

Exploring the Teaching Performance of University Teachers under the effect of Human Capital

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Abstract

Higher Education Commission aims to improve the teaching performance of university teachers which cannot be improved without measuring the existing situation of their performance. Human capital (Employability skills, social and psychological capital) is the most important sources that can improve teaching performance of university teachers and contribute towards growth of universities as well as country. Present study aims to explore the relationship of human capital and teaching performance at university level by using quantitative research method. Population of this study includes 37 public universities of the Punjab, Pakistan. Six universities were randomly selected. Multistage sampling was used to select the sample of the study. The sample of the study constituted 309 university teachers. The researcher used thee adapted questionnaires for data collection. Positive association was observed between human capital and teaching performance of university teachers. Results showed that employability skills, social and psychological capital of university teachers had considerable effect on Teaching Performance of university teachers. It is recommended that universities authorities should go for strategic planning to improve the human capital. On the basis of results, it is recommended that university teachers should make effort in order to improve human capital for improving their performance at workplace.

Keywords: Employability Skills, Social and Psychological Capital, Teaching Performance

Introduction

In today's globalized world, institutions are finding it increasingly difficult to compete in the marketplace (Ali, 2016). The success of universities is dependent on the performance of teachers who successfully lead an institution to production. In this approach, teaching performance and human capital are interlinked (Butters, Fischer & Asarta, 2011). Higher Education Commission (HEC) attempts to improve the teaching performance of university teachers which cannot be improved without first assessing their current status. The most important factors that can increase university teachers' teaching performance and contribute to university and country growth are employability skills, social and psychological capital (Abbas et al., 2008).

Becker (1964) developed the Human Capital Theory, which is the basis for this research (Nafukho et al., 2010). It aims to describe the advantages of education and training as a sort of human resource investment (Aliaga, 2001). It claims that Individual workers have a set of skills that may be improved through training and education (Aliu, 2019). It considers these three variables (employability skills, social capital, and psychological capital) as employability skills are great matter of concern to become productive and successful at workplace. The amount of productivity of university teachers is determined by their knowledge and abilities (Bratianu, 2017).

Employability skills are those that are required for persons to obtain and maintain employment; they are applicable to all professions. Ten employability skills of the university teachers were exclusively studied in current study. These skills included; Communication skills, Personal skills, Interpersonal skills, Intercultural skills, Learning skills, Entrepreneurial skills, Thinking skills, Information, media and technology skills, Virtual collaboration skills, Technical skills. Employability

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Skills based work performance has the potential to increase job performance (Rahmat, Ayub & Buntat, 2017). It has been demonstrated that having and mastering employability skills can affect an employee's job performance. The findings demonstrated that learning new abilities improved task performance.

Social capital is required for success because it fosters trust which allows people to collaborate and work more effectively (Torsvik, 2000). It is determined that social capital can be used to improve teacher and institution performance. According to the findings of a study, social capital is important in predicting educational institution performance. Internal and external social capital was found to be major drivers of performance (Leana, 2006). Psychological capital is a useful source for university teachers to improve their teaching performance for economic benefits and professional success (Luthans, 2017). Avey et al (2011) indicated that the strongest association between psychological capital and employee performance was found in study conducted in the United States and in the service industry.

In the context of higher education, teaching performance is defined as the ability to effectively gather and impart knowledge to students in order to accomplish the desired learning outcomes (Muda, Ali & Jusoh, 2017). In higher education, the most prevalent measure of teaching performance is self-evaluation (Clipa et al., 2011). Performance of teachers can be measured by following factors which are considered essential for effective teaching performance. These factors include (i) personal attributes (ii) teaching learning process (iii) responsibility and punctuality (iv) job security and environment factors (Amin & Khan, 2009).

Objectives

The major objectives of the study were:

1. To find out the relationship among employability skills, social and psychological capital, and teaching performance of university teachers.
2. To find out the effect of employability skills, social and psychological capital on teaching performance of university teachers.

Hypothesis

H₀₁: There is no statistically significant relationship between Employability Skills and Teaching Performance of university teachers.

H₀₂: There is no statistically significant relationship between Social and Psychological Capital and Teaching Performance of university teachers.

H₀₃: There is no statistically significant effect of Employability Skills on Teaching Performance of university teachers.

H₀₄: There is no statistically significant effect of Social Capital on Teaching Performance of university teachers.

H₀₅: There is no statistically significant effect of Psychological Capital on Teaching Performance of university teachers.

H₀₆: There is no statistically significant effect of Employability Skills, Social Capital and Psychological Capital on Teaching Performance of university teachers

Review of Literature

Current study is based on the Human Capital Theory which was developed by Becker (1964). The goal of Human Capital Theory is to define the benefits of education as well training as a sort of human resource investment. According to Coleman (2003) Human capital represents to the qualities, abilities and knowledge that are observed more significant for economic growth. According to Sanroma et al (2009), the effect of human capital as measured by educational attainment might have a harmful impact on unemployment due to over-education.

Employability Skills

Employability is defined as having a set of basic "expertise," or an inclusive collection of general traits that a certain employer type (field-related, industry-related, company-type) stipulates. Employability skills (abilities to communicate, personality traits, collaborative skills, abstract thinking and ability to solve problems, ability to use technology, abilities to organize, and continuing learning abilities) were discovered to be predictive of job performance. Employees appreciated continuing improvement in the acquisition and competency of employable skills in order to be successful at their jobs (Abas-Mastura, et al., 2013). Employee performance is boosted by employability, according to the findings. Furthermore, for employee on a temporary contract, the association between

employability and commitment was projected to be stronger, while the relationship between employability and performance was expected to be weaker (Widodo, 2020).

Social Capital

Pierre Bourdieu, a French sociologist, was one of the very first authors to argue social capital from a traditional viewpoint. Despite the commonly held belief that financial capital is the only sort of capital, he asserted that there are two categories of capital. He devised the term "social capital" to describe scholastic abilities, distinctive presenting ways, dialect use and behaviors. He defined the second type, social capital as "the total of the true or possible assets that are tied to the ownership of a strong system of common affiliation or recognition" (Carpiano, 2006).

According to Erlangga, Haryono and Prihatin (2020), social capital was used to increase teacher performance through hospitality. Furthermore, social capital was shown to be a way of connecting through networking, mutually beneficial connections and trust.

Psychological capital

As defined by Luthans et al (2007), psychological capital is linked to individual's mental condition which consists of four fundamental mechanisms: self-efficacy, hope, resilience, optimism. Psychological capital is a valuable framework that can be applied to help organizations achieve higher levels of success.

Literature supports that there is a significant association between university teachers' psychological capital and their teaching performance. These findings support the conclusions of a prior study, which found a substantial positive relationship between psychological capital and motivating work behavior. It was discovered that psychological capital and motivating work behavior had a considerable positive relationship (Liu, Lyu & Fan, 2021). Moreover it is indicated that a high amount of psychological capital leads to increased contentment and commitment which makes good performance easier (Nafei, 2015).

Teaching Performance

Job performance, according to Abramis (1994), is the effective completion of activities or jobs that contribute to the social work environment. While a worker's work environment can assist them enhance their performance. The organization of a workplace should have an impact on performance to the degree that capable and inspired individuals are directly involved in decisive what work is done and how it is done. Job performance is viewed as a monolithic and static construct in most validation studies. Job performance is multidimensional, according to a large body of evidence (Spain et al., 2010). While performance measures may serve multiple purposes in various organizations, they serve a different purpose in the context of education.

Research Methodology

This section focused on the research methods that were utilized to complete the research work. Quantitative approach was used to explore the perception of university teachers regarding to *employability skills, social and psychological capital, and teaching performance* through questionnaires. Quantitative approach was applied because objective understanding and statistical evidences of human capital and teaching performance on a broad scale were required, a quantitative method was used (Kennedy, 2005).

Correlational research design was chosen as the best fit for the study as it aims to identify to what extent two or more quantitative variables are associated (Mills, Gay & Airasian, 2012). Researcher selected six general public sector universities (University of the Punjab, University of Sargodha, Bahauddin Zakariya University, Women University Multan, Fatima Jinnah Women and Rawalpindi Women University) through multistage random sampling technique. At the first stage, the Punjab province was divided into three clusters (Central Punjab, Southern Punjab, and Northern Punjab). At the second stage, two universities from each cluster of the Punjab were selected randomly. At the third stage, two disciplines (discipline of science and discipline of social sciences) from each selected university were included in the study. At the fourth stage, three departments were included from each selected faculty. At the final stage, six university teachers will be selected from each selected department. In this way, a total of (48*6= 288) respondents will be considered for this study. Total sample of study constituted 288 university teachers while researcher obtained responses from 309 university teachers from relevant departments which were included in sample.

Three research questionnaires were used to collect data regarding human capital (*employability skills, social and psychological capital*) and *teaching performance* of university teachers. To measure the employability skills questionnaire of “Skills Mismatch, Employability and entrepreneurial skills of graduates” was adapted which was developed by Coord. Elisabeth T. Pereira in 2015. To measure the *social and psychological capital* questionnaire of “Cultural, social and psychological capital” was adapted which was developed by Adailson Soares Santos, Mario Teixeira Reis Neto, Ernst Verwaal in 2018. In order to measure the *teaching performance* in higher education “A survey on factors affecting teachers’ performance in higher education” was developed by Hafeez Ullah Amin and Abdur Rashid khan in 2009.

Pilot study is an essential component of any empirical studies since it allows for the evaluation of the feasibility and effectiveness of the research approach (Hazzi & Maldaon, 2015). Similarly, the reliability of the research tool supports the researcher in establishing the consistency and strength of the obtained data which helps the researcher in generalizing research conclusions throughout the entire study population. (Leon, Davis & Kraemer, 2011). The tools are pilot tested in the three public sector (general) university named as Bahauddin Zakariya University, Women University Multan and Fatima Jinnah Women University. Thirty university teachers were selected from the universities and the data was collected through questionnaires. Data was analysed subsequently. The reliability of Questionnaire of *employability skills* tool was 0.79, *social capital* was measured by Questionnaire of *social and psychological capital* and its reliability was 0.91. *Psychological capital* was measured through Questionnaire of *social and psychological capital* which was calculated through Cronbach Alpha was 0.87. Reliability of Questionnaire for measuring *teaching performance* was 0.85 which showed relatively high reliability.

The data were analysed by using various data analyses techniques, which are described here under:

- To investigate the relationship among *employability skills, social and psychological capital, and teaching performance*, Pearson correlation was used to measure the degree of association
- To find out the effect of *employability skills, social and psychological capital on teaching performance*, linear and multiple regression technique was used.

Results

This section analyses and interprets the information gathered from the sample using questionnaires. This section has two parts i.e. analysis through **descriptive** and **inferential** statistics. In descriptive part of statistics, explanation of the sample is discussed while testing of the hypothesis and understanding of the results are specified in inferential part of this section.

Table 1

Gender distribution of the sample

	Gender	University						Total
		BZU	WUM	PU	SU	FJWU	RWU	
Total	Female	24	50	37	24	45	50	225
		49%	100%	68.5%	49%	88.2%	100%	72.8%
	Male	25	0	17	25	6	0	84
		51%	0%	31.5%	51%	11.8%	0%	27.2%
Total		49	50	54	49	51	50	309
		100%	100%	100%	100%	100%	100%	100%

Table 1 showed that Bahauddin Zakariya University, Multan was selected from *southern cluster* (before HEC establishment) of the Punjab, 24(49%) female university teachers and 25(51%) male university teachers were selected from the university. The Women University Multan was selected from the *Southern cluster* (after HEC establishment) of the Punjab, 50 (100%) female university teachers while 0(0%) male university teachers were selected from the Women University Multan. University of the Punjab was selected from the *Central cluster* (before HEC establishment) of the Punjab, 37 (68.5%) female university teachers and 17 (31.5%) male university teachers were selected. University of Sargodha was selected from the *Central cluster* (after HEC establishment) of the Punjab, 24 (49%) female university teachers and 25 (51%) male university teachers were selected. Fatima Jinnah Women University was selected from the *Northern cluster* (before HEC establishment) of the Punjab, 45 (88.2%) female university teachers and 6 (11.8%) male university teachers were selected. Above table showed that Rawalpindi Women University was selected from the *Northern*

cluster (After HEC establishment) of the Punjab, 50 (100%) female university teachers while 0(0%) male university teachers were selected.

Table 2

Correlation between Employability skills and Teaching Performance

	<i>Teaching Performance</i>
<i>Acquired level of Employability Skill</i>	.356 **

**Correlation is significant at the 0.01 level (2 tailed)

Table 2 indicated that positive weak significant correlation for *Employability Skills* and *Teaching Performance* is ($r = 0.356, n = 309, p < .001$) for a two-tailed test. Positive association was observed between *Employability Skills* and *Teaching Performance* of university teachers based on 309 observations.

H06:

“There is no statistically significant relationship between *Employability Skills* and *Teaching Performance* of the university teachers”

Above hypothesis is rejected at 0.01 significance level.

Table 3

Correlation among Social and Psychological Capital, and Teaching Performance

	<i>Psychological Capital</i>	<i>Teaching Performance</i>
<i>Social Capital</i>	0.513**	0.197**
<i>Psychological Capital</i>		0.433**

**Correlation is significant at the 0.01 level (2 tailed)

Table 3 indicated that positive weak significant correlation for *Social Capital* and *Teaching Performance* is ($r = 0.197, n = 309, p < .001$) for a two-tailed test. Positive association was observed between *Social Capital* and *Teaching Performance* of university teachers based on 309 observations.

Table 3 indicated that positive moderate significant correlation for *Psychological Capital* and *Teaching Performance* is ($r = 0.433, n = 309, p < .001$) for a two-tailed test. Positive association was observed between *Psychological Capital* and *Teaching Performance* of university teachers based on 309 observations. Following hypothesis is rejected at 0.01 significance level.

H07:

“There is no statistically significant relationship between *social and Psychological Capital* and *Teaching Performance* of the university teachers”

Effect of Employability skills on Teaching Performance

To “find out the effect of *Employability Skills* on *Teaching Performance*”, the researcher used linear regression (with 0.01 as a level of significance) for the below hypothesis.

H08:

“There was no statistically significant effect of *Employability skills* on *Teaching Performance* of university teachers.

Following was the regression equation.

$$Y = \alpha + \beta_1 X_1 + \varepsilon$$

Y represents *Teaching Performance*, α represents intercept, β_1 is the coefficient of X_1 i.e. *Employability Skills*. The value of β_1 represented the effect size of the independent variable (predictor)

Table 4

Effect of Employability Skills on Teaching Performance

Variables	B	B	SE	Sig
Constant	59.89***		5.15	.000
ALES	.82***	.36	.123	.000
R ²	0.12			

Note N = 309, ***Sig = .001

Linear regression was applied to predict the effect of *Employability Skills* on *Teaching Performance* of university teachers. Above table 4 depicted that effect of *Employability Skills* on *Teaching Performance* of university teachers. The value of R² (0.12) found that the predictor variable accounted for 12% of the variance in the outcome variable ($F=1, 44.45, p = .000 < 0.01$); therefore,

H08:

“There was no statistically significant effect of *Employability Skills* on *Teaching Performance* of university teachers”.

In the light of obtained results, formulated null hypothesis was rejected. The findings revealed that *Employability Skills* predict the *teaching performance* significantly ($\beta = .36, p = .000 < 0.01$). Overall, it is concluded that *Employability Skills* had considerable effect on *Teaching Performance* of university teachers.

Social capital and Teaching Performance

To “find out the effect of *social Capital* on *Teaching Performance*”, the researcher used linear regression (with 0.01 as a level of significance) for the hypothesis below.

H09:

“There was no statistically significant effect of *Social Capital* on *Teaching Performance* of university teachers”.

Following was the regression equation.

$$Y = \alpha + \beta_2 X_2 + \epsilon$$

Y represents *Teaching Performance*, α represents intercept, β_2 is the coefficient of **X2** i.e. *Social Capital*. The value of β_2 represented the effect size of the independent variable (predictor)

Details about effect of *Social Capital* on *Teaching Performance* were described below.

Table 5

Effect of *Social Capital* on *Teaching Performance*

Variables	B	β	SE	Sig
Constant	76.98***		4.89	.000
SC	.190***	.197	.054	.000
R ²	0.39			

Note: N = 309, ***Sig = .001

Linear regression was applied to predict the effect *Social Capital* on *Teaching Performance* of university teachers.

Table 5 showed that effect of *Social Capital* on *Teaching Performance* of university teachers. The value of R² (0.39) found that the predictor variable accounted for 39% of the variance in the outcome variable. (F=1, 12.39, p =.000 < 0.01); therefore,

H09:

“There was no statistically significant effect of *Social Capital* on *Teaching Performance* of university teachers”.

In the light of obtained results, formulated null hypothesis was rejected. The findings revealed that *Social Capital* predict the *teaching performance* significantly ($\beta = .197, p = .000 < 0.01$).

Overall, it is concluded that *Social Capital* had considerable effect on *Teaching Performance* of university teachers.

Psychological capital and Teaching Performance

To “find out the effect *Psychological Capital* on *Teaching Performance*”, the researcher used linear regression (with 0.01 as a level of significance) for the hypothesis below.

H010:

There was no statistically significant effect of *Psychological Capital* on *Teaching Performance* of university teachers.

Following was the regression equation.

$$Y = \alpha + \beta_3 X_3 + \epsilon$$

Y represents *teaching performance*, α represents intercept, β_3 is the coefficient of **X3** i.e. *Psychological Capital*. The value of β_3 represented the effect size of the independent variable (predictor)

Details about effect of *Psychological Capital* on *Teaching Performance* were described below.

Table 6

Effect of *Psychological Capital* on *Teaching Performance*

Variables	B	β	SE	Sig
Constant	46.38***		5.68	.000
PC	.550***	.433	.065	.000
R ²	0.18			

N = 309, *** Sig = .001

Linear regression was applied to predict the effect *Psychological Capital* on *Teaching Performance* of university teachers.

Table 6 showed that effect of *Psychological Capital* on *Teaching Performance* of university teachers. The value of R^2 (0.18) found that the predictor variable accounted for 18% of the variance in the outcome variable ($F=1, 70.89, p =.000 < 0.01$); therefore,

H010:

“There was no statistically significant effect of *Psychological Capital* on *Teaching Performance* of university teachers”.

In the light of obtained results, formulated null hypothesis was rejected. The findings revealed that *Psychological Capital* predict the *teaching performance* significantly ($\beta = .433, p = .000 < 0.01$). Overall, it is concluded that *Psychological Capital* had considerable effect on *Teaching Performance* of university teachers.

Employability skills, Social and Psychological capital, and Teaching Performance

To find out the effect *Employability skills, social and Psychological Capital* on *Teaching Performance*, the researcher used multiple regression technique (with 0.01 as a level of significance) for the hypothesis below.

H011:

“There was no statistically significant effect of *Employability skills, Social and Psychological capital* on *Teaching Performance* of university teachers”.

Table 7

Effect of *Employability skills, Social and Psychological capital* on *Teaching Performance*

Variables	B	β	SE	Sig
Constant	35.18***			.000
ALES	.473***	.205	5.30	.000
RLES	.177	.113		.040
SC	.114	.119		.058
PC	.475	.374		.000
R^2	.235			

Note: N = 309, *** Sig = .001

Table 7 showed that effect of *Employability skills, social and Psychological Capital* on *Teaching Performance* of university teachers. The value of R^2 (0.235) found that the predictor variable accounted for 23% of the variance in the outcome variable. ($F=1, 23.30, p =.000 < 0.01$); therefore,

H011:

There was no statistically significant effect of *Employability skills, social and Psychological Capital* on *Teaching Performance*,

In the light of obtained results, formulated null hypothesis was rejected. The findings revealed that *Employability skills, social capital, Psychological Capital* predict the *teaching performance* significantly ($\beta = .205, .113, .119, .374, p = .000 < 0.01$).

Discussion

The purpose of the research was to find out the relationship between *social and psychological capital* and university teachers' *teaching performance*. Furthermore, this research was intended to determine the effect of *employability skills, social and psychological capital* on *teaching performance*.

Findings of current study demonstrated that there was substantial association between *Employability Skills* and *Teaching Performance* of the university teachers. *Employability skills* exhibited a modest association with employees' contextual implying that stronger employability skills are good for individuals in their various work settings behavior (Abas-Mastura et al., 2013). *Employability skills* such as communication, teamwork, and problem solving were found to be desired in connection to the work demands as determined by the employers, and technological skills (Fajaryati et al., 2020).

The findings demonstrated that there was a strong association between social capital and university teachers' teaching performance. Observed evidence was offered by Algan, Cahuc and Shleifer (2011) to establish the relationship between social capital and teaching. It has been discovered that teaching methods are related to beliefs that sustain social capital. Erlangga et al (2020) provided support that social capital was used to improve the performance of teachers in the form of

hospitality. Furthermore, social capital was shown to be a way of connecting and strengthening people through networking, mutually beneficial and useful interactions, and trust. The study's findings discovered that there was substantial relationship between *Psychological Capital* and *Teaching Performance* of the university teachers. These findings are the consistent with the results of previous study which showed that there was a significant positive association between psychological capital and motivational work behavior (Liu, Lyu & Fan, 2021). According to the findings, studies done in the United States and in the service industry found the strongest association between psychological capital and employee outcomes (Avey, Reichard, Luthans & Mhatre, 2011).

Finding revealed that selected respondents asserted that there was significant effect of *Employability Skills* on *Teaching Performance* of university teachers. Employability skills were established to be predictors of job performance. It is concluded that Employability skills based work performance can possibly increase the job performance (Rahmat, Ayub & Buntat, 2017). It is showed that employees' employment performance may be affected by their employability skills, which they have and improve. Employees appreciated ongoing improvement in the acquisition and competency of employable skills in order to be successful at their jobs (Abas-Mastura, et al., 2013). Present study revealed that there insignificant effect of *Social Capital* on *Teaching Performance* of university teachers. According to the findings of a study, there is an association between social capital and performance of pre-service teachers, as well as professional competence. Furthermore, the findings revealed that a collaborative setting is associated to performance of pre service teachers and professional ability (Civis, Gibson, Lopez & Moolenaar, 2019). Results showed that teachers' social capital mediated the association between teacher trust, management affairs, and satisfaction towards job, while teacher efficacy and perceived support of organization strengthened the relationship between teacher efficacy and work contentment. It was discovered that teachers' social capital supported the relationship which is beneficial to overall job satisfaction, which affects performance.

Obtained results showed that *Psychological Capital* had insignificant effect on *Teaching Performance* of university teachers. According to the findings of a study, psychological capital was positively associated to employee performance. Furthermore a high degree of psychological capital is linked to increased satisfaction and dedication which facilitates good performance (Nafei, 2015). Teachers perform admirably in terms of psychological capital integrity according to the findings of a study carried out in Taiwan. Their psychological capital had an effect on their ability to teach effectively; the higher their psychological capital performance, the better their ability to teach effectively (Hsu et al., 2014). Employees' job performance was influenced by positive psychological capital, according to the findings. Positive psychological capital was found to promote self-confidence, which was reflected in better job performance at university (Durrah, Alhamoud & Khan, 2016).

Conclusion

It is revealed that positive association was observed between employability skills, social and psychological capital, and teaching performance of university teachers. It is evident that if the employability skills, social and psychological capital of university teachers will improve, their teaching performance will also be improved. In the light of obtained results, it is concluded that employability skills, social and psychological capital had considerable effect on teaching performance of university teachers. Results showed that employability skills, social and psychological capital of university teachers had considerable effect on Teaching Performance of university teachers.

Recommendation

It is recommended that universities authorities should go for strategic planning to improve the human capital (employability skills, social and psychological capital). On the basis of findings, it is recommended that university teachers should make effort in order to improve employability skills, social and psychological capital for improving their performance at workplace. Current study is delimited to the public sector (general) universities of the Punjab, Pakistan. Similar study may be conducted in different provinces to different professions to explore the generalizability of findings.

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