

# Analysis Of Academic Psychological Capital Of Guidance And Counseling Teachers Based On Length Of Work

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**Abstract:** This study aims to find out the difference *Academic Psychological Capital* based on the length of work working as a Guidance and counseling teacher in South Sulawesi. This quantitative descriptive study involved 334 guidance and counseling teachers in South Sulawesi.. Instruments used using *Psychological Capital Questionnaire* (PCQ) in accordance with the previous construction of PCQ developed by (Luthans, F., Youssef-Morgan, C. M., & Avolio, 2015) There are 24 statements prepared based on four aspects of psychological capital, namely *self-efficacy, optimism, hope, and resilience*. Data analysis using descriptive analysis and Anova. The results of the study show that There is a difference in academic Psychological Capital for BK teachers seen in the length of work under 10 years and above 10 years where in the aspects of hope and belief, resilience and optimism show that the longer people work and the duration above 10 years shows the higher the academic psychological capital and vice versa for someone who works under 10 years The level of academic psychological capital is lower

**Keywords:** Educational Psychology, Psychological Teacher

**Abstrak:** Penelitian ini bertujuan untuk mengetahui perbedaan *Academic Psychological Capital* berdasarkan pada lama bekerja pada guru Bimbingan dan konseling di Sulawesi Selatan. Penelitian deskriptif kuantitatif ini melibatkan 334 guru bimbingan dan konseling di Sulawesi Selatan. Instrumen yang digunakan menggunakan *Psychological Capital Questionnaire* (PCQ) sesuai dengan konstruksi PCQ sebelumnya yang dikembangkan oleh (Luthans, F., Youssef-Morgan, C. M., & Avolio, 2015) yang terdapat terdapat 24 butir pernyataan disusun berdasarkan empat aspek psychological capital, yakni *self-efficacy, optimism, hope, dan resiliensi*. Analisis data menggunakan analisis deskriptif dan Anova. Hasil penelitian menunjukkan Terdapat perbedaan academic Psychological Capital Guru BK dilihat pada lama bekerja dibawah 10 tahun dan diatas 10 tahun dimana pada aspek Harapan dan keyakinan, ketahanan dan optimisme menunjukkan semakin lama orang bekerja dan durasi diatas 10 tahun menunjukkan semakin tinggi academic Psychological Capital begitupun sebaliknya seseorang yang bekerja di bawah 10 tahun Tingkat academic psychological capital semakin rendah

**Kata Kunci:** Pendidikan psikologi, kesejahteraan psikologi

## Introductions

In the era of globalization and the rapid development of information technology, the challenges in the world of education are increasingly complex. Guidance and Counseling Teachers (BK) have a crucial role in helping students overcome various academic, social, and emotional problems. Along with these increasing demands, it is important for BK teachers to have strong psychological capital, which is often referred to as Psychological Capital (PsyCap). *Psychological capital* Teacher Guidance and counseling is the ability of guidance and counseling teachers to develop and utilize their psychological resources, such as optimism, hope, resilience, and self-efficacy, to provide effective guidance and counseling to students (Wahidin, 2022). Research (Liu & Du, 2024); Wijayanti, (2019) *Psychological Capital* is a concept consisting of four components, namely self-efficacy (self-confidence), optimism, hope, and resilience. Self-efficacy reflects an individual's belief in his or her ability to succeed in the tasks at hand. Optimism involves a positive attitude and belief that good things will happen in the future.

Hope includes the ability to set meaningful goals and plan steps to achieve them. Resilience involves the ability to overcome obstacles and recover from failure (Wardani & Amalia, 2021).

Similar to teachers in general, in the context of guidance and counseling teachers, it also has four components of strong psychological capital that will have a positive influence on performance. According to Gao, Yue and Li, (2023) Teachers with high self-efficacy will be more confident in providing effective guidance and counseling. Optimism and hope will motivate teachers to find the best solutions for students, while resilience will help them overcome challenges and recover from failures. These influences will ultimately have an impact on the quality of guidance and counseling services provided by the teacher. In addition, these four components of psychological capital can also affect student motivation and achievement, emotional well-being, and overall personal and academic development. In the context of academic psychological capital, which focuses on positive psychological resources that individuals have and can be used to achieve optimal performance and well-being in an academic environment, the experience of guidance and counseling teachers is very important (Bissessar, 2014). Research has shown that teachers' psychological capital, which includes elements such as optimism, hope, resilience, self-efficacy, and self-esteem, is closely linked to their job satisfaction, job engagement, and overall well-being (Zhou, Wang, Zhou, Liu, & Hu, 2021). This research highlights the importance of understanding how the experience of guidance and counseling teachers can contribute to the development and application of psychological capital in the education sector.

Several research results have explored various aspects related to guidance and counseling teachers, such as coping strategies, professional identity development, and the impact of counseling services on student behavior (Rosfiani et al., 2022); (Mahomed, Johari, & Mahmud, 2019). This study explains that this aspect is a challenge faced by teachers, including guidance and counseling teachers in managing welfare in carrying out counseling services. In addition, the influence of factors such as work-family conflict, leadership style, and motivation on teachers' work performance and psychological capital has been identified (Wang et al., 2021); (Saleh, Suriansyah, & Anita, 2021). Understanding these dynamics is essential to create a supportive environment, which can increase the psychological resources of teachers and in turn can improve the quality of Education

Strong psychological capital allows Guidance and Counseling teachers to be effective in providing Guidance and Counseling Services to students (Kurniady, Hariko, & Karneli, 2023); (Soputan, 2021). In addition, the development of psychological capital among teachers, especially guidance and counseling teachers, is not only beneficial to their individual well-being but also has a positive impact on student outcomes. Studies have shown that teachers with higher levels of psychological capital are better equipped to manage stress, engage effectively in their work, and provide a supportive learning environment for students (Yazid & Bakar, 2020). This is also supported by research (Liu & Du, 2024) (Afshari et al., 2022); (Mahomed et al., 2019); Fitri, (2018) which states that teachers who have a high level of psychological capital tend to be better able to face challenges, motivate students, and provide quality guidance and counseling services. *Psychological capital* Provide teachers with the guidance and counseling mental and emotional strength needed to cope with a variety of complex and demanding situations on the job, especially with regard to length of work or work experience. This is in line with research (Hsing-Ming, Mei-Ju, Chia-Hui, & Ho-Tang, 2017); Avey *et al*, (2011) reveals that *psychological capital* has a significant positive impact on teacher attitudes, behaviors, and performance and also positively predicts significant career commitment (Hu, Zhou,

Zhou, & Deng, 2022). In addition, in the research Onivehu, (2020) which reveals that the psychological capital of guidance and counseling teachers is very influential on several aspects contained in students, including improving student achievement, emotional well-being, and personal development of students. By investing in the psychological well-being of guidance and counseling teachers, educational institutions can foster a culture of resilience, positivity, and professional growth that benefits the entire school community. Based on the results of the research, it shows that psychological capital plays an important role in psychological well-being, the performance and effectiveness of guidance and counseling teachers, retention and job satisfaction, professional development and impact on students and support student welfare so it is very important to know the psychological capital of guidance and counseling teachers based on the length of work

## Method

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This study uses Quantitative Descriptive to find out the difference *psychological capital* Guidance and Counseling teachers in South Sulawesi based on the length of work. The subjects of this study are 334 Guidance and Counseling teachers in South Sulawesi who are divided into junior high school, high school, vocational school and MAN levels. Instruments used using *Psychological Capital Questionnaire* (PCQ) in accordance with the previous construction of PCQ developed by (Luthans, F., Youssef-Morgan, C. M., & Avolio, 2015) There are 24 statements prepared based on four aspects of psychological capital, namely *self-efficacy, optimism, hope, and resilience*. Each component, represented by these 6 items, comes from a different measuring instrument which is later adapted into a PCQ. In PCQ, the self-efficacy component refers to the measuring instrument *self efficacy* Parker's, a component of hope comes from a gauge (Snyder, 1994), the optimism component of the PCQ was developed from the measuring instrument (Scheier & Carver, 1985), and the resilience component is developed from the measuring instrument (Wagnild & Young, 1993). Test the validity of the instrument using *Confirmatory Factor Analysis Test* and reliability tests on JASP. The data analysis technique uses descriptive analysis and ANOVA to see the differences with the help of JASP. Based on the reliability test on JASP, it shows that *Reliability Test* by looking at McDonald's value of 0.866 and Cronbach's alpha with a value of 0.862. This shows that *Academic Psychological Capital Questionnaire* reliable, this is due to the alpha value of McDonald's and Cronbach's >0.60. Based on the confirmatory factor analysis test analysis, it shows that *Validity test* RMSEA value 1.393e-9, the CMIN/DF value shows a value of 390.199/167 with a significance of 0.01, or < 2.0 can be said to be in the fit category or the model is accepted, then by looking at the value of CFI: 0.977, TLI: 0.974, GFI: 0.969 is at the expected fit value and *Academic Psychological Capital Questionnaire* valid for use.

## Result and Discussions

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Descriptive statistical analysis is intended to obtain an overview related to the academic psychological capital of Guidance and Counseling teachers in South Sulawesi and to find out the differences in terms of length of work as guidance and counseling teachers.

### Overview of *Academic Psychological Capital*

**Table 1 Descriptive Analysis**

Variable	Mean	SD	Category
<b>Academic</b>	100.609	10.221	Tall
<b>Psychological Capital</b>			
Hope	29.714	3.961	Tall
Belief	30.902	3.254	Tall
Resistance	24.008	3.874	Tall
Optimism	15.985	1.670	Keep

Based on the results of the descriptive analysis in table 1, it shows that *the Academic Psychological Capital* of BK Teachers is in the high category with a mean value of 100,609 and SD=10,221. Specifically, the description of each aspect *of the Academic Psychological Capital* Variable of BK Teachers, namely **the Expectation** aspect is in the high category with mean values = 29,714 and SD= 3,961, the **Confidence** aspect with mean values = 30,902 and SD= 3,254, and the **Resilience aspect** is also in the high category with mean values = 24,008, and SD= 3,874. Meanwhile, the aspect of optimism is in the medium category with a mean value = 15,985, and SD = 1,670. This data shows that in South Sulawesi, Guidance and Counseling teachers are in the aspect of high academic expectations and beliefs which are characterized by expectations related to professional work and confidence in the services provided and while in the aspect of optimism in the medium category which is marked by the desire to always do the best in guidance and counseling services in schools.

**Table 2 Overview of the Difference in *Academic Psychological Capital* of BK Teachers Based on Length of Work**

	Mean	M-Square	p-Value
<b>Academic</b>	100.609	1560.837	<.001***
<b>Psychological Capital</b>			
<b>Teacher BK</b>			
Hope	29.714	151.008	0.002**
Belief	30.902	149.282	<.001***
Resistance	24.008	89.348	0.014*
Optimism	15.985	30.784	<.001***

Based on the results of data analysis in table 2, it shows that there is a difference in *the Academic Psychological Capital* of BK Teachers seen from the length of work, this is proven that  $p < 0.001$ , and the mean square is 1560.837. Based on the results of the analysis per indicator, it was found that there was a significant difference in the students' expectations from the aspect of  $p < 0.01$ ; mean square = 151.008, the aspect of confidence with a value  $p < 0.001$ ; mean square = 149,282, the resilience aspect with a  $p$  value  $< 0.05$ ; mean square = 89,348, and the optimism aspect with a  $p$  value  $< 0.001$ ; mean square = 30,784. Therefore, it can be concluded that between BK teachers with working time of more than 10 years and under 10 years there are differences seen from several aspects *of Academic Psychological Capital*. Thus, the descriptive difference can be seen in table 3.

**Table 3. Descriptives - TOTAL\_A\_PCQ**

Long Working as a BK Teacher	Mean	SD	N
Above 10 years	104.061	8.989	66
Under 10 years old	97.209	10.282	67

This data shows that there is a difference in the academic Psychological Capital of BK Teachers seen in the length of work under 10 years and above 10 years where in the aspects of hope and belief, resilience and optimism show that the longer people work and the duration above 10 years shows the higher the academic psychological capital level and vice versa for someone who works under 10 years the lower the level of academic psychological capital.

This study shows that Guidance and Counseling (BK) teachers in South Sulawesi have a very high level of Academic Psychological Capital (APC), which reflects their stability and psychological well-being in the context of education. With an average score of 100,609 and a standard deviation of 10,221, BK teachers in this region show extraordinary welfare. An in-depth analysis of APC components such as hope, confidence, resilience, and optimism also illustrates high levels in these aspects, with the exception of optimism which is at a moderate level with an average value of 15,985 and a standard deviation of 1,670. Although optimism is slightly lower than other aspects, this value still reflects the confidence and strong enthusiasm among BK teachers in South Sulawesi. This is in line with research from Rahman, (2015) which revealed that the optimism of BK teachers in South Sulawesi is still quite high although slightly lower than other aspects.

A striking difference was seen when the work experience variable was analyzed in relation to the level of Psychological Capital (APC) in BK teachers. BK teachers who have more than 10 years of work experience show a higher APC level compared to Guidance and Counseling teachers who have less than 10 years of experience. The results of the study show that teachers' psychological capital is related to their productivity, commitment, and overall performance (Rosco, Yuayan, & Pilongo, 2021). In addition, psychological capital has been linked to workplace well-being, job satisfaction, and job commitment among teachers including guidance and counseling teachers (Kurt & Demirbolat, 2018). This is in accordance with Research Results SYAFIRO, (2023) which states that long work experience can make a positive contribution to the development of BK teachers' psychological capacity, such as optimism, hope, resilience, and self-efficacy, all of which are key components of APC. These findings show that long work experience contributes positively to the development of BK teachers' psychological capacity, including optimism, hope, resilience, and self-efficacy, all of which are key components of APC.

This is reinforced by research (Ferradás, Freire, García-Bértoa, Núñez, & Rodríguez, 2019) which shows that teachers with higher psychological capital are more protected from fatigue, indicating that teachers who work for more than 10 years have a high level of resilience and can affect welfare and resilience in dealing with work-related stressors. In addition, psychological capital has been associated with lower levels of perceived stress, suggesting its role in coping with challenging situations (Maykrantz, Nobiling, Oxarart, Langlinais, & Houghton, 2021). In addition, the psychological condition of guidance and counseling teachers plays a crucial role in improving the quality of guidance and counseling services provided to students (Suryanto & Nugraha, 2022). Teachers' psychological capital, including optimism, hope, resilience, and confidence, can affect their ability to support students effectively, especially those facing learning difficulties. In addition, psychological capital development, which is measured with tools such as the Teacher Psychological Capital Scale, has been highlighted as essential for vocational high school teachers (Wrahatnolo et al., 2023). It emphasizes the importance of assessing and improving teachers' psychological resources to promote well-being and job performance. In summary, the literature shows that psychological capital, which includes optimism, hope, resilience, and confidence, is an important factor in

understanding the well-being and performance of guidance and counseling teachers. Teachers with higher levels of psychological capital are more likely to be protected from burnout, cope with stress effectively, and provide quality support to students, especially those facing challenges in their academic journey.

Psychological capital for Guidance and Counseling teachers with aspects of long working time and work experience has several interests, including:

- 1) BK Teacher Welfare: Positive psychological capital, such as confidence, resilience, optimism and hope contribute to the emotional and mental well-being of Guidance and Counseling teachers. The length of work and work experience of BK teachers affects psychological capital and the right type of intervention and is designed to support the well-being of Guidance and Counselling teachers. This is in line with research (Simons & Buitendach, 2013) which states that the elements of confidence, resilience, optimism and harapan play an important role in the emotional and mental well-being of BK teachers. Research shows that the longer a person works, the more they prefer supervision to manage fatigue and improve professional growth (Kiarie, 2016);(Tan & Chou, 2018)).
- 2) Performance and effectiveness: Guidance and Counseling teachers with strong psychological capital tend to be more effective at work, better able to face challenges, highly motivated, and able to build better relationships with students. Long work experience, for example, 10 years or more can contribute to an increase in psychological capital which ultimately improves the performance and effectiveness of BK Services in schools. Research shows that the BK teacher competency training program based on the First Principles of Instruction is effective in improving the quality of guidance and counseling services (PIRMANSYAH, 2021). In addition, in the context of character education, BK services have a significant role in dealing with student character problems. BK teachers need to understand the theoretical and practical concepts of comprehensive guidance and counseling in schools and have readiness in carrying out BK services (Putri, 2019); (Bhakti, Kumara, & Safitri, 2017)). The development of psychological capital through training in identifying and intervening in student problems can also improve BK service skills (Dewi & Hidayah, 2022). Improving technology and information competencies for BK teachers is also important, which can be done through training involving BK teachers in various regions (Cahyawulan et al., 2019). In addition, effective guidance and counseling services require the implementation of good management, so that aspects of services, supporting activities, service directions, and the principles and principles applied can run effectively (Hifsy, Firman, & Neviyarni, 2022). In shaping students' character, BK teachers have an important role in improving students' self-esteem through appropriate guidance and counseling service strategies (Hermawan, Komalasari, & Hanim, 2019). BK teachers can also help in preventing and overcoming students' deviant behavior at school (Ifnaldi, 2019). In addition, the use of media in BK services can also be one of the effective approaches, such as those carried out in vocational high schools (Prasetiawan & Alhadi, 2018).
- 3) Job Retention and Satisfaction: High psychological capital can increase job satisfaction and reduce stress. This is important for the retention of BK teachers because teachers who are satisfied and have good psychological capital tend to stay longer in their profession or work. Psychological capital has been found to mediate the relationship between role stress and work engagement (Sun, Yin, Liu, & Zhao, 2023). This psychological capital is related to work engagement, organizational commitment, and job satisfaction among employees/colleagues (Peterson, 2013);(MAIDIN et al., 2023)(Li, Castaño, & Li, 2018); (Paliga, Kozusznik, Pollak, &

Sanecka, 2022). BK teachers need to ensure their own mental and emotional readiness before providing support to students experiencing anxiety, depression, or other mental health issues (Sanchez-Maddela & Dela Cruz-Cada, 2024)

- 4) Impact on students: BK teachers who have strong psychological capital can provide better services to students. BK teachers are better able to provide emotional support, manage conflict situations, and assist students in overcoming problems. The psychological capital of BK teachers also has an impact on the welfare and development of students. BK teachers who have strong psychological capital are able to provide emotional support, manage conflicts, and help students overcome problems more effectively (Gautam, Ningthoujam, & Singh, 2019). Other research also provides important help to students in coping with problems such as depression, anxiety, trauma, eating disorders, and suicidal thoughts through various strategies such as counseling, assessment, referral coordination, and direct intervention (Shamsitdinova & Smetana, 2023). In addition, BK teachers also play a role in building student resilience after natural disasters. Critical situations such as natural disasters can cause physical, emotional, academic, and psychological problems for the affected individuals. In this context, BK teachers can help build student resilience after natural disasters by providing the necessary support (Warbington et al., 2019). In addition, BK teachers can also influence students' thinking about further education, especially for students who belong to underrepresented groups. Research shows that BK teachers can influence students' thinking about further education, and this has important implications for policy, practice, and training in the field of Education (Cholewa, Burkhardt, & Hull, 2015).

Longer work experience leads to higher academic psychological capital. Practical implications for training or supporting experienced teachers in improving psychological capital (PsyCap) for guidance and counseling (BK) teachers in South Sulawesi include PsyCap-based training that focuses on self-efficacy, optimism, hope, and resilience through hands-on practice sessions. Coaching and mentoring approaches can provide emotional support and reflection on practices that strengthen PsyCap, while developing a community of practice allows for sharing of experiences and strategies among teachers. Reflective workshops and mental well-being programs such as counseling and stress management can improve the emotional well-being of BK teachers. Regular evaluation and feedback and the implementation of social-emotional strengthening strategies in schools can also strengthen the PsyCap components of teachers, thereby improving not only their well-being but also the quality of counseling services provided to students

## **Conclusions**

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Overview of *Academic Psychological Capital* in South Sulawesi: Guidance and Counseling teachers in the aspect of academic expectations and beliefs are in the high category which is marked by expectations on professional work and confidence in the BK services provided, while in the aspect of optimism is in the medium category which is marked by the desire to always do the best in guidance and counseling services in schools. There is a difference in the academic Psychological Capital of BK teachers seen in the length of work under 10 years and above 10 years where in the aspects of hope and belief, resilience and optimism show that the longer people work and the duration above 10 years shows the higher the academic psychological capital level as well as vice versa a person who works under 10 years the lower the level of academic psychological capital. This research can be used as a basis for developing a guidance and counseling

service model to improve teacher psychological capital and further researchers can conduct research by adding other variables, for example teacher fatigue.

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#### Competing interests:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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