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The Impact of Psychological Capital on Faculty Motivation in Higher Education Institutions of Nepal: A Cross-Sectional StudyApproach

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Abstract

Background: Faculty motivation is a critical determinant affecting academic performance and institutional achievement in higher education. Researchers have recognized psychological capital (PsyCap), which includes self-efficacy, hope, optimism, and resilience, as crucial factors influencing motivation. Nonetheless, its effect on faculty motivation remains inadequately examined in higher education settings in Nepal.

Objectives: This study examines how PsyCap—hope, self-efficacy, resilience, and optimism—affects faculty motivation in higher education institutions. Its goal is to determine which PsyCap elements strongly influence faculty motivation.

Methods: We administered a cross-sectional survey to 394 faculty members from diverse higher education institutions in Nepal. We used multiple regression analysis to analyze the effect of PsyCap components on faculty motivation.

Results: The study revealed that hope, self-efficacy, and optimism had a substantial beneficial impact on faculty motivation, whereas resilience exhibited no significant effect. The research demonstrated that faculty motivation was significantly positively influenced by hope ($\beta = 0.404$, $p < 0.001$), optimism ($\beta = 0.308$, $p < 0.001$), and self-efficacy ($\beta = 0.271$, $p < 0.001$). Nevertheless, faculty motivation was not significantly influenced by resilience ($\beta = 0.033$, $p = 0.224$). These findings indicate that faculty members exhibiting elevated levels of self-efficacy, hope, and optimism demonstrate more motivation and engagement in their employment.

Conclusion: The study substantiates that psychological capital, specifically hope, self-efficacy, and optimism, significantly contributes to faculty motivation. Institutions ought to invest in cultivating these psychological resources to enhance faculty job satisfaction, engagement, and performance.

Keywords: Faculty, hope, optimism, resilience, self-efficacy

JEL Classification: I23, J24, M1

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Introduction

The motivation of faculty members is essential for the success of higher education institutions (HEIs), as it directly affects teaching effectiveness, research productivity, and student outcomes, thereby improving institutional prestige and performance (Zewude & Mária, 2021). Ghimire et al. (2024) observed that faculty motivation in Nepal's higher education institutions is significantly influenced by remuneration, working conditions, and expanded responsibilities in this context. These results emphasize the necessity of a comprehensive strategy for motivating faculty, which integrates psychological capital with intrinsic and extrinsic factors to enhance institutional success and faculty engagement. Maintaining elevated motivation in an academic environment can be arduous due to reasons such as workload, constrained resources, and professional stress. PsyCap, which includes self-efficacy, hope, optimism, and resilience, has become a crucial factor influencing motivation and well-being across diverse professional settings, including education (Dahal, 2018; Luthans et al., 2007; Sarwar et al., 2022). Anwar and Sarfraz (2023) widely acknowledge PsyCap, which includes self-efficacy, hope, optimism, and resilience, as a vital element that bolsters employee motivation and job performance in demanding contexts. In higher education institutions and companies, cultivating PsyCap helps alleviate job instability and encourages individuals to sustain high performance despite external adversities (Joshi et al., 2023; Karki, 2017; Shahnawaz et al., 2018).

The foundation of PsyCap is the belief that positive psychological resources can improve both individual and organisational outcomes. It motivates individuals to establish ambitious objectives, endure challenges, and maintain confidence in their capacity to achieve success. Various contexts, such as public service (Alwan & Rahmi, 2024; Bhandari et al., 2021), and education (Ghimire et al., 2023; Zewude & Mária, 2021), have examined PsyCap due to its beneficial impact on employee motivation and performance. However, studies that specifically examine the impact of PsyCap on faculty motivation in higher education institutions are scarce. This study aims to explore the relationship between psychological capital and faculty motivation in higher education institutions. The objective of this research is to investigate the influence of psychological capital components (self-efficacy, hope, optimism, and resilience) on faculty motivation in higher education institutions of Nepal.

Review of Literature

Many sectors have widely acknowledged the role of PsyCap, a construct that includes self-efficacy, hope, optimism, and resilience, in enhancing employee performance, motivation, and well-being (Luthans et al., 2006). Self-efficacy reflects an individual's belief in their ability to achieve success; hope represents the capacity to set realistic goals and identify pathways to achieve them; optimism involves maintaining a positive outlook on future outcomes; and resilience signifies the ability to recover from setbacks (Dahal et al., 2023; Roemer & Harris, 2018). While these factors collectively contribute to PsyCap's excellent outcomes, a rigorous study of the existing literature indicates several limits, discrepancies, and areas that deserve further exploration.

For instance, multiple research studies corroborate the positive impact of PsyCap on workplace motivation and commitment (Al-Showdaid & Abdelwahed, 2023; Ghimire & Karki, 2022; Sarwar et al., 2022). However, most of this research is undertaken in corporate or organisational settings, leaving a substantial vacuum in knowing how PsyCap affects areas like academia, where job expectations and stressors are fundamentally different. Shahnawaz et al. (2018) imply that both psychological and social capital interact to promote employee performance, but their findings emphasize the possible moderating impact of cultural factors. Despite this insight, there is limited empirical information on how cultural variations impact the interplay between PsyCap and motivating results in higher education institutions.

Similarly, while Anwar and Sarfraz (2023) revealed that persons with high PsyCap retain job performance

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and well-being despite periods of volatility, the scenarios investigated generally entail business environments typified by financial uncertainty or economic downturns. Academic environments, where intrinsic motivation, intellectual autonomy, and research freedom play pivotal roles, remain understudied. Furthermore, the reliance on self-reported measures in many PsyCap studies raises questions about the objectivity of findings, as such methods are prone to bias and inconsistencies across demographic and cultural groups. Addressing these methodological concerns could improve the robustness and generalisability of PsyCap research.

Finally, another overlooked aspect is the variability in how PsyCap components interact to influence motivation. For example, self-efficacy may play a more dominant role in certain professions, while resilience might be more critical in others. A deeper exploration of these nuances, particularly within the academic sector, could provide valuable insights for tailoring PsyCap interventions.

Faculty motivation is a crucial factor influencing institutional success, affecting both teaching excellence and research output. PsyCap significantly enhances faculty motivation; nevertheless, much of the current literature highlights its advantages without thoroughly examining potential limitations or deficiencies. Research conducted by Beal III et al. (2013) and Zhou et al. (2022) demonstrates that elevated levels of psychological capital are associated with enhanced well-being, engagement, and work satisfaction. Nevertheless, these studies frequently neglect the contextual difficulties encountered by professors in resource-limited schools, including restricted access to research funds, substantial teaching responsibilities, and little acknowledgement of their contributions.

Scholars have recognized institutional support measures such as resource provision, recognition, and mentorship as elements that enhance PsyCap, thereby improving faculty motivation (Zewude & Mária, 2021). Nonetheless, empirical information about the translation of these systems into sustained motivation is limited. Moreover, although Kokt and Mphirime (2022) highlight PsyCap's contribution to enhancing commitment, there is insufficient investigation into the longevity of these effects, particularly in contexts where faculty experience persistent stress and burnout. Irawan and Hidayat (2021) propose that psychological capital facilitates work-life balance, which is essential for alleviating burnout. Nonetheless, their findings are predominantly correlational, leaving inquiries regarding causality unresolved.

Another major issue is the mixing of intrinsic and extrinsic motivation in PsyCap research. Some studies, like those by Shrestha et al. (2023) and Ghimire and Dahal (2024), show that PsyCap can make people more motivated, but they don't say how it affects intrinsic drivers like intellectual curiosity versus extrinsic drivers like money or recognition from others. This difference is particularly crucial in academics, where inner motivation generally trumps external rewards. Finally, while PsyCap is linked to positive organisational outcomes such as enhanced job satisfaction, reduced counterproductive behaviour, and improved organisational citizenship behaviour (Astuti & Amalia, 2021; Shah et al., 2021), its potential to mitigate systemic issues like faculty attrition or inequitable workload distribution remains unexplored. A more rigorous approach to assessing these gaps and inconsistencies could provide useful insights for higher education policymakers and administrators intending to boost faculty motivation through PsyCap development. Figure 1 illustrates the construction of the study's research framework using previously examined concepts as a conceptual framework.

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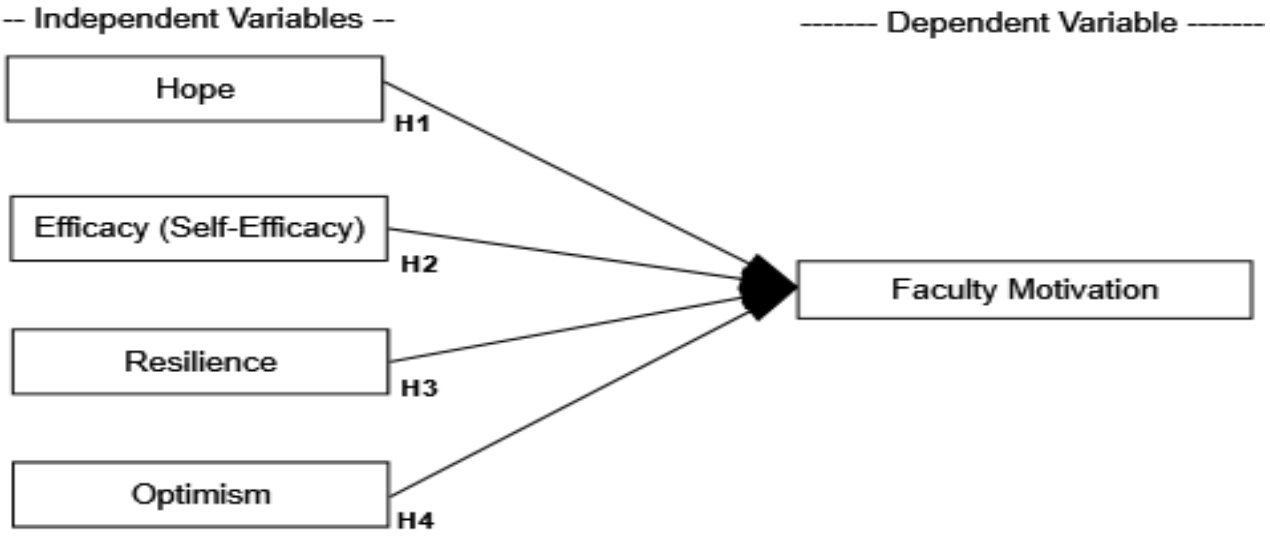
Figure 1

Conceptual Framework



This study's conceptual framework combines PsyCap theory with motivational theories to investigate the correlation between PsyCap components—self-efficacy, hope, optimism, and resilience—and faculty motivation in higher education institutions. The PsyCap theory, introduced by Luthans et al. (2006) underscores the significance of positive psychological resources in improving performance, commitment, and well-being. This theoretical framework corresponds with Self-Determination Theory (SDT), emphasizing the significance of intrinsic motivations influenced by competence, autonomy, and relatedness (Deci & Ryan, 1985). The concept connects PsyCap aspects to intrinsic motivation, providing a foundation for comprehending how these psychological resources enhance motivation among faculty members. Based on the framework, the study developed the following hypotheses:

H1: There is a significant positive impact of hope on faculty motivation in higher education institutions.

H2: There is a significant positive impact of self-efficacy on faculty motivation in higher education institutions.

H3: There is a significant positive impact of resilience on faculty motivation in higher education institutions.

H4: There is a significant positive impact of optimism on faculty motivation in higher education institutions.

Materials and Methods

In order to investigate the correlation between faculty motivation and PsyCap in Nepal's HEIs, this paper implements both descriptive and causal-comparative research designs. The causal research design aims to ascertain the influence of PsyCap on faculty motivation, while the descriptive design aims to outline the features of PsyCap among faculty members. The sample comprises 394 full-time faculty members from several higher education institutions in Nepal, chosen via a non-probability convenience sampling procedure. This method guarantees a varied representation across multiple academic fields. The survey questionnaire was distributed to participants during a 30-day period in March 2024 to collect data.

We employed the structured questionnaire, split into two sections, to collect the primary data. Section A collects demographic information such as gender, age, academic qualifications, and marital status.

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Section B evaluates the uses of psychological capital and faculty motivation. We presented the analysis results using SPSS 26 to effectively illustrate the relationships between the variables.

This study creates a comprehensive questionnaire for faculty motivation by integrating eight items specifically designed to evaluate faculty motivation in HEIs with the four dimensions of the Psychological Capital Questionnaires (PCQ)-hope, efficacy, resilience, and optimism. The questionnaire consists of 24 items. The questionnaire contains 24 items developed using a modified 5-point Likert scale, with 1 indicating "strongly disagree" and 5 indicating "strongly agree." The annex contains further information on the questionnaire items.

Results and Discussion

We employed descriptive statistics to analyze the data and compile the individuals' PsyCap levels and demographics. Table 1 displays the demographic profile of the faculty members who participated in the study. The gender data in Table 1 indicates a preponderance of male professors, with 60.2 percent of the respondents being male (236 individuals) and 39.8 percent being female (158 individuals). The age distribution shows that, of the respondents, 17.3 percent are in the 25–30 years age group (68 individuals), while the majority (38.6 percent, 152 individuals) and 36 years and older (44.2, 174 individuals) are in the 31–35 years age group. These findings indicate that mid-career and senior faculty members make up the majority of the sample. The fact that 59.6 percent of the respondents hold a Master's degree (235 people) and 40.4 percent hold an M.Phil. or PhD (159 people) demonstrates their high level of education. The majority of respondents, 78.0 percent, are married (307 persons), whereas 22.1 percent are single (87 individuals). This suggests that the majority of faculty members are in established personal relationships, likely due to their more advanced professional phases.

Table 1

Demographic Profile

Groups	Nos	%	Group	Nos	%
Gender:			Age:		
Male	236	60.2	25-30	68	17.3
Female	158	39.8	31-35 36 and more	152 174	38.6 44.2
Academic Qualifications:			Marital Status:		
Master's Degree	235	59.6	Single	87	22.1
M. Phil/PhD	159	40.4	Married	307	78.0
Total	394	100.0	Total	394	100.0

We conducted regression and correlation analyses to evaluate the relationship between faculty motivation and psychological capital. To guarantee the reliability of the scales, Cronbach's alpha was computed. The objective of the reliability test was to evaluate the consistency and internal reliability of the assessment items within each dimension. Cronbach's alpha was used to measure the internal consistency of the test variables as well as the degree of correlation between the observed variables. Table 2 shows the variables' internal consistency statistics. Table 2 presents the reliability test of the variables.

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Table 2

The Reliability Test of the Study Variables

Constructs	Alpha Value
Hope	0.763
Self-efficacy	0.760
Resilience	0.620
Optimism	0.664
Motivation	0.774

These variables showed adequate internal consistency, with alpha values above the suggested cut-off value of 0.60 for the corresponding structures. Before assessing the significance of the suggested directions, the study also used the heterotrait-monotrait (HTMT) ratio of the correlations to evaluate the uniqueness of the components. We evaluate the average correlations between indicators and their corresponding constructs using the HTMT criteria. Henseler et al. (2015) deem a discriminant validity threshold of less than 0.90 as acceptable. All of the HTMT values are below 0.90, as Table 4 illustrates, suggesting that the reflective components of optimism (O), resilience (R), efficacy (E), and hope (H) have sufficient discriminant validity.

Table 3

HTMT Ratios of Correlations of the Constructs

Variables	**H**	**E**	**R**	**O**
H	1			
E	0.877	1		
R	0.515	0.579	1	
O	0.794	0.726	0.724	1

We implemented regression analysis to evaluate the impact of the independent variables (hope, efficacy, resilience, and optimism) on the dependent variable, faculty motivation (FM). This paper examined the impact of each component of psychological capital on faculty motivation using multiple regression models by using the following equation.

$FM = \alpha + \beta_1 H + \beta_2 E + \beta_3 R + \beta_4 O + \varepsilon$

Where:

FM = Faculty Motivation (Dependent Variable)

H = Hope

E = Efficacy

R = Resilience

O = Optimism

β_1, β_2, β_3, β_4 = Partial regression coefficients

α = Intercept

ε = Error term

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This model helps to understand how each component of psychological capital influences faculty motivation.

The study used HTMT ratio to examine the relationships between the constructs of psychological capital and faculty motivation. The analysis, as presented in Table 4, reveals significant positive correlations between the constructs. There is a positive relationship between self-efficacy and hope, suggesting that faculty who are hopeful tend to have higher levels of belief in their abilities. This implies that faculty members with a strong sense of hope are likely to be more confident in their capacity to achieve academic and professional tasks. Similarly, hope and optimism are positively related, indicating that hopeful faculty members also tend to be more optimistic. This suggests that when faculties are hopeful about their aims, they are more likely to see their work and the future positively. The relationship between self-efficacy and resilience is also positive, indicating that faculty who believe in their abilities are more likely to exhibit resilience in challenging situations. In other words, self-efficacy appears to support the ability to recover and adapt when faced with setbacks or difficulties. Moreover, resilience and optimism are positively correlated, suggesting that faculty members who are resilient in the face of challenges also tend to maintain a more optimistic outlook. This implies that resilience and optimism go hand in hand, allowing faculty to stay positive and motivated, even under stress. Overall, the relationships between the constructs are distinct yet interconnected, showing that each component of psychological capital contributes uniquely to faculty motivation. The findings highlight how these constructs work together to foster a supportive and motivating environment for faculty in higher education institutions.

Table 4

Regression Results

Model	Unstandardized Coefficients a B	a Coefficients a	Standardized t-statistics Coefficients Beta	Sig.	Observations on the Hypotheses	
(Constant)	0.197	0.086		2.290	0.023	
Hope	0.362	0.039	0.404	9.296	0.000	Accepted
Efficacy	0.248	0.035	0.271	7.081	0.000	Accepted
Resilience	0.038	0.031	0.033	1.218	0.224	Rejected
Optimism	0.307	0.036	0.308	8.517	0.000	Accepted
Model Summary	R = 0.939	R Square = 0.882	Adj. R Sq. = 0.881	Std. Error of the Estimate = 0.182		F-Value = 727.063 (P = 0.00)

Predictors: (Constant), Hope, Efficacy, Resilience, Optimism
Dependent variable: Motivation

The regression analysis results were presented in Table 4, which examined the relationship between psychological capital (hope, self-efficacy, resilience, and optimism) and faculty motivation. The R-value of 0.939 suggests that the model explains a substantial portion of the variance in faculty motivation, indicating a significant positive correlation between the predictors and the dependent variable. The four predictors account for 88.2% of the variance in faculty motivation, as indicated by the R square value of 0.882. This suggests that the model is well-suited to the data. The adjusted R square value of 0.881, which takes into account the number of predictors included in the analysis, confirms the model's robustness.

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The standard error of the estimate is 0.18181, suggesting that the predicted values are exceedingly near to the actual values, which is indicative of a precise model fit. The model is statistically significant, as shown by the F statistic of 727.063 and the Sig. F value of 0.000. The inclusion of the predictors; self-efficacy, hope, optimism, and resilience, significantly enhances the model's capacity to elucidate faculty motivation, as confirmed by the highly significant F change. Overall, Table 4 shows that the regression model, which includes the dimensions of psychological capital, does a great job of explaining what motivates faculty. The predictors collectively make a substantial contribution to faculty motivation in higher education institutions.

Further, Table 4 displays the regression results for the study that examined how psychological capital (self-efficacy, hope, optimism, and resilience) affected faculty motivation. There are t-statistics, standardized coefficients (Beta), unstandardized coefficients (B), and significance levels (Sig.) for each predictor in the table. It also shows whether the hypothesis should be accepted or rejected based on the significance of each predictor. The standard error is 0.086, while the constant value is 0.197. The constant is statistically significant, as indicated by the t-statistics of 2.290 and the significance level of 0.023 ($p < 0.05$). This implies that the base level of faculty motivation is much higher than zero when all predictors are zero. Hope's standardized and unstandardized coefficients were 0.404 and 0.362, respectively. The results are highly significant with a t-statistic of 9.296 and a significance level of 0.000 ($p < 0.001$). This indicates a strong positive impact of hope on faculty motivation, thereby accepting the hypothesis of a significant positive impact of hope on faculty motivation in higher education institutions. Efficacy has a standardized coefficient of 0.271 and an unstandardized coefficient of 0.248. At a significance level of 0.000, the t statistic is 7.081. Additionally, this shows a statistically significant positive correlation between faculty motivation and efficacy, suggesting that self-efficacy positively impacts motivation. The hypothesis is accepted.

Resilience has a standard coefficient of 0.033 and an unstandardized coefficient of 0.038. With a significant level of 0.224 and a t-statistic of 1.218, the data is not statistically significant ($p > 0.05$). This implies the rejection of the resilience hypothesis, given its lack of discernible impact on faculty motivation in this study. In the case of optimism, the standardized coefficient is 0.308, while the unstandardized coefficient is 0.307. With a significance level of 0.000 and a t-statistic of 8.517, the results are highly significant ($p < 0.001$). This suggests that optimism has a significant beneficial impact on faculty motivation, i.e., more optimistic faculty members are more driven. The hypothesis is accepted.

Hope, which reflects a positive outlook and belief in achieving success, and self-efficacy, which denotes confidence in one's abilities, play critical roles in enhancing faculty motivation. These results align with the work of Sarwar et al. (2022) and Zhou et al. (2022), who highlighted that PsyCap fosters employee engagement and overall well-being. Additionally, the findings demonstrate that optimism, or a positive outlook toward future outcomes, significantly influences faculty motivation. As Anwar and Sarfraz (2023) and Karki et al. (2023b) argued, a strong sense of optimism encourages faculty to overcome obstacles and maintain high levels of performance and engagement. This is particularly crucial in higher education, where faculty often face demanding workloads and significant responsibilities.

Interestingly, while resilience is typically associated with the ability to cope with setbacks, the current study does not find a statistically significant effect on faculty motivation. This contradicts the results of Shahnawaz et al. (2018), who highlighted the significance of resilience in predicting performance and motivation, implying that resilient individuals typically sustain their motivation in the face of challenges. The lack of significant results in this study may point to contextual factors or specific characteristics of the sample that differ from those studied by Shahnawaz et al. This discrepancy highlights the complexity of resilience as a construct and suggests that its impact may vary across different academic environments or among different faculty populations.

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Conclusion and Suggestions

The findings of this study indicate that PsyCap significantly impacts faculty motivation in higher education institutions. Faculty members who exhibit higher levels of hope, self-efficacy, and optimism are more motivated, engaged, and satisfied with their professional responsibilities. This study not only supports the idea that PsyCap boosts faculty motivation by providing educators with the psychological tools they need to stay committed and engaged in their work but also paves the way for further investigation into the intricate functions of individual PsyCap components, particularly resilience. Understanding these dynamics can help higher education institutions tailor their support systems to foster a more motivated and resilient faculty body, ultimately enhancing overall educational outcomes.

The findings of this study offer several valuable implications for higher education institutions aiming to enhance faculty motivation. Firstly, the significantly positive relationships between hope, self-efficacy, optimism, and faculty motivation suggest that institutions should focus on developing these psychological resources within their faculty members. Providing targeted professional development programs, workshops, and mentoring that help faculty members set realistic goals, build confidence, and maintain a positive outlook can significantly enhance their motivation. Institutions should also foster a supportive environment that empowers faculty to take the initiative and provide the necessary resources for success.

The study's findings also underscore the importance of optimism in faculty motivation. Institutions should consider promoting positive mental well-being among faculty, which can help them maintain motivation even when faced with challenges. Initiatives such as stress management workshops, mindfulness programs, and supportive leadership structures can enhance optimism, leading to greater engagement and satisfaction in their roles.

Despite the lack of a statistically significant impact on faculty motivation, we cannot dismiss the potential value of resilience. Institutions may need to adopt more tailored resilience-building interventions, as resilience may depend on individual faculty characteristics, such as their stress responses or workload conditions. Further exploration of how resilience interacts with other components of psychological capital can help institutions better understand and implement effective strategies to support faculty. The study highlights the importance of integrating PsyCap into faculty development initiatives. By embedding elements such as hope, self-efficacy, optimism, and potential resilience into faculty training and mentoring programs, institutions can foster a more motivated, engaged, and resilient faculty workforce, which is critical for long-term institutional success.

The current study provides a foundation for further exploration of the role of psychological capital in higher education faculty motivation. Given its lack of statistical significance in this study, future research can expand upon the findings by examining resilience more closely. Examining how resilience interacts with other PsyCap components or how external factors like workload, job stress, or institutional support influence it could be beneficial.

Additionally, future studies could investigate the impact of different faculty characteristics (e.g., age, years of experience, and academic discipline) on PsyCap and motivation. Understanding whether specific faculty characteristics influence the effectiveness of PsyCap components can help institutions develop more targeted interventions. Moreover, longitudinal studies could explore the long-term effects of PsyCap on faculty motivation and job satisfaction. Tracking faculty motivation over time after interventions aimed at enhancing PsyCap could provide valuable insights into the sustainability of these efforts. Finally, extending this research to different higher education contexts—such as public versus private institutions or international settings—could reveal whether the impact of psychological capital on faculty motivation varies across different organizational cultures and environments. This could lead

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to more tailored approaches based on institutional contexts and needs.

Author contribution statement

B.G.: Conceptualization, methodology, software, validation, investigation, original draft writing, review, and editing **D.K.**: Conceptualization, methodology, software, validation, investigation, and data curation. **R.K.D.:** Validation, formal analysis, and data curation. **S.P.J.:** Formal analysis, writing original draft, and supervision. All authors addressed the comments of reviewers and finalized the manuscript.

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Declaration of interest's statement

The authors declare no conflict of interest.

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Appendix A

Psychological Capital Questionnaire (PCQ)

Hope

1 I am capable of devising numerous strategies to accomplish my present professional objectives.

2. I am certain that I will accomplish the objectives I have established for myself.

3. Any issue at work can be resolved in a variety of methods.

4. I am capable of devising numerous solutions to work-related obstacles.

5. I am currently making a concerted effort to achieve my professional objectives.

6. I am capable of devising numerous strategies to surmount any obstacle that may arise in the workplace.

Efficacy (Confidence)

1. I am at ease with the analysis of long-term issues at work.

2. My outlook regarding the completion of challenging assignments at work is optimistic.

3. With confidence in my ability to succeed, I am capable of undertaking difficult assignments at work.

4. I am self-assured in my ability to independently make judgements in my professional environment.

5. I am confident in my capacity to excel in my current position.

6. I believe that I am a capable employee who is capable of accomplishing their objectives.

Resilience

1. I am capable of rapidly rebounding from professional setbacks.

2. I am capable of managing stress and adapting to changes in the workplace.

3. I am able to rebound from adversity at work with greater strength than before.

4. At work, I am able to navigate stressful situations with ease.

5. I am capable of recovering from a challenging work situation.

6. I do not become disheartened by defeat in my professional life.

Optimism

1. I consistently maintain a positive attitude towards my occupation.

2. I am optimistic about the future in terms of my professional life.

3. I maintain an optimistic outlook when confronted with challenging work assignments.

4. I anticipate the most favourable results from my professional endeavours.

5. I am certain that the outcome of my work will be favourable, even in the face of uncertainty.

6. I remain optimistic and motivated regarding my professional aspirations.

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Faculty Motivation

1. My motivation is to perpetually enhance my teaching methods in order to benefit my students.
2. I am motivated to perform at the highest level of my profession by the prospect of contributing to academic research.
3. Observing my pupils' accomplishments serves as an incentive for me to exceed expectations.
4. My motivation to remain engaged in my work is bolstered by my participation in curriculum development.
5. The administration's recognition and appreciation motivate me to enhance my performance in my position.
6. I am motivated to experiment with new teaching methods and innovate in order to maintain the interest of my courses.
7. I am inspired by the prospect of serving as a mentor to students and providing them with guidance throughout their academic careers.
8. My motivation to achieve excellence is bolstered by the institutional support I receive for professional development.