Optimism → Performance	.260	2.651

The effect of expectations on performance V Vroom noted that

Expectancy theory includes three variables or relationships, namely:

- 1) Expectations or the effort-performance link, are the possibilities that people perceive that doing a certain amount of effort will result in this level of performance certain.
- 2) Instrumentality or performance-reward linkage, namely the extent to which the person is believes that working at a certain level is a means of achieving results which are desired.
- 3) The validity or attractiveness of the reward, namely the weight assigned by the person to potential results or rewards that can be achieved in the workplace. Valence considering the goals and also the needs of the person.

Hope is the belief that better efforts will result in better performance. Expectations are influenced by factors such as possession of suitable skills to perform the job, availability of the right resources, availability of essential information and getting the support needed to complete the job. In Expectancy theory states that employee motivation is the result of how far a person wants rewards (Valence), namely the assessment that the possibility of an effort will lead to expected performance (Expectancy), and the belief that performance will lead to rewards (Instrumentality).

This study is relevant with Primo and Shavelson, Rivkin, Hanushek and Kain, employee characteristics such as motivation, expectations are determining factors that have an impact on overall job satisfaction. Aspects of job satisfaction can be measured by company policies, interpersonal relationships and maintaining individual expectations to work optimally so that productivity increases performance.

Snyder and Lopez in his research stated that individuals with high levels of expectation develop thoughts, with self-confidence, plan actions with full determination, so that it will increase their probability of success. Cetin in showing that

individuals with high expectations are more motivated to work and tend to improve their performance. Luthan-Jensen argued that high expectations are able/can display higher performance.

A teacher, in addition to fulfilling the intellectual side of work, is also expected to be able to overcome any problems in work activities related to organizational life in institutions/work environments. In this Studies find that a teacher with high-expectations are more motivated and confident with the ability to develop alternative ways to achieve their goals, and more have higher motivation to the great performance. So, in this study, hope is the variable which is very important to growth up performance, because with the hope individual can , motivated to get the valance and to get valance, individual must get higher motivation to make a great job or performance.

The effect of optimism on performance

The optimism-performance hypothesis leads to several predictions. If people prescribe optimism because they believe it can improve performance, then they would be most likely to prescribe optimism in the presence of goals to act or perform. Performance becomes prominent when implementing a decision. Thus, we distinguish pre- and postdecision phases: deliberation and implementation (Gollwitzer, Heckhausen, & Steller). Deliberation describes considering various options, and implementation occurs when a person has decided on a course of action and focuses on carrying it out. It stands to reason that sober assessment of one's chances of success is more likely to benefit the decision maker in the deliberative decision phase. On the other hand, once a person has decided on a course of action, performance becomes the focus, and optimism may be more useful for marshaling efficacious action. Once a person finds herself on the karaoke stage with a microphone in her hand, perhaps a little optimism will help her hit the harder notes and marshal her best stage presence. Some evidence does indeed suggest that people express more optimism when they are in implemental than deliberative decision phases (Armor & Taylor; Taylor & Gollwitzer). People also prescribe more optimism when commitment to a particular course of action is high (Armor, Masey and Sackett).

The balance among feelings relates to differences in optimism. Optimists expect good outcomes, even when things are hard. This yields a relatively positive mix of feelings. Pessimists expect bad outcomes. This yields more negative feelings—

anxiety, anger, sadness, even despair (Carver & Scheier; Scheier & Carver). Optimism has been considered in a variety of ways within research frameworks. There appears to be no single definitive definition accepted by all researchers (Chang, Dí Zurilla & Mayden-Olivares). Koizumi considers optimism a future expectancy of personal life success. However, Schweizer, Beck-Seyffer and Schneider do not limit optimism to a personal situation as they define it as a generalized expectation of a positive result and a specific style of information processing. Rabiega and Cannon concur with the expectation of a positive outcome but expand the parameters of optimism to include future events. Carver and Scheier contend that optimism is a generalized and diffuse sense of confidence. Finally, Seligman and Vaughan consider optimism as a departure from reality or a positive illusory state. Hope is closely related to optimism. Bryant and Cvengros attempted to differentiate optimism from hope and they determined that hope refers to specific goal attainment while optimism is broader and focuses on more general future outcomes.

According to Seligman, optimistic individuals will see events good that befell them as something within themselves (internal) and consider the bad incident that happened to them as something comes from outside themselves (external). In an individual's relationship with his job, there is a tendency for an optimistic person to always work better and get satisfying results than a person with a pessimistic mind.

The positive effects of optimism are well documented. Wrosch and Scheier studied the importance of optimism and goal adjustment and found that optimistic individuals manage difficult situations better than do pessimists. Optimists were more likely than pessimists to use more problem focused coping strategies as well as additional methods such as positive reframing, acceptance and humour. There seems to be strong agreement that low scores on measures of optimism are highly correlated with depression (Dubow, Arnett, Smith & Ippolito; Jaycox, Reivich. F Basyah research found that the level of optimism of a salesperson can be transformed into a good attitude and work to achieve sales performance targets. These results are supported by research by Wiwiek which shows that optimism has a significant effect on teacher performance. Thus it can be said that the level of optimism also affects teacher performance.

A Ahmed states that high teacher optimism has a significant effect on job satisfaction, so in this

study optimism is a very good supporting factor in the goal of increasing job satisfaction. Optimism for the success of employees who show high work performance in fulfilling their job obligations as well as recognition of their work performance abilities.

4. CONCLUSION

This study aim that hope is have a significant effect on teacher performance. Hope is a motivation which includes the ability to regulate the respect for a goal (will) and the belief that a person can overcome obstacles to achieving a goal (way power). A teacher is expected to be able to solve every problem in every level of difficulty of his work related to teaching procedures, relationship relationships among teachers, and organizational life in the school environment. This study found that teachers with high expectations were more motivated in the process of pursuing their goals and would display higher performance.

This study is show that optimism is have a significant effect on teacher performance. Effective individual performance emphasizes the extent to which the individual performs work tasks, whether it is limited to carrying out tasks in accordance with their role (in-role) or carrying out their duties beyond their proper role (extra-role). Optimistic teachers always carry out their duties with full attention and focus in fulfilling their teaching obligations. An optimistic attitude has influenced the teacher's perspective in teaching and is able to improve their performance because their duties are not considered a burden but rather devoted work with clear and measurable performance outputs.

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