

THE MEDIATING ROLE OF PSYCHOLOGICAL CAPITAL IN THE RELATIONSHIP BETWEEN WORK ENVIRONMENT AND WORK ENGAGEMENT OF TEACHER EDUCATORS*

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Abstract

As work engagement is a desirable work experience that leads to positive consequences, educational organizations need to search for effective ways to teacher educators' work engagement. The main purpose of this study is to investigate the mediating effect of psychological capital on the relationship between work environment and work engagement of teacher educators in Myanmar. Data of 423 teacher educators were collected from two universities of education and eight education degree colleges by using a cluster sampling technique. The design of this study was cross sectional. Both quantitative and qualitative approaches were used in this study. The Work Environment Scale, Psychological Capital Questionnaire and Work Engagement Scale were used to evaluate the teacher educators' work environment, psychological capital and work engagement. The correlational analysis showed that job resources were positively related to psychological capital and work engagement whereas job demands were negatively related to psychological capital and work engagement. Furthermore, psychological capital was positively related to work engagement. In addition, the mediation analysis indicated that the psychological capital was fully mediated the relationship between resources and opportunities and work engagement. But it was partially mediated the relationship between organizational support and work engagement, the relationship between financial support and work engagement as well as the relationship between work load and work engagement. Therefore, the psychological capital had a mediating effect on the relationship between work environment and work engagement in this study. Moreover, the results of qualitative study found that work environment, workplace relationship, respect and recognition, passion for the job, availability of resources for the job, training, pay and remuneration were important factors that impact on the teacher educators' work engagement.

Keywords: Work Environment, Psychological Capital, Work Engagement

Introduction

Teachers are primary component for educational excellence, and the need to attract and retain highly capable individuals to the teaching profession is clear. Moreover, the quality teaching depends upon the discretionary efforts put forth by the teachers, the enthusiasm they show for their job and the willingness to achieve their personal goals as well as the goals of the educational institution they work for. Teachers' engagement plays an important role in students' learning outcomes and teaching effectiveness. Engaged teachers are better at overcoming work-related stress, take active roles in workplace and make contributions to their schools. Teachers experiencing work engagement are better able to cope with increasing demands, and can generate support (Bakker & Bal, 2010). As engaged teachers perform better in their work, it is needed to investigate what make teachers engage. The work environment is one of the factors that can contribute to the teachers' work engagement.

The Job Demands and Resources Model (Demerouti et al., 2001) proposed that the characteristics of work environment can be classified into job demands and job resources. Researches showed that teachers who are supported with job resources are more engaged regardless of the level of demands (Klusmann et al., 2008) and teachers who are engaged with their work are less likely to report their intention to leave the teaching profession (Klassen et al., 2012). The work experience of teachers is dependent on demands and resources, also the personal resources have positive effects on teachers work engagement. Together with job resources,

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personal resources are seen as the most important determinants of work engagement (Xanthopoulou et al., 2009). Personal resources can be helpful in the adaptation to work environments whereas job resources are work characteristics.

Recent studies particularly focused on the relationship between work engagement and several personal resources, such as organization-based self-esteem and self-efficacy (Xanthopoulou et al., 2007), while it is expected that the construct of psychological capital is also positively correlated with engagement (Sweetman & Luthans, 2010). Psychological capital exists of the personal resources: hope, optimism, resilience and efficacy (Sweetman & Luthans, 2010). Both job and personal resources are important predictors of work engagement, but, personal resources have received less attention. Indeed, investigation of personal resources is important not only because of its predictive power of work engagement, but also because they are highly malleable and largely under individuals' discretions, and thus are easier to develop.

Besides a direct link between psychological capital and work engagement, personal resources can strengthen the positive effects of job resources on work engagement (Xanthopoulou et al., 2009). The Conservation of Resources (COR) theory states that resources tend to create other resources, since individuals want to accumulate their resources rather than only protecting them (Hobfoll, 2002). Enhancing employees' personal resources can lead to a rise in work engagement. The role of personal resources has mainly examined in the relationship between unfavorable work characteristics and negative outcomes (Xanthopoulou et al., 2007), while it is expected that personal resources can also buffer the relationship between job resources and work engagement. Therefore, this study aimed to investigate the relationship between work environment and work engagement of teacher educators in Myanmar and whether this relationship is mediated by psychological capital.

Purposes of the Study

The main aim of the present study is to investigate the mediating effect of psychological capital on the relationship between work environment and work engagement of teacher educators in Myanmar.

The specific objectives are

- to ascertain the relationship among work environment, psychological capital and work engagement of teacher educators and
- to find out the factors influencing the work engagement of teacher educators.

Definitions of Key Terms

Work environment. The Job Demands and Resources model proposed that the characteristics of work environments can be classified in two general categories, job demands and job resources, which incorporate different specific demands and resources, depending on the context under study (Demerouti et al., 2001).

Psychological capital. Psychological capital is defined as one's positive appraisal of circumstances and probability for success based on motivated efforts and perseverance. (Luthans et al., 2007).

Work engagement. Work engagement refers to a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption (Schaufeli & Bakker, 2004).

Related Literature Review

Work Engagement

The concept of work engagement was first introduced by Kahn (1990). Kahn (1990) defined work engagement as the harnessing of organizational members' selves to their work roles; an engaged people employ and express themselves physically, cognitively and emotionally during role performances. Schaufeli and colleagues (2002) also position engagement as the positive antipode of workplace burnout. However, they argue that instead of being two opposite poles, burnout and engagement are independent, yet negatively correlated states of mind. Consequently, they define work engagement as a productive, happy attitude at work that is characterized by vigor, dedication, and absorption (Schaufeli et al., 2002). *Vigour* reflects a desire to devote effort in one's work, perseverance in the face of job related obstacles, and an expression of high levels of energy and mental toughness while working. *Dedication* refers to a particularly intense work involvement and encompasses feelings of inspiration, pride, enthusiasm, significance and challenge. The final dimension of engagement is *absorption*. *Absorption* is characterised by being totally focused on one's work activities in a manner that time appears to pass speedily and one finds it increasingly difficult to disengage from his or her work.

Work Environment and Work Engagement

According to the Job Demands and Resources (JD-R) model, the characteristics of work environments can be classified in two general categories, job demands and job resources, which incorporate different specific demands and resources, depending on the context under study (Demerouti et al., 2001). Job resources are those features of the job which have the potential to mitigate the deleterious effects of job demands; can pave the way for effective task completion and goal accomplishment; and might provide opportunities for personal development and growth. Job demands are the physical, social, or organizational components of a job that necessitate prolonged physical or mental effort and are consequently linked to physiological or psychological expenses. Hakanen et al. (2006) found evidence of a positive relationship between work engagement and job resources. Their study on Finnish teachers revealed that job control, information, supervisory support, innovative climate and social support were all positively associated with work engagement. In another study, Bakker et al. (2007) reported similar findings. More particularly, they found that six job resources, namely, job control, supervisor support, climate, innovativeness, information and appreciation were positively and were significantly linked with teachers' levels of work engagement. When there is a lack of resources individuals cannot reduce the potentially negative influence of high job demands and they cannot achieve their work goals (Bakker et al., 2004). Bakker et al. (2004) concluded that when demands are high specifically workload, emotional demands, and work-home conflicts are elevated, it becomes difficult for employees to allocate their attention and energy efficiently because they have to engage in greater activation and/or effort and this, in turn, negatively affects their performance.

Psychological Capital and Work Engagement

Psychological capital, or PsyCap, is the positive psychological state of development of an individual. It is defined by (1) having self-efficacy, or the confidence to take on and put in the effort necessary to succeed at challenging tasks; (2) having optimism, or the positive attribution, about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) having resilience, or the ability to sustain and bounce back from problems and adversity to achieve success. (Luthans et al., 2007). Luthans et al., (2010) proposed that psychological capital would be positively related to work engagement. Their argument was based on JD-R model (Demerouti et al., 2001) that suggests that job and personal resources interact with job demands to predict work engagement, which in turn

predicts performance. Hodges (2010) found that psychological capital correlated directly and significantly with employee engagement. The four dimensions of PsyCap according to Sweetman and Luthans (2010) have a relation to the work engagement.

Methods

Sample of the Study

The participants for this study were chosen by using cluster random sampling technique. Data for 423 teacher educators were collected from two universities of education and eight education degree colleges. Participants were aged 25–58 of whom 55 were males and 368 were females.

Research Method

Design of this study was cross sectional. Both quantitative and qualitative approaches were used in this study.

Research Instrumentation

Work Environment Scale

Teacher educators' work environment was measured by Work Environment Scale developed by researcher. Work Environment Scale for teacher educators was developed by using the exploratory and confirmatory factor analyses. According to factor analysis results, there are 5 factors with a total of 50 items in the Work Environment Scale. The five factors are organizational support, resources and opportunities, work load, financial support and job security. The items were rated on 5-point Likert scale (1= never to 5= always). In order to confirm the exploratory factor analysis results, confirmatory factor analysis was carried out. After the results of exploratory factor analysis and confirmatory factor analysis of Work Engagement Scale, the final Work Engagement Scale consisted of five subscales with 42 items in this study. Confirmatory factor analysis showed that the fit indexes for $\chi^2/df = 1.916$, Tucker–Lewis index (TLI) = 0.907, comparative fit index (CFI) = 0.917, and root mean square error of approximation (RMSEA) = 0.047. The indicators of the model fit were accepted. Cronbach's alpha internal reliability coefficients were found as 0.927 for the Organizational Support factor, 0.869 for the "Resources and Opportunities" factor, 0.892 for "Work Load" factor, 0.831 for "Financial Support" factor, and 0.898 for "Job Security" factor. Cronbach's alpha reliability coefficient for the whole scale was found as 0.871.

Psychological Capital Questionnaire

Psychological Capital Questionnaire (PCQ) contains 24 items that are measured across the four dimensions of self-efficacy, hope, optimism and resilience on a five-point Likert scale (Luthans et al., 2007). To confirm the factor structure of PCQ, confirmatory factor analysis (CFA) was conducted. The two items with low loadings were removed from the model. Confirmatory factor analysis showed that the fit indexes for $\chi^2/df = 2.232$, Tucker–Lewis index (TLI) = 0.900, comparative fit index (CFI) = 0.914, and root mean square error of approximation (RMSEA) = 0.040. The final model (total 22 items with 4 factors) had reached the acceptable level of all fit indices in this sample. Cronbach's alpha internal reliability coefficients are found as 0.785 for self-efficacy, 0.706 for hope, 0.829 for resilience and 0.768 for optimism. Cronbach's alpha reliability coefficient for the whole questionnaire was found as 0.863.

Work Engagement Scale

The Utrecht work engagement scale (Schaufeli & Bakker, 2003) had 17 items comprising of six items for vigour, five items for dedication and six items for absorption on a five-point Likert

scale. To confirm the factor structure of the Utrecht's Work Engagement Scale (UWES), CFA was conducted. Confirmatory factor analysis showed that the fit indexes for $\chi^2/df = 2.00$, Tucker–Lewis index (TLI) = 0.939, comparative fit index (CFI) = 0.950, and root mean square error of approximation (RMSEA) = 0.023. The indicators of the model fit were accepted. Cronbach's alpha internal reliability coefficients are found as 0.718 for vigour, 0.852 for dedication and 0.667 for absorption. Cronbach's alpha reliability coefficient for the whole scale was found as 0.797.

Instrumentation for Qualitative Study

Teacher educators selected for qualitative study were interviewed with semi-structured interview questions to explore the factors that are related to work environment and work engagement. The interview has been built based on quantitative result findings and theoretical framework of this study. The interview questions were constructed based on the following facts;

- (1) Conditions of work environment (Job Demands and Resources)
- (2) Coping with challenges in work environment
- (3) Antecedents of work engagement
- (4) Barriers of work engagement
- (5) Supports for work engagement

Data Analysis and Research Findings

Findings of Quantitative Study

Relationship Among Work Environment, Psychological Capital and Work Engagement of Teacher Educators

Pearson product-moment correlations were calculated to examine the relationship among work environment, psychological capital and work engagement and the criterion $p < .05$ was used to determine statistically significant relationship. Table 1 showed that the significant correlation among work environment (job demands, job resources), psychological capital and work engagement of teacher educators.

Table 1 Correlations among Work Environment (Job Demands, Job Resources), Psychological Capital and Work Engagement of Teacher Educators

	JR	OS	RO	FS	JS	WL (JD)	Psycap	WE
Job Resources (JR)	1.00	.842**	.799**	.597**	.493**	-.364**	.442**	.584**
Organizational Support (OS)		1.00	.654**	.276**	.204**	-.332**	.396**	.481**
Resources and Opportunities (RO)			1.00	.257**	.162**	-.328**	.451**	.473**
Financial Support (FS)				1.00	.245**	-.191**	.240**	.463**

	JR	OS	RO	FS	JS	WL (JD)	Psycap	WE
Job Security (JS)					1.00	-.112**	.061**	.164**
Workload (Job Demands, JD)						1.00	-.382**	-.688**
Psychological Capital (Psycap)							1.00	.581**
Work Engagement (WE)								1.00

Note. ** $p < .01$

As expected, job resources (organizational support, resources and opportunities, financial support and job security) were positively and significantly related to work engagement and psychological capital. However, job demands (work load) were negatively and significantly related to work engagement and psychological capital. In addition, psychological capital was positively and significantly related to work engagement. The higher the teacher educators' psychological capital, the more engaged they are in their work. It can be said that teacher educators who have sufficient job resources can be engaged more in work and can get high psychological capital. Teacher educators who have less job demands are more engaged in work and have high psychological capital.

Mediation Effect of Psychological Capital on Work Environment and Work Engagement Relationship

Mediation analysis was carried out using the approach described by Baron and Kenny (1986). To identify the presence of mediation, four conditions have to be met. 1. The independent variable (work environment) is a statistically significant predictor of the dependent variable (work engagement). 2. The independent variable (work environment) is a statistically significant predictor of the mediator variable (psychological capital). 3. The mediator (psychological capital) is a statistically significant predictor of dependent variable (work engagement). 4. The observed effect of the mediator on the relationship between predictor and dependent variable is examined either full or partial mediation model. Full mediation model resulted in the predictor-outcome variable relationship being non-significant. A partial mediation model resulted in a much weaker relationship between the predictor and the outcome variable.

To examine the mediating effect of psychological capital on the relationship between work environment and work engagement, a hierarchical multiple regression analysis was conducted. Summary of regression analyses were shown in Table 2. In Step 1, the findings of the standard multiple regression analysis showed that job resources (organizational support, resources and opportunities, and financial support) and job demands (work load) together made a significant predictive contribution to work engagement. Because of the relationship between the predictor (work environment) and the outcome variable (work engagement) was significant, the analysis was continued to Step 2 (see Step 1 in Table 2).

In Step 2, the findings of the standard multiple regression analysis revealed that job resources (organizational support, resources and opportunities, and financial support) and job demands (work load) together made a significant predictive contribution to psychological capital.

This finding was met the second condition that the independent variable (work environment) is a statistically significant predictor of the mediator variable (psychological capital) (see Step 2 in Table 2)

In Step 3a, the results of hierarchical multiple regression analysis showed that a significant relation between the mediator (PsyCap) and the outcome variable (work engagement) (see Step 3a in Table 2) In the Step 3b, the predictors (work environment) and mediator (psychological capital) together predicting the outcome variable (work engagement). The result of hierarchical multiple regression analysis showed that organizational support ($\beta = 0.104, p < .05$), financial support ($\beta = 0.263, p < .001$) and work load ($\beta = -0.482, p < .001$) made statistically significant to work engagement whereas resources and opportunities ($\beta = 0.06, p = .115$) was non-significant (see Step 3b in Table 2).

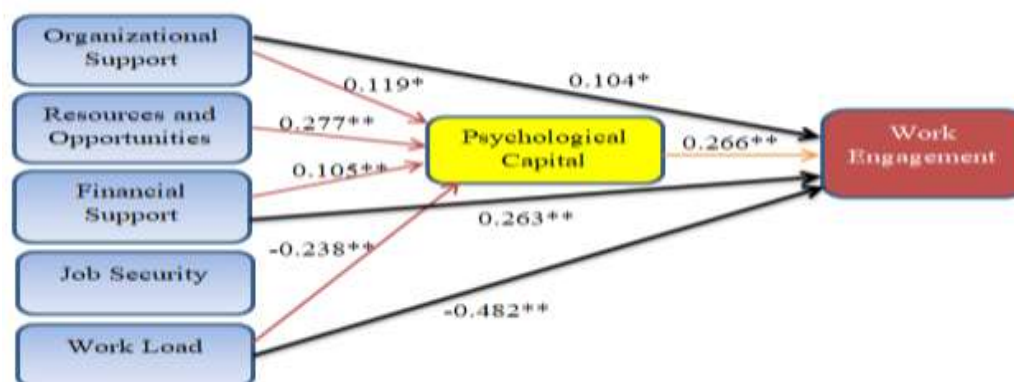
It can be said that psychological capital fully mediated the relationship between resources and opportunities and work engagement because the relationship became non-significant after the inclusion of the psychological capital. In addition, the psychological capital partially mediated the relationship between organizational support and work engagement, the relationship between financial support and work engagement as well as the relationship between work load and work engagement due to became significantly weaker relationship after the inclusion of the psychological capital (see Step 1 and Step 3b in Table 2). Therefore, psychological capital had a mediating effect in the relationship between work environment and work engagement. In addition, organizational support, resources and opportunities, financial support and workload still had directive predictive contribution to work engagement after the mediator effect was controlled for.

Table 2 Summary of Regression Analyses for the Prediction of Work Engagement of Teacher Educators

Predictors	Dependent Variables			
	Standard Multiple Regression Analyses		Hierarchical Multiple Regression Analysis	
	Step 1 Work Engagement	Step 2 Psychological Capital	Step 3a Work Engagement (Model 1)	Step 3b Work Engagement (Model 2)
	β	β	β	β
Psychological Capital	n.a	n.a	0.581**	0.266**
Organizational Support	0.135*	0.119*	n.a	0.104*
Resources and Opportunities	0.134*	0.277**	n.a	0.060
Financial Support	0.291**	0.105*	n.a	0.263**
Job Security	0.018	0.061	n.a	0.02
Work Load	-0.545**	-0.238**	n.a	-0.482**

Predictors	Dependent Variables			
	Standard Multiple Regression Analyses		Hierarchical Multiple Regression Analysis	
	Step 1 Work Engagement	Step 2 Psychological Capital	Step 3a Work Engagement (Model 1)	Step 3b Work Engagement (Model 2)
	β	β	β	β
<i>F</i>	145.23**	33.21**	214.826**	92.130**
<i>R</i> ²	0.635	0.285	0.338	0.686
<i>Adj R</i> ²	0.631	0.276	0.336	0.681
<i>R</i> ² Change				0.345

Note. ** $p < .001$, * $p < .05$



Note. ** $p < .001$, * $p < .05$

Figure 1 A Mediating Model of Psychological Capital on Work Environment and Work Engagement of Teacher Educators

Findings of Qualitative Study

A follow-up program was conducted to provide more detailed information about teacher educators' work environment, psychological capital and work engagement and to investigate the significant factors which influence on work engagement of teacher educators. Teacher educators were identified into four groups based on their levels work environment and work engagement such as high work environment and high work engagement, high work environment and low work engagement, low work environment and high work engagement and low work environment and low work engagement. From the total of 423 teacher educators, 16 teacher educators were selected by using purposive sampling technique and four teacher educators were chosen for each group. A semi-structured interview schedule was designed and used to obtain information about teachers' experience and knowledge of the factors that get them engaged to work.

From the analysis of interviews with the teacher educators, seven main themes were identified as important factors impact on the teacher educators' work engagement: work environment, workplace relationship, respect and recognition, passion for the job, availability of resources for the job, training, pay and remuneration. A major theme that emerged from the interviews was that a good work environment influences individual to be engaged to work. Rich et

al. (2010) found in their study that employee engagement comes from many features within the organisation. Along with Anitha (2013) who in their study found that working environment was the leading factor that contributed to employee engagement. Conditions of the work environment play an important role to employee in whether they want to keep working in the organization. In this research, it was found that the working environment is a large driver for employee engagement. All the teacher educators identified work environment as a major factor that influence their engagement to work. But the researcher believed that even in a negative work environment, engagement still has the power to flourish because the teacher educators said to be engaged with their organization. It may be due to their positive attitudes towards their profession and they used their own psychological capital to be engaged in their work.

According to Khan (1990), in order for these employees to perform well they would need to work in a conducive and supportive work environment where teams and colleagues are able to work cooperatively, allowing them to feel safe to fully involve themselves in their work roles. The researcher found this to be absolutely accurate; in this research the relationship between the teacher educators and their co-workers was incredibly important to them. Teacher educators talked about how the cordial relationship and family-like relationship that exist amongst them serve as a factor to employee engagement. Positive working relationships and a supportive environment helped employee to work better. Teacher educators supported each other by sharing and teaching each other their knowledge and solving problems together. Teacher educators confirmed that communication, trust, and cooperation led to better engagement. The teacher educators also talked about treating each other with respect and recognition that it was a two way thing to have good relationships with work colleagues. Teacher educators considered being sent for training as a form of recognition and motivated them to work harder.

Most of the teacher educators said that what they love to do have influenced their choice of profession and performance in the teaching role. Most of the teachers expressed that job is important for them and the passion of work affects work engagement. Most of the teacher educators reported that having the resources needed for the job essentially influence employee engagement. Most of the teachers are of the view that when they are well provided with materials and resources they require in their teaching; such would get them engaged with their work.

Teacher educators also identified training as a factor influenced to employee engagement. The importance of training and career development was emphasized by Gruman and Saks (2011) when they commented that the performance management or career development was the human capital in an organisation and that it was of vital importance. Teacher educators talked about learning new skills about their jobs in response to the twenty first century technological changes have made them confident in profession and become engaged to their jobs. Pay and remuneration was highlighted by teacher educators as an important antecedent to employee engagement. Most of the teacher educators confirmed that pay rise will reduce teachers' turnover and encourage them to be engaged to work. This is because teacher educators believe they are poorly remunerated.

Discussion

The main purpose of this study was to investigate the mediating effect of psychological capital on the relationship between work environment and work engagement of teacher educators in Myanmar. A total of 423 teacher educators from two universities of education and eight education degree colleges took part in this study. Work Environment Scale, Psychological Capital Questionnaire, Work Engagement Scale and semi-structured interview questions were used as instruments for quantitative and qualitative study.

Pearson product-moment correlations were calculated to examine the relationship among work environment (job demands, job resources), psychological capital and work engagement. As expected, job resources (organizational support, resources and opportunities, financial support and job security) were positively and significantly related to work engagement and psychological capital. This finding was consistent with the previous studies that a positive relationship between work engagement and job resources (Hakanen et al., 2006; Bakker et al., 2007). However, job demands (work load) were negatively significantly related to work engagement and psychological capital. This finding was in line with the study of Schaufeli and Baker (2004) that workload negatively influenced work engagement. In addition, psychological capital was positively significantly related to work engagement. This finding supported the results of the previous studies found that a positive relation between PsyCap and work engagement (Simons & Buitendach, 2013; Sihag & Sirakwal, 2014). The higher the teacher educators' psychological capital, the more engaged they are in their work. It can be said that teacher educators who have sufficient job resources can be engaged more in work and can get high psychological capital. Teacher educators who have less job demands are more engaged in work and have high psychological capital.

Multiple regression analysis showed that psychological capital fully mediated the relationship between resources and opportunities and work engagement because the relationship became non-significant after the inclusion of the psychological capital. In addition, the psychological capital partially mediated the relationship between organizational support and work engagement, the relationship between financial support and work engagement as well as the relationship between work load and work engagement due to become significantly weaker relationship after the inclusion of the psychological capital. In addition, organizational support, resources and opportunities, financial support and workload still had directive predictive contribution to work engagement after the mediator effect was controlled for. Therefore, psychological capital had a mediating effect on the relationship between work environment and work engagement. This means that even in a negative work environment, engagement still has the power to flourish because the teacher educators used their own psychological capital to be engaged in their work.

For qualitative study, a follow-up program was conducted to investigate the significant factors which influence on work engagement of teacher educators. Moreover, it gives to provide more detailed information about teacher educators' work environment, psychological capital and work engagement. According to the qualitative study results, it was found that work environment, workplace relationship, respect and recognition, passion for the job, availability of resources for the job, training, pay and remuneration were important factors that impact on the teacher educators' work engagement.

Conclusion

As providing quality education with respect to global standards is vital in teacher education, teacher is the main person in imparting knowledge, skills, attitude and nurturing the new generations. As work engagement is a desirable work experience that leads to positive consequences, educational organization needs to search effective ways for teacher educators' work engagement. The key findings of this study are beneficial not only to teacher education sector in Myanmar, but also to the other education sector. The implications of the key findings provide significant benefits by understanding the important determinants of work engagement of teacher educators.

The results of this study have shown that psychological capital mediated in the relationship between work environment and work engagement among teacher educators. It can be said that even in a negative work environment, engagement still has the power to flourish because the teacher educators used their own psychological capital to be engaged in their work. Previous

research demonstrates that elements of psychological capital contribute to wellbeing and engagement (Avey et al., 2010; Avey et al., 2011).

Administrators can ensure that their teachers possess high levels of psychological capital (PsyCap) in two ways. The degree of PsyCap could be taken into consideration by administrators when hiring and choosing new teachers. By doing this, they will have a better chance of hiring engaged teachers. Luthans and Youssef (2007) stated that PsyCap is amenable to development. This implies that through interventions and training, administrators can concentrate on helping teachers develop resilience, hope, optimism, and self-efficacy.

To sum up this study offers new insights in how to promote work engagement levels in organization. Including psychological capital in the intervention programmes aimed to increase work engagement may facilitate the positive effect of work environment. As evidenced by the study, teacher educators who have high psychological capital level showed better result on work engagement compared to those with low psychological capital level. This study adds to the knowledge on strategies to foster well-being at work, showing that psychological capital may be used by organizations as well-being promoting factor. Findings of the present study point out important implications for the recruitment selection, training academics as well as professional development of teachers not only in educational institutions but also in other institutions of Myanmar.

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