

Psychological Capital and Flourishing as Predictors of Work Engagement Among Private Secondary School Teachers in Alimosho L.G.A, Lagos State, Nigeria

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ABSTRACT

The study investigated Psychological Capital and Flourishing as Predictor of Work Engagement among Private Secondary School Teachers in Alimosho Local Government Area of Lagos State, Nigeria. Teaching is a very unique field which remains a means of building knowledge and skills in students for the purpose of functionality in the society. This study examined psychological capital and flourishing as predicting factors when it comes to coping with work, as it is believed that human resources and psychological strengths assist with improving an employee's work engagement. Research data for this present study was collected through the Psychological Capital Questionnaire (PCQ), Flourishing Scale (FS) and the Work Engagement Questionnaire (UWES-17). A sample of 224 teachers was selected for the study. The data was then analyzed using Statistical Package for the Social Sciences (SPSS). Independent T-Test and Multiple Regression Analysis are the test statistics employed. The study found that psychological capital and flourishing does influence work engagement amongst private secondary school teachers ($R = .682^a$; $F = 95.885$; $P < .000$). The study concluded that high level of work engagement among teachers lead to many positive outcomes for an individuals, including increased productivity, job satisfaction, and retention.

Keywords: Psychological Capital, Flourishing, Work Engagement, Teachers, strengths, Resources, Coping.

INTRODUCTION

The first significant contribution to the concept of work engagement defines it as the process of individuals aligning themselves with their work roles, whereby they physically, cognitively, and emotionally invest in their job performance. Kahn (1990) viewed work engagement as a motivational variable that exists on a continuum, ranging from personal engagement to personal disengagement in one's work role. He suggested that personal engagement is shaped by job characteristics, interactions with colleagues, and the broader organizational environment. When employees are fully engaged, they bring their thoughts, beliefs, emotions, values, and creativity into their work, reflecting both self-expression and self-involvement.

Work engagement is further understood as comprising three key dimensions: (i) the cognitive phase, which refers to an employee's belief in the organization's values and their job satisfaction; (ii) the emotional phase, which involves feelings of pride and attitudes towards the organization and its leadership; and (iii) the behavioural phase, which is characterized by commitment to discretionary tasks and a willingness to go above and beyond, such as working overtime.

Work engagement has three basic variables; Vigor, engagement, absorption. "**Vigor** is refers to high levels of energy and resilience, the willingness to invest effort, not being easily fatigued, and persistence in the face of difficulties. **Engagement** is refer to deriving a sense of significance from one's

work, feeling enthusiastic and proud about one's job, and feeling inspired and challenged by it. It work entails a powerful sense of meaning, pride, and challenges associated with one's work. **Absorption** is refer to being totally and happily immersed in one's work and having difficulties detaching oneself from it so that time passes quickly and one forgets everything else that is around" (Schaufeli and Bakker, 2003). Absorption describes employees' condition of being completely concentrated on their work-related activities and happily being engrossed in them so that time flies by, and they can hardly detach themselves from work.

Psychological capital as personal resources which contribute to individual and organizational productivity can be measured, developed and effectively managed for performance improvement in today's workplace. In relation to the traditional (financial, structural/physical, technological), human (explicit and tacit knowledge), and social capital (norms/values and trust); positive psychological capital also contains some basic elements of being positive, unique, measureable, developable and performance-related (Luthan & Youssef, 2004). According to Avolio and Luthans (2006), psychological capital can be described as who one is, what one can become in terms of positive development which is different from human capital (what one knows), social capital (who one knows), and financial capital (what one has). Specifically, Psychological capital as a collective construct is defined as *"an individual's positive psychological state of development characterized by having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; making a positive attribution (optimism) about succeeding now and in the future; persevering towards goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success"* (Luthans, Youssef & Avolio, 2007, p. 3). This therefore describes an individual who has a sense of confidence in life, positive outlook, success-oriented and resilient.

Psychological capital has four basic pillars: **Self-efficacy, Hope, Resilience and Optimism**. The concept of psychological capital takes shape with the combination of these dimensions. Self-efficacy refers to an individual's belief in their ability and resources to successfully perform a specific task in a given situation. It empowers people to gather the necessary resources and take appropriate actions to achieve task completion (Qingshan & Xuansheng, 2014). Luthans and colleagues identify four ways to strengthen self-efficacy: achieving mastery in tasks, learning through others (vicarious learning), receiving positive reinforcement (social persuasion), and experiencing psychological or physiological stimulation. Self-efficacy reflects confidence in one's ability to take on challenges and apply the effort required to succeed. Essentially, it is a belief in one's capacity to successfully complete a task within a particular context. Hope, on the other hand, is a motivational concept that involves two key components: agency (the determination to reach goals) and pathways (the planning necessary to achieve those goals) (Snyder, 2002). Hope is about persevering toward goals and, when necessary, adjusting the approach to achieve success.

Optimism involves making positive assumptions about achieving success, both in the present and future. It reflects the belief in favorable future outcomes (Peterson et al., 2011). Optimism is linked to one's perception of the likelihood of success, and a sense of control is crucial: employees must believe they have influence over their future in order to achieve positive results. Optimism also plays a key role in engagement, as employees who are deeply involved in their work—putting in emotional, physical, and mental effort—do so with the expectation that their work will yield positive results. Without optimism, engagement decreases because the anticipated benefits of engagement become less evident (K.R. Thompson et al., 2015).

Resilience, the fourth aspect of positive psychological capital, relates to the ability to adapt positively or cope effectively in the face of significant challenges to personal development or adaptation (Masten & Reed, 2002). It refers to the capacity to withstand adversity, recover, and even grow stronger in pursuit of success (Luthans et al., 2007). Psychological capital is one of the factors that can influence

an employee to feel more attached to the work being done. Human capital are valuable assets for organizations because they can provide competitiveness among existing organizations. The importance of maintaining employee work engagement is the main focus in developing human capital in order to achieve a superior and competitive organization (Youseef & Luthans, 2007). Considering all of the level of commitment a worker put into their work, one would expect an all-encompassing satisfaction. Emotional, psychological and social stability of workers to handle pressures and demands that may arise from work environment should be a point of considerations in other to help workers flourish. Flourishing of individuals predicts positive individual and organizational outcomes such as job satisfaction, organizational commitment, organizational citizenship behaviour, low turnover intention, work engagement, productivity and subjective well-being (Bakker, Demerouti, & Schaufeli, 2003).

Therefore, flourishing in life, Keyes and Annas (2009) suggest that it can be classified in terms of three dimensions, namely emotional well-being, psychological well-being and social well-being. Emotional well-being consists of life satisfaction, positive affect and low negative affect. Psychological well-being includes holding goals and beliefs that affirm a sense of direction in life and feeling that life has purpose and meaning; showing insight into one's own development and being open to new and challenging experiences; holding positive attitudes towards oneself and accepting various aspects of the self by having warm, satisfying and trusting personal relationships while being capable of empathy and intimacy; exhibiting the capability to manage a complex environment to suit needs and showing self-direction by own socially accepted internal standards. Social well-being consists of a feeling that one's life is useful to society and that one's output of activities is useful to others; having a sense of belonging to a community and deriving support and comfort from the community; believing that people, groups and society have potential and can grow positively; and holding a positive attitude towards others in accepting differences and being interested in society or social life in view of feeling that society is coherent.

Flourishing at work and in life is essential as flourishing adults report the healthiest psychosocial functioning, the fewest health problems and the lowest absenteeism rates. Furthermore, flourishing individuals exhibit much more job satisfaction and work engagement than their languishing counterparts. To illustrate, previous findings have found the positive impact of Psychological Capital on employee's commitment and engagement. The effect of Psychological Capital on employees and organizational outcomes, as mentioned earlier, have been documented by some researchers. First, the effect of Psychological Capital benefits employee's psychological states. Employees with higher level Psychological Capital tend to possess better well-being. The positive traits may have helped employees to cope with negative emotions. As found by Rabenu, Yaniv, & Elizur (2016), Psychological Capital was negatively associated with stress, and it also favored employees to cope with stress. Second, Psychological Capital also potentially strengthen positive attitude in organizations. In addition, Psychological Capital also supports positive behaviors such as organizational citizenship behaviors, satisfaction and performance.

Individuals with high levels of PsyCap are more likely to believe in their ability to succeed, persevere toward goals, bounce back from adversity, and maintain a positive outlook on future outcomes. These qualities collectively boost an individual's capacity to invest emotionally, physically, and cognitively in their work. For example, self-efficacy drives employees to take on challenges with confidence, while resilience enables them to overcome setbacks and stay focused. Optimism keeps them motivated by fostering positive expectations of success, and hope helps them stay goal-oriented, even when the path becomes unclear. Together, these dimensions of PsyCap create a psychological foundation that encourages sustained engagement in work tasks. Flourishing, which refers to an individual's state of optimal functioning and well-being, is also closely linked to work engagement. Flourishing employees typically experience positive emotions, a sense of meaning, and strong social connections, all of which contribute to higher levels of energy and commitment at work. When

employees are flourishing, they are more likely to experience work as fulfilling and rewarding, leading them to engage more deeply. Moreover, flourishing supports work engagement by enhancing psychological resources such as creativity, resilience, and the ability to manage stress. Therefore, both psychological capital and flourishing are significant predictors of work engagement, as they enhance an individual's overall psychological well-being and capacity to stay motivated and engaged in their work.

Statement of the Research Problem

Teachers are finding it increasingly challenging to beat the competitions attached to the job in term of the quality of services they offer, the performance pressure at work, lots of paperwork, handling too many masters (students, parents, and school administrator), change in educational trend, and lack of parental support. Furthermore, having to do duties they were not previously assigned to, having inadequate equipment and not having enough assistance are also job demands. These job demands are likely to have negative influences on teachers performing effectively, resulting in stress, breakdown and fatigue. All of these are contributing factors which stands to precipitate work engagement of private secondary school teachers.

Challenging demands, such as high workload, time pressure, responsibility, and job scope are stressors within the work environment that may actually be motivational because they can encourage personal growth. Whereas hindrance demands, such as organizational politics, "red tape," job insecurity, and role ambiguity are stressors within the work environment that are demotivational because they are typically viewed as unnecessary obstacles to growth and goal attainment. After accounting for type of demand, whether challenge or hindrance, research conducted by Rich et al. (2010) found the relationship between demands and engagement to be statistically significant. Their study demonstrated that a hindrance demand negatively impacts engagement, whereas, a challenge demand has a motivational effect and thus increases engagement. It is against this prevailing factor in the educational industry that this paper sought to study how Hope, Efficacy, Resilience, Optimism and flourishing will serve as a predictor of Work engagement.

As Psychological Capital draws on the theory of positive psychology, the four positive dimensions, hope, self-efficacy, optimism and resilience allow for teachers to draw from their psychological strengths, allowing them to persevere in their working environment. By utilizing these psychological strengths, teachers will have the belief in themselves that they have the ability to successfully complete tasks, they will have the determination to meet their desired goals, to remain optimistic when things are not necessarily going their way and be able to bounce back after a negative occurrence. Furthermore the utilization of their psychological strengths may have a direct influence on the work engagement of teachers.

Research Questions

1. How will psychological capital predict work engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State?
2. How will psychological capital constructs independently predict work engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State?
3. How will Flourishing predict work engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State?
4. How will Psychological Capital and Flourishing predict work engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State?

Objectives of the Study

The objective of the study are to;

1. Examine the significant prediction of psychological capital on work engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State?
2. Examine how psychological capital constructs independently predict work engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State?

3. Assess if Flourishing will predict work engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State?
4. Evaluate the joint prediction of psychological capital and flourishing on work engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State?

Hypotheses of the Study

- a) There will be a significant influence of psychological Capital on Work Engagement Private Secondary School Teachers in Alimosho L.G.A, Lagos State.
- b) There will be a significant independent influence of psychological capital construct (Hope, Self-Efficacy, Resilience and Optimism) on Work Engagement Private Secondary School Teachers in Alimosho L.G.A, Lagos State.
- c) There will be a significant influence of Flourishing on Work Engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State.
- d) There will be a significant influence of Psychological Capital and Flourishing on Work Engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State.

METHODOLOGY

Research Design

This study adopted a descriptive research design. Survey method was used mainly through questionnaire to collect data needed to analyse the focus of the study. This survey method of data collection provided good representation in a large population. Brief survey items were given to elicit the subject to give responses required for the study.

Participants

The population of this study research study consists of Private Secondary School Teachers in Alimosho L.G.A, Lagos State. The private secondary school teachers under consideration were selected because of the nature of their work and the conditions of service they are put under which are quite different to those in the public sector, owing to the factors such as differentials in salaries and other emoluments, number of hours worked, supervision and other sundry working conditions.

Research Instrument

Data was collected using scales that measured Psychological Capital, Flourishing and Work Engagement. Work Engagement was measured using Utrecht Work Engagement Scale (UWES) which was developed by Wilmar Schaufeli & Arnold Bakker (2003). Utrecht Work Engagement Scale (UWES) has been developed and it includes the three constituting aspects of work engagement: vigor, dedication, and absorption. UWES is a 17 items revised scale; 6 vigor items, 5 dedication items, and 6 absorption items. It is assessed on the Likert format of 1 - 7 scale i.e (*0 = Never; 6 = Always*) to indicate their agreement or disagreement with each statement. Cronbach's coefficient alpha for the three scales was as follows: vigour, $\alpha = 0.88$; dedication, $\alpha = 0.91$; absorption, $\alpha = 0.85$.

Psychological Capital was measured with Psychological Capital Questionnaire (PCQ-24) which was developed by Fred Luthans, Bruce J. Avolio, and James B. Avey (2007). The scale is a 24 items scale. PCQ-24 consists of six different dimensional items for each factors (i.e., Hope, Optimism, Resilience, and Efficacy). Participants will respond to these questions on a 5point Likert format which ranges from 1 (*strongly disagree*) to 5 (*Strongly agree*). Confirmatory Factor Analysis (CFA) confirmed that the values of Cronbach Alpha coefficient of .81.

SECTION C: This will elicit response on Flourishing and it will be measured with Flourishing Scale (FS) which was developed by Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). The Flourishing Scale is a brief 8-item summary measure of the respondent's self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism. The scale provides a single psychological well-being score. Respondents will use the Likert format of 1 - 7 scale i.e (*1 =*

strongly disagree; 7 = strongly agree) to indicate their agreement or disagreement with each statement. Confirmatory Factor Analysis (CFA) confirmed that the values of Cronbach's alpha coefficient (0.819).

Procedure

The researcher utilized one on one distribution and collection of the questionnaire, for accuracy and proper collation. Due to the busy schedule of some of the teachers, some questionnaires were left in the care of the coordinator of the schools (i.e Principal or Vice-Principal) and were later picked up at the scheduled time from the coordinators.

RESULTS

Two hundred and fifty (250) questionnaires was administered to respondents of which two hundred and twenty-four (224) were retrieved and subjected to statistical analysis.

Descriptive Analysis of the Demographic Characteristics of Respondents

Table 1 Demographic Characteristics of Respondents

	Variables	Frequency	Percentage (%)
Age (Years)	<18-25 years	66	29.5
	26-35 years	69	30.8
	36-45 years	57	25.4
	46-55 years	26	11.6
	56 years and above	6	2.7
	Total	224	100.0
Gender	Male	77	34.4
	Female	147	65.6
	Total	224	100.0
Religion	Christian	181	80.8
	Muslim	41	18.3
	Others	2	.9
	Total	224	100.0
Marital Status	Single	101	45.1
	Married	121	54.0
	Widow	1	.4
	Divorced	1	.4
	Total	224	100.0

Source: Researcher's Field Survey, 2023

Table 1 Shows that 66 respondents representing 29.5% are between age 18-25 years, 69 respondents representing 30.8% are between age 26-35 years, 57 respondents representing 25.4% are between age 36-45 years, 26 respondents representing 11.6% are between 46-44 years, while the remaining 6 respondents representing 2.7% are 56 years and above. The Table indicates that 77 respondents representing 34.4% are male while the remaining 147 respondents representing 65.6% are female. The Table reveals that 181 respondents representing 80.8% are Christians, 41 respondents representing 18.3% are Muslim, while the remaining 2 respondents representing .9% are practicing other religion. The Table also shows that 101 respondents representing 45.1% are single, 121 respondents representing 54.0% are married, 1 respondent representing .4% is widow while the remaining 1 respondent representing .4% is divorced. 25 respondents representing 11.2% are secondary school certificate holders, 78 respondents representing 34.8% are OND/NCE holders, 106 respondents

representing 47.3% are B.Sc/HND holders, while the remaining 15 respondents representing 6.7% are postgraduate holders.

Test of Hypotheses

Hypothesis One: *There will be a significant influence of psychological Capital on work engagement of private secondary school teachers in Alimosho L.G.A., Lagos state.*

Table 2: *Coefficients of the Influence of Psychological Capital on Work Engagement*

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.489	5.024		.495	.621
Psychological capital Construct	.600	.045	.671	13.480	.000

a. Dependent Variable: Work Engagement

This hypothesis was tested using regression analysis and the result is presented in Table 2. Findings from the analysis reveals the independent influence of psychological capital on work engagement. The results shows that psychological capital ($\beta = .600$; $t = 13.480$; $P < .000$) significantly influence work engagement among private secondary school teachers. The independent variable psychological capital have significant influence on dependent variable (Work engagement). Hence, the hypothesis which stated that there will be a significant joint influence of psychological capital on work engagement of private secondary school teachers in Alimosho L.G.A., Lagos state is hereby accepted.

Hypothesis Two: *There will be a significant independent influence of psychological capital constructs (Hope, self-efficacy, resilience and optimism) on work engagement among private secondary school teachers in Alimosho L.G.A., Lagos state.*

Table 3: Summary Table of Regression Showing Independent Influence of Psychological Capital Constructs (Hope, Self-Efficacy, Resilience And Optimism) On Work Engagement

Variables	Beta (β)	T	P	R	R ²	Adjusted R ²	F	Sig	P
Hope	1.553	4.442	<.000	.794	.631	.624	93.498	.000 ^b	.000
Self-efficacy	2.537	4.837	<.000						
Resilience	1.272	4.297	<.000						
Optimism	3.711	7.861	<.000						

a. Dependent Variable: Work Engagement

b. Predictors: Hope, Self-efficacy, Resilience and Optimism

This hypothesis was tested using multiple regression analysis and the result is presented in Table 3. Findings from the analysis indicates that hope ($\beta = 1.553$; $t = 4.442$; $P < .000$) significantly, independently influence work engagement among private school teachers. Self-efficacy ($\beta = 2.537$; $t = 4.837$ $P < .000$) significantly, independently influence work engagement among private school teachers. Resilience ($\beta = 1.272$; $t = 4.297$ $P < .000$) significantly, independently influence work engagement among private school teachers. Optimism ($\beta = 3.711$; $t = 7.861$ $P < .000$) significantly, independently influence work engagement among private school teachers. Also, the Table shows that Hope, Self-efficacy, Resilience and Optimism significantly, jointly influence work engagement ($R = .794^a$; $F = 93.498$; $P < .000$). The joint percentage prediction is 63.1% while the independent prediction is hope 1.6%; self-efficacy 2.5%; resilience 1.3% and optimism 3.7%. Hence, the hypothesis which stated that there will be a significant independent influence of psychological capital constructs (Hope, self-efficacy, resilience and

optimism) on work engagement among private secondary school teachers in Alimosho L.G.A., Lagos state is hereby accepted.

Hypothesis Three: *There will be a significant joint influence of psychological capital and flourishing on work engagement among private secondary school teachers in Alimosho L.G.A., Lagos state.*

Table 4: Summary Table of Regression Showing Joint Influence of Psychological Capital and Flourishing On Work Engagement

Variables	Beta (β)	T	P	R	R ²	Adjusted R ²	F	Sig	P
Flourishing	.270	2.447	<.000	.682	.465	.460	95.885	.000 ^b	.000
Psychological capital	.504	8.521	<.000						

a. Dependent Variable: Work Engagement

b. Predictors: Psychological Capital and Flourishing

This hypothesis was tested using multiple regression analysis and the result is presented in Table 4. Findings from the analysis shows joint influence of psychological capital and flourishing on work engagement. The results shows that flourishing ($\beta = .270$; $t = 2.447$; $P < .000$) significantly, independently influence work engagement among private school teachers and psychological capital ($\beta = .504$; $t = 8.521$; $P < .000$) significantly, independently influence work engagement among private school teachers. Also, the Table shows that psychological capital and flourishing jointly influence work engagement ($R = .682^a$; $F = 95.885$; $P < .000$). The joint percentage prediction is 46.5% while the independent prediction is flourishing 2.7% and psychological capital 5.0% Hence, the hypothesis which stated that there will be a significant influence of psychological capital and flourishing on work engagement among private secondary school teachers in Alimosho L.G.A., Lagos state is hereby accepted.

DISCUSSION OF FINDINGS

The study has examined Psychological Capital and Flourishing as a predictor of Work Engagement among Private Secondary School Teachers. The study disclosed that two hundred and twenty four (224) respondents took part in the study. It was also revealed that more females responded to the study than male. The study was carried out using Private Secondary School Teachers in Alimosho L.G.A of Lagos State.

Hypothesis one of the study which states that there will be significant influence of psychological capital on work engagement of private secondary school teachers. The result revealed that psychological capital significantly influence work engagement among private secondary school teachers. The independent variable psychological capital have significant influence on dependent variable (Work engagement). Hence, the hypothesis which stated that there will be a significant influence of psychological capital on work engagement of private secondary school teachers in Alimosho L.G.A., Lagos state is hereby accepted and the result is further in agreement with the study conducted by Serefhy, Zulkarnain, and Hadiyani (2019), the result showed that psychological capital (PsyCap) were significant factors in elevating work engagement. The implication of this research that management must be able to focus on developing psychological capital by giving many relevant programs to increase work engagement.

Rahmawati and Nur (2021), concluded in their study that psychological capital has a significant positive effect on work engagement, namely high psychological capital will increase work engagement. On the other hand, a low psychological capital will cause a low work engagement. Therefore, psychological capital was found to have a positive influence on work engagement. This means that when

the psychological capital perceived by the teachers increases, the teachers' work engagement will also increase. This means that when the psychological capital perceived by the nurses increases, the nurses' work engagement will increase. Teachers who have an attachment to their work will think that work is fun. This is caused by feelings of enthusiasm, active contribution, and positive attitude shown by employees. Even though employees feel tired after working all day, they assume their fatigue is more of a pleasant feeling because it is associated with positive achievements. Finally, the result was also in line with the studies conducted by Zülbiye and Nuri (2020), it was concluded that self-efficacy and optimism statistically predicted vigour and assimilation; self-efficacy, hope and optimism statistically predicted the concentration.

Hypothesis two of this study which states that there will be a significant independent influence of psychological capital constructs (Hope, self-efficacy, resilience and optimism) on work engagement among private secondary school teachers in Alimosho L.G.A., Lagos state. The result shows the multiple regression analysis of psychological capital constructs (Hope, self-efficacy, resilience and optimism) on work engagement.

The result of the analysis shows that Hope, Self-efficacy, Resilience and Optimism significantly, independently influence work engagement. Hence, the hypothesis which stated that there will be a significant independent influence of psychological capital constructs (Hope, self-efficacy, resilience and optimism) on work engagement among private secondary school teachers in Alimosho L.G.A., Lagos state is hereby accepted.

The analysis reveals that hope has a significant and independent impact on work engagement among private school teachers. A lack of hope is linked to burnout, as without hope, individuals may lack the motivation to face new challenges or the ability to identify pathways to success. Similarly, self-efficacy also significantly and independently affects work engagement in this group. Simons and Buitendach (2013) found a meaningful relationship between self-efficacy and work engagement, emphasizing that teachers with higher self-efficacy are more likely to be engaged in their work.

Resilience significantly, independently influence work engagement among private school teachers. Not only does resiliency act as a buffer against job demands with high stress, it may also undo the negative effects of past stress. The result of this present study is supported by Sweetman & Luthans, (2010) who emphasized that resiliency is related to work engagement through increasing one's personal resources in order to handle the job demands. Drawing from this it can be said that resiliency is directly related to work engagement. Optimism significantly, independently influence work engagement among private school teachers. The result of this study is supported by Sweetman & Luthans (2010) conclusion that the component of optimism relates directly to the components dedication and absorption of work engagement.

Hypothesis three which states that there will be a significant influence of psychological capital construct and flourishing on work engagement among private secondary school teachers in Alimosho L.G.A., Lagos state. The hypothesis which stated is hereby accepted.

The results of this study support previous research which states that psychological capital will predict work engagement. This means that when the psychological capital of the individual increases, the higher the work engagement the individual feels, and when the psychological capital decreases, the lower the work engagement will be. The result revealed that flourishing significantly independently influenced work engagement among private school teachers and psychological capital significantly, independently influence work engagement among private school teachers. Also, the result shows that psychological capital and flourishing jointly influence work engagement. The result of this study was in agreement to a research conducted by Humaira, Ghulam Contreras (2019), the results of their study support that flourishing allows employees to be engaged to their work roles. According to the results, the proposed relationship between calling at work and work engagement is supported, as well as the meditational role of flourishing.

In conclusion, psychological capital (PsyCap) and flourishing emerge as strong predictors of work engagement among private secondary school teachers. PsyCap, with its dimensions of self-efficacy, hope, resilience, and optimism, equips teachers with the psychological resources needed to face the challenges of their profession. Teachers with high self-efficacy are more confident in their abilities to manage classroom dynamics and achieve teaching goals, while resilience allows them to cope with the pressures of demanding workloads. Optimism fosters a positive outlook toward student success and professional development, and hope sustains their motivation to pursue educational outcomes despite obstacles. Collectively, these components of PsyCap provide a solid foundation for teachers to remain engaged in their work.

Flourishing, as a state of optimal well-being, further enhances work engagement by fostering positive emotions, a sense of purpose, and strong relationships in the workplace. Flourishing teachers are more likely to find joy and meaning in their teaching roles, which boosts their emotional and cognitive involvement in the classroom. This sense of fulfillment enhances their commitment to their students, making them more willing to invest extra effort. Ultimately, the combination of PsyCap and flourishing not only supports teachers' personal well-being but also increases their ability to remain consistently engaged in their work, which is crucial for improving educational outcomes in private secondary schools. By fostering both psychological capital and flourishing, schools can create a more supportive environment that promotes sustained work engagement and overall job satisfaction among teachers.

CONCLUSION

The study has investigated Psychological Capital and Flourishing as a predictor of Work Engagement among Private Secondary School Teachers in Alimosho L.G.A, Lagos State. It was observed that work engagement among teachers is considered as a tool that can lead to many positive outcomes for an individuals, including increased productivity, job satisfaction, and retention. Employees who are highly engaged tend to be more productive and perform better at their jobs. Engaged employees are more likely to enjoy their work and feel a sense of fulfillment from it. A high level of work engagement can contribute to a positive workplace culture, where employees feel valued and supported.

Based on the result of the findings through the data collected through a standardized research instrument used for data collection (questionnaire) and analyzed through the hypotheses formulated and was tested using the independent T-test and multiple regression analysis, it was concluded that psychological capital constructs i.e Hope, Self-Efficacy, Resilience and Optimism jointly significantly influence work engagement among Private secondary school teachers. Also these constructs i.e Hope, Self-Efficacy, Resilience and Optimism independently significantly influence work engagement among private secondary school teachers. The result of the finding also establishes that psychological capital and flourishing jointly influence work engagement.

IMPLICATION OF FINDINGS

The result from the findings implies that relatively many private secondary school teachers have high engagement at work which means that they find fulfillment in the activities they do at work on daily basis while the respondents who are reported to have low level of engagement may imply that this category of people are working for the purpose of getting something to do before their desired occupation arrive or for the purpose of meeting present ends meet. Hence, people who fall under the category of low level of engagement, work with less feelings of vigor, dedication and absorption. The implication of this is that high level of work engagement can lead to many positive outcomes for both individuals and organizations, including increased productivity, job satisfaction, and retention. Employees who are highly engaged tend to be more productive and perform better at their jobs.

Engaged employees are more likely to enjoy their work and feel a sense of fulfillment from it. A high level of work engagement can contribute to a positive workplace culture, where employees feel valued and supported.

The implication of this study is also that, for management of school to continuously improve the achievement of organizational goals, they must be able to foster good relations with its employees by practising inclusiveness in decision making and open forums that is held routinely to establish good relations and communication between employees and superiors. The significance of the results of this study is for managements to acquire information from this study for the purpose of understanding those factors necessary for increasing the number teachers who are already quite high in their level of engagement and involvement in other to further foster continual work attachment.

RECOMMENDATIONS

Arising from the findings of this study, the following recommendations are made.

With the current drift from negative psychology to positive psychology, psychological capital as a concept may be explored in other to extend the domain of this construct more in educational sectors in other to provide employees with understanding of how this construct can positively help them increase their chances of attaining the fulfillment they desire at work. It will be beneficial for organizations to help its employees increase their psychological capital strength in other to get them engaged in their workplace. The development of psychological capital strengths will result in the successful management of the employees. It is also important that teachers personally develop their psychological strengths as it will result in the successful management of wards put in their care and also help them cope with challenges at workplace, thus meeting the organizations vision and mission.

Another great benefit management of schools would enjoy is if they focus on developing their employees psychological capital by offering many relevant programs like motivational speech, training, seminars e.t.c in other to increase level of work engagement. It will also be beneficial for managements of schools to make available useful, enjoyable and satisfying activities that can get teachers engaged. This will further help in boosting staff psychological capital and flourishing strengths which will foster desired progress in workplace. This activities should be one which will positively influence workers perception, attitude and behaviour patterns in the work place.

Suggestions for Further Studies

Further research on Psychological capital and flourishing should be oriented to understand how the behaviors, attitudes and actions of an employee who is hopeful, has self efficacy, resilient, optimistic and also flourishing employees influence the organization and what kind of virtues and personal strengths allow them to be excelling at work.

Regarding future research, more empirical studies are required to enhance a deeper understanding of the influence of this constructs i.e psychological capital and flourishing rather than totally depending theoretical/literature studies for the purpose of explaining why and how this constructs influence our work engagements.

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