

The Influence Dimensions of Psychological Capital on Work Engagement

Dani Rizana¹, Irfan Helmy², Reni Suci Wahyuni³

¹Universitas Putra Bangsa, Indonesia

^{2,3}Universitas Sarjanawiyata Tamansiswa, Indonesia

Corresponding Author: Dani Rizana

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ABSTRACT

This study aims to examine the relationship between the dimensions of psychological capital (self-efficacy, optimism, hope and resilience) and work engagement. It uses a quantitative approach with a descriptive method. The population and sample were 37 permanent lecturers at Putra Bangsa University. The results show that: (1) self-efficacy has no effect on work engagement; (2) optimism has no effect on work engagement; (3) hope has no effect on work engagement; (4) resilience shows a positive and significant effect on work engagement; and (5) self-efficacy, optimism, hope and resilience simultaneously have a significant effect on work engagement.

Keywords: Psychological Capital, Work Engagement

INTRODUCTION

The goals of Indonesian higher education are regulated in Article 2 of Government Regulation Number 60 of 1999, namely to help learners to be members of the community with academic and professional abilities who can apply, develop and create science, technology, and art and disseminate and utilize them to improve the community standard of living and enrich the national culture. Educators are resources who can advance the quality of human resources. Government Regulation Number 37 of 2009 concerning Lecturers mentions that lecturers are professional educators and scientists with

the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

Performance can be achieved optimally if the individual has work engagement. With work engagement, the individual feels at one with his job and is not affected by the conditions around him, and this cannot be found in other places or activities. On the other hand, without work engagement, the individual feels less enthusiastic, uncommitted, and unmotivated in his work and often makes their work a life demand so that he does not feel engaged to their work (Suharianto & Effendy, 2015).

The implementation of Tri Dharma of Higher Education requires energetic and dedicated educators, namely educators who have work engagement. Work engagement is a positive, work-related and self-fulfilling state of mind that has the characteristics of enthusiasm, dedication and absorption (Schaufeli et al., 2006). Vigor is an outpouring of energy and mental strength during work, the courage to try hard to complete a job, and persevere in facing work difficulties. Dedication refers to being highly involved in the task and feelings of meaning, enthusiasm, inspiration, pride, and challenge. Absorption is when the employee is always full of concentration and serious about a job. Individuals feel that when they work, time flies quickly and find it difficult to separate themselves from work.

Schaufeli & Bakker (2004) state that work engagement is influenced by two aspects, namely the JD-R model (Job Demands Resources model) and psychological capital. The JD-R model covers aspects of the physical, social and organizational environment, while psychological capital consists of self-efficacy, hope, optimism, and resilience.

Some previous studies have proven that work engagement is influenced by some psychological constructs contained in the psychological capital dimensions such as self-efficacy, resilience, optimism, and hope (Bakker & Leiter, 2010). A study by Fransiska et al., (2018) shows that there is a positive unidirectional correlation which means that the higher the psychological capital, the higher the work engagement. However, a study by Indrianti&Hadi (2012) reveals that there is no correlation between psychological capital and work engagement. So, those studies indicate that there are different findings regarding the effect of psychological capital on work engagement. Referring to the description above, there is a gap in research related to psychological capital variables on work engagement. In this present study, the researcher separates dimensions of psychological capital into variables that are rarely observed in previous studies.

The objectives of this study are: 1) To determine the effect of self-efficacy on work engagement, 2) to determine the effect of optimism on work engagement, 3) to determine the effect of hope on work engagement, 4) to determine the effect of resilience on work engagement, and 5) to determine the effect of psychological capital (self-efficacy, resilience, optimism and hope) on work engagement.

Luthan, Youssef and Avolio (2007:3) define psychological capital as a part of individual human development, which is identical to (1) having the confidence to take and mobilize efforts to achieve success in challenging tasks (self-efficacy); (2) being positive about current and future success (optimism); (3)

perseverance in achieving goals and if necessary changes ways to achieve goals as part of success (hope); (4) able to survive when facing problems and even get better than the original condition to achieve success.

Self-efficacy is a hard effort to overcome the challenges of tasks. Self-efficacy is related to task mastery. Employees with self-efficacy will try to complete their tasks successfully because of their perseverance and tenacity. People with high self-efficacy have some characteristics such as having high targets for themselves and consciously choosing difficult tasks, and developing themselves through challenges, having high motivation, do their best effort to achieve goals and being preserved when facing difficulties. Through these five characteristics, people with high self-efficacy will be able to develop independently and carry out tasks effectively (Luthans, Youssef & Avolio, 2007).

Hayuningtyas& Helmi (2016) reveal that self-efficacy has a significant correlation with work engagement. It can be said that internal encouragement plays a more important role in the work engagement of a lecturer to implement the Tri Dharma of Higher Education.

H1: Self-efficacy affects work engagement

Optimism is an optimistic attitude towards current or future success. Optimistic employees will always hope that something good will happen. An optimistic attitude will encourage and influence employees to work hard to achieve success. Seligman in (Avey et al., 2011) defines optimism as a way of interpreting negative events caused by things outside of oneself, is temporary, occurs only in certain situations, and a way of interpreting positive events as events caused by oneself is permanent and can occur in a variety of situations.

Putri et al. (2015) show that there is a relationship between optimism and work engagement. It means that optimism guides employees to a feeling of belonging to their

work and a feeling of success according to organizational goals in order to increase productivity and encourage employee engagement.

H₂: Optimism affects work engagement

The hope of success is manifested to stay on the target and if necessary, find other ways to achieve the target. The difference between the words 'hope' used in daily life and 'hope' used in psychological capital is the pathway. It is planning to achieve goals in which the word 'hope' used in daily life covers the term of agency or known as willpower. Employees who have high hope have the characteristics of independent thinkers, have an internal locus of control, have full control over the energy used to achieve goals, and always look for choices when facing difficulties (Luthans et al., 2007).

Research by Noraini Othman & AizzatMohd (2011) on "Work engagement of Malaysian Nurses: Exploring the Impact of Hope and Resilience" involved 422 nurses in three hospitals located on the east coast of Peninsular Malaysia as the subject. The results show that the research variable, namely hope, is a dimension in psychological capital that has a significant relationship with work engagement.

H₃: Hope in Psychological Capital affects work engagement

Resilience is the ability to survive when facing difficulties and challenges to achieve goals. Not everyone has high endurance in facing challenges. As a result, many of them are desperate and even not eager to achieve their goals. Resilience in psychological capital is not only bouncing back to the original state but also being more positive than the original state. Besides, resilience in psychological capital demands challenging a difficult situation and to work more. Resilience can be developed by building persons' awareness of their talents, abilities, and networks (Luthans et al., 2007).

Resilience is a factor affecting work engagement. Through resilience, lecturers

are able to survive facing difficulties in working and successfully adapt to organizational changes. Resilience consists of mental toughness, namely being able to adapt to circumstances, control the circumstances, and be optimistic to succeed in certain situations. However, it is not easy for lecturers to carry out their roles as they are required to totally carry out the Tri Dharma of Higher Education and put aside personal problems at the same time.

A previous study (Noraini Othman & AizzatMohd, 2011) entitled "Work engagement of Malaysian Nurses: Exploring the Impact of Hope and Resilience" reveals that resilience is a dimension in psychological capital that has a significant relationship with work engagement.

H₄: Resilience in Psychological Capital affects work engagement

Robbins (2002) defines work engagement as when employees can identify themselves psychologically with their work and considers their performance important for them and the organization. Employees with high work engagement strongly favor the type of work they do and genuinely care about that type of work.

More specifically, work engagement is positivity, fulfillment, and work from the characterized center of thought (Schaufeli et al., 2006). Work engagement is positive motivation and center of thought related to work which is characterized by vigor, dedication, and absorption. A previous study (Suharianto & Effendy, 2015) reveals that a factor affecting work engagement is psychological capital. Psychological capital has dimensions of self-efficacy, optimism, hope, and resilience. Lecturers with a very high psychological capital tend to have very high work engagement.

H₅: Self-efficacy, resilience, optimism and hope affect work engagement

Measurement of work engagement was arranged by modifying the scale of The Utrecht Work Engagement Scale (UWES) proposed by (Bakker & Leiter, 2010) using

3 dimensions of work engagement of vigor, dedication, and absorption.

The psychological capital scale was developed by adopting the psychological capital scale by Pratiwi (2011) which refers to the psychological capital questionnaire (PCQ) using 4 dimensions of psychological capital including self-efficacy, optimism, hope and resilience.

METHODS

The subject of this research was permanent lecturers at Putra Bangsa University with a population of 37 people. The determination of the sample used a saturated sampling or census technique as the population was less than 100. Saturated sampling is a sampling technique in which all populations are used as samples which is also known as the census (Riduwan, 2007). The sample of this research was 37 lecturers.

Data were collected using questionnaires, interviews, and a literature study. The instrument used a questionnaire with a Likert scale.

The data were analyzed descriptively and statistically. Descriptive analysis covered analysis of (1) respondents by gender; (2) respondents by age; (3) respondents based on education level; (4) respondents by groups; and (5) respondents based on years of service. Meanwhile, statistical analysis covered (1) validity and reliability tests; (2) classic assumption test; (3) multiple regression analysis (4) hypothesis testing; (5) simultaneous test, and (6) coefficient of determination.

The proposed problem in this study is whether self-efficacy, resilience, optimism and hope influence work engagement. Therefore, it used the multiple

regression method. The general form of the model used:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e \dots(1)$$

RESULTS

The characteristics of the respondents are presented in Table 1.

Table 1: Characteristics of Respondents

Category	Description	Number	%
Gender	Male	18	48.65%
	Female	19	51.35%
Age	20 - 30 years old	5	13.51%
	31 - 40 years old	17	45.95%
	41 - 50 years old	15	40.54%
Education level	S1		
	S2	31	83.78%
	S3	6	16.22%
Length of service	0 – 2 years	3	8.11 %
	3 – 5 years	14	37.84%
	> 5 years	20	54.05%

The total of respondents is 37 lecturers consisting of 18 male lecturers (48.65%) and 19 female lecturers (51.35%). It can be said that based on gender, the number of respondents is almost equal. Then, the respondents are also categorized based on age, namely 20-30 years old (5 respondents or 13.51%), 31-40 years old (17 respondents or 45.95%), and 41-50 years old (15 respondents or 40%). It can be said that most of the respondents are in the age category of 31-40 years old. In terms of education, 6 people (16.22%) have a Doctoral level (S3) and 31 people or 83.78% have a master level (S2). Thus, it can be said that most of the respondents have a master's level. Then, in terms of length of services, it is grouped into 0-2 years (3 people or 8.11%), 3-5 years (14 people or 37.84%), and > 5 years (20 people or 54.05%). It can be said that most of the respondents have served for more than 5 years.

Table 2: Coefficients

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients	Std. Error	Standardized Coefficients		
		B		Beta		
1	(Constant)	2.588	5.316		.487	.630
	Self-efficacy	.321	.243	.194	1.326	.194
	Optimism	-.059	.256	-.036	-.228	.821
	Hope	.575	.271	.284	2.122	.042
	Resilience	.798	.255	.481	3.131	.004
a. Dependent Variable: Work Engagement						
Source: processed data 2020						

The effect of self-efficacy, resilience, optimism and hope on work engagement can be seen from the results of the analysis as presented in Table 2

Based on table 2, the multiple regression equation is as follows:

$$Y = 2,588 + 0,321 X_1 - 0,059 X_2 + 0,575 X_3 + 0,798 e$$

The results of the t-test in Table 2 above show that the significance probability for the self-efficacy variable is $0.194 > 0.05$ with the t-count value of $1.326 < t$ -table value of 2.03452. Thus, H1 is rejected meaning that self-efficacy does not have a significant effect on the work engagement of lecturers at Putra Bangsa University. Then, the optimism variable obtains a value of $0.821 > 0.05$ with the t-count value of $-0.228 < t$ -table value of 2.03452. Thus, H2 is rejected meaning that optimism has no

significant effect on the engagement of the lecturers. Then, the hope variable obtains a value of $0.042 < 0.05$ with the t-count value of $2.122 > t$ -table value of 2.03452. Thus, H3 is accepted meaning that hope has a positive and significant influence on work engagement. Then, the resilience variable obtains a value of $0.04 < 0.05$ with the t-count value of $3.131 > t$ -table value of 2.03452. Thus, H4 is accepted indicating that resilience has a positive and significant effect on the work engagement of lecturers at Putra Bangsa University, Kebumen.

This study used F-test to determine the significance level of the influence of the independent variable (X) simultaneously on the dependent variable (Y) with a significance of 5% ($\alpha=0.05$). The results can be seen in Table 3.

Table 3: F-Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	266.419	4	66.605	9.721	.000 ^b
	Residual	219.256	32	6.852		
	Total	485.676	36			
a. Dependent Variable: Work Engagement						
b. Predictors: (Constant), Resilience, Hope, Self-efficacy, Optimism						
Source: processed data 2020						

Based on table 3, it obtains F-count values of $9.721 > F$ -table value of 2.67 with a significant level of 0.000. As it is lower than 0.05, then, the variables of self-efficacy, optimism, hope and resilience have a significant effect on the work engagement of lecturers at Putra Bangsa University, Kebumen. It indicates that the better the self-efficacy, optimism, hope, and resilience the higher the lecturers' work engagement at Putra Bangsa University, Kebumen.

The coefficient of determination shows the contribution of the independent variable to the dependent variable. The higher the coefficient of determination, the better the ability of the independent variable to influence the dependent variable, where $0 < R^2 < 1$. If the determination (R^2) is closer to one, it can be said that the influence of the independent variable on the dependent variable is large. The results of the coefficient of determination are presented in Table 4.

Table 4: Coefficient of Determination Test

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.741 ^a	.549	.492	2.618	.549	9.721	4	32	.000
a. Predictors: (Constant), Resilience, Hope, Self of Efficacy, Optimism									
b. Dependent Variable: Work Engagement									
Source: processed data 2020									

Based on Table 4 above, the test results show that the Adjusted R Square

value of the above equation is 0.492. It means that 49.2% of the work engagement

variable can be explained by variables of self-efficacy, optimism, hope, and resilience, while the remaining 51.8% can be explained by other variables outside the study.

DISCUSSION

Effects of Self-efficacy on Work Engagement

The first hypothesis testing aims to determine the effect of self-efficacy on work engagement. Based on the results of the t-test, the t-count value is $1.326 < t\text{-table value of } 2.03452$, with a significance level of $0.194 > 0.05$. It indicates that self-efficacy does not affect work engagement.

The results of the study are in line with the previous study (Hardi, 2017) that the effect of self-efficacy as a dimension of psychological capital is not significant. Furthermore, it is also in line with Ferreira (2015) who found that the effect of self-efficacy as a dimension of psychological capital is not significant and another study (Luthans et al., 2007) also reveals that the relationship between self-efficacy and work engagement is very low. Self-efficacy is one of the personal characteristics that can increase engagement. Self-efficacy does not affect the work engagement of lecturers at Putra Bangsa University because besides working as lecturers, some of them also work in other places, either as lecturers or practitioners (entrepreneurs).

Effects of Optimism on Work Engagement

The second hypothesis testing aims to determine the effect of optimism on work engagement. The results of the t-test show the t-count value of $-0.228 < t\text{-table value of } 2.03452$, with a significance level of $0.821 > 0.05$. These results indicate that optimism does not affect the work engagement of lecturers at Putra Bangsa University, Kebumen.

The results of this study are in contrast with the previous study (Hardi, 2017) which found that optimism affects work engagement. Optimism has a positive

goal in pursuing a career, so people will strive for positive efforts in achieving goals and have a sense of optimism to achieve goals so that they can convince themselves and build self-confidence to achieve their goals. Lecturers' duties and responsibilities in the tri dharma of higher education make the lecturers feel that being a lecturer is a fairly heavy job. Thus, a previous study (Putri et al., 2015) suggests that employees are expected to increase the tendency to expect success from every effort they make through positive framing of thoughts about the future.

Effects of Hope on Work Engagement

The third hypothesis testing is to determine the effect of hope on work engagement. The results of the t-test show the t-count value of $2.122 > t\text{-table } 2.03452$, with a significance level of $0.042 < 0.05$. These results indicate that the higher the hope, the greater the effect on the work engagement of lecturers at Putra Bangsa University, Kebumen.

The results of this study are in line with the previous study (Noraini Othman & AizatMohd, 2011) entitled, "Work engagement of Malaysian Nurses: Exploring the Impact of Hope and Resilience" which involved 422 nurses in three hospitals located on the east coast of Peninsular Malaysia. The results indicate that the two predictors of research variables of hope and resilience as dimensions in psychological capital have a relationship with work engagement.

Effects of Resilience on Work Engagement

The fourth hypothesis testing is to determine the effect of resilience on lecturers' work engagement. The results of the t-test show the t-count value of $3.131 > t\text{-table value of } 2.03452$, with a significance level of $0.04 < 0.05$. It means that the higher the resilience, the better the lecturer's work engagement at Putra Bangsa University, Kebumen.

The results of this study are in line with the previous study (Noraini Othman

&AizzatMohd, 2011) entitled "Work engagement of Malaysian Nurses: Exploring the Impact of Hope and Resilience" involving 422 nurses in three hospitals located on the east coast of Peninsular Malaysia. The results show that the two predictors of research variables of hope and resilience as dimensions in psychological capital have a relationship with work engagement.

Resilience is a factor affecting work engagement. Through resilience, lecturers can survive difficult work and successfully adapt to organizational changes. Resilience consists of mental toughness, namely being able to adapt to circumstances, control the circumstances, and be optimistic to succeed in certain situations. However, it is not easy for lecturers to carry out their roles. They are required to carry out the Tri Dharma of Higher Education and put aside personal problems that may be faced at the same time.

Effects of Self-efficacy, Optimism, Hope, and Resilience on Work Engagement

The fifth hypothesis testing is to determine the effect of self-efficacy, optimism, hope and resilience on lecturers' work engagement. The results of the F-test show an F-count value of 9.721 > F-table value of 2.67 with a significant level of 0.000. As it is lower than 0.050, meaning that self-efficacy, optimism, hope and resilience have a positive and significant effect on work engagement. It indicates that the higher/better the self-efficacy, optimism, hope and resilience, the better the work engagement of lecturers at Putra Bangsa University, Kebumen.

CONCLUSION

This study aims to determine how the psychological dimension of self-efficacy, optimism, hope, and resilience influence work engagement. The results show that 1) Self-efficacy does not affect work engagement; 2) Optimism does not affect work engagement; 3) Hope shows a significant effect on work engagement; 4)

Optimism shows a significant effect on work engagement. 5) Self-efficacy, optimism, hope, and resilience simultaneously affect work engagement.

Based on the researcher's direct experience in the research process, there are some limitations and some factors to be more considered in future studies. This present study has some limitations, for example, only testing variables on lecturers at Putra Bangsa University, so the results and managerial implications may not be fully accurate when applied to other settings. Then, the questionnaire for the variables of psychological capital and work engagement is a standard questionnaire, so every statement on the questionnaire has been directly directed. Thus, there is a possibility of bias in filling out the questionnaire.

This study has obtained some evidence based on data analysis. The results of the study can be used as the basis for recommending policy implications in accordance with the priorities as input for the management. The most important implication is that lecturers are quite important factors to be considered by the management of Putra Bangsa University. Understanding the psychological capital of the lecturer can help the management to find out the lecturers' work engagement and factors affecting work engagement which can affect policies that will be implemented. Thus, lecturers can carry out their duties as stated in Tri Dharma optimally. The results of this study can be used as the source of information for the management to see how the value of psychological capital (self-efficacy, hope, optimism, resilience) increase lecturers' work engagement.

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