



Examining the Influence of Strengths Development on Psychological Capital: The Case of Public Secondary School Teachers in Wakiso District, Uganda, East Africa

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Abstract: This study investigated the predictive role of Strength Development on the Psychological Capital of public secondary school teachers in Wakiso District, Uganda, East Africa. Guided by Strengths-Based Development Theory (SBDT) by Clifton (2000). The study explored how the three dimensions' skills development, talent development, and knowledge development influence psychological capital. A cross-sectional survey design was deployed to collect quantitative data from a randomly selected sample of 169 teachers. Structured questionnaires were validated via expert review, and data were analyzed using SPSS. Exploratory Factor Analysis confirmed sample adequacy with a Kaiser-Meyer-Olkin (KMO) measure of .737 and a highly significant Bartlett's Test of Sphericity (1123.538), $df = 351$, $p < .05$. EFA resolved into three distinct factors: skill development explaining 14.503% of the variance, knowledge development at 12.209% of the variance, and talent development explained 8.687% of the variance, of strength development. The empirical findings offer vital implications for educational policymakers and administrators, demonstrating that strategic investment in teachers' strength development fosters a thriving institutional culture and actively cultivates psychological capital within Sub-Saharan African contexts. Theoretically, this paper extends the empirical boundaries of SBDT positioning the multidimensional construct of strength development as a primary antecedent to psychological capital. It provides rare empirical evidence from Sub-Saharan Africa, offering a contextualized understanding of how structured skill, talent and knowledge development processes drive positive psychological capital in secondary the educational systems.

Keywords: Strengths Development, (SD), Psychological Capital, (Pscap) and public Secondary School Teachers.

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1. Introduction

Globally, the history of psychological capital traces its modern origins to Martin in 1998 who contended that life is about supporting the strengths and nurturing the good we find in people than about fixing what is wrong with them. He realized that the modern history of psychology focused on the deficit and disorder side of the mental-health

equation, and maybe it was time to turn to the positive concepts surrounding what can go right in life, and how do we get more of it into our lives (Seligman, 1999).

In Uganda the notion of Psychological Capital was extended by scholars such as Byarugaba, Kabagabe, (2022) in their study of organisational emotional intelligence and psychological capital in the public sector in Uganda defined employee psychological capital as employee belief

in performing one's work well (efficacy), in succeeding now (optimism), succeeding in the future (hope), and in persevering amidst challenges or opportunities (resilience) in the workplace, also Mabunda and Baluku (2013), argue that overall well-being and happiness at the workplace can be highly beneficial for organizations. Research has shown that happier individuals tend to have better physical and psychological health, and live longer Ngoma and Ntale (2016), perform better, can cope better with stressful events, have more positive workplace relationships and are more satisfied with their jobs.

Definition of key words: Skill development was defined as the systematic process of acquiring, refining, and adapting specific behavioral and technical competencies required to perform concrete tasks effectively within an occupation. Kraiger, Ford, & Salas, (1993).

Furthermore, Talent development refers to the deliberate organizational processes, learning environments, and pathways designed to identify, nurture, and optimize the potential of individuals who possess high capabilities or unique strengths, aligning their growth with the strategic, long-term needs of the organisation. Garavan, Carbery, & Rock, (2012). Lastly,

Knowledge development is the ongoing individual and collective process of generating, articulating, and assimilating cognitive insights, conceptual frameworks, and experiential understandings. It transforms raw information into actionable institutional intelligence to drive organizational learning and innovation. Nonaka, & von (2009).

In an era of rapid educational reform and escalating institutional demands, the role of public secondary school teachers has transcended conventional instructional delivery. Today's educators navigate a complex landscape characterized by overcrowded classrooms, limited resource allocation, diverse student needs, and intense bureaucratic accountability. The turnover rate is still high at 9.3% (MoE report 2020). Poor work environment, heavy work load and large class sizes. 50% - 60% of the teachers confirmed this statement, 30% - 40% were dissatisfied with their work environment, and 40% – 50% lacked adequate teaching materials and resources like laboratories & laboratory equipment, and computers among others. (UNATU Report, 2024).

Unsurprisingly, this taxing work environment frequently precipitates high rates of occupational burnout, emotional exhaustion, and career attrition, threatening both teachers' psychological capital and overall institutional stability (Cimen & Yilmaz, 2018).

In the highly competitive and volatile contemporary work environment, organizations are increasingly shifting their focus from merely correcting employee deficits to identifying and cultivating their inherent capabilities (Woerikom et al., 2016). This paradigm shift is deeply rooted in positive organizational behavior, that emphasizes strength development which is the deliberate process of identifying, practicing, and refining an individual's natural talents, skills and knowledge into professional competencies. However, this creates a scholarly gap in that a workplace that does not consider weaknesses of employees may end up with critical skills gaps, operational risks, and structural failures in the long run.

The study was guided by the following objectives: To assess the relationship between skills development and psychological capital, to evaluate the relationship between talent development and psychological capital and to analyse the relationship between knowledge development and psychological capital. The following were the hypothesis: there is no significant relationship between skills development and psychological capital, there is no significant relations between talent development and psychological capital and there is no significant relationship between knowledge development and psychological capital.

This research demonstrates that leveraging employee strength development yields significant returns, including heightened work engagement, accelerated innovation, and superior job performance (Miglianico et al., 2020). However, the mere existence or discovery of personal strengths does not automatically guarantee their optimization. rather, the maximization of strength development heavily relies on an individual's internal cognitive and emotional reservoirs, specifically their psychological capital.

Luthans et al. (2007), within the framework of Conservation of Resources (COR) theory (Hobfoll, 1989), psychological capital functions as a crucial personal resource that provides the motivational energy and psychological stamina needed for teachers to stretch their boundaries and actively develop their strength. Teachers rich in psychological capital possess the cognitive flexibility and drive required to transform talents, skills and knowledge into sustained performance, viewing the discomfort of strength development not as a threat, but as a manageable challenge.

Therefore, translation of an individual's internal psychological capital into actual strength development is profoundly contingent upon the work environment. the maximization of strength development heavily relies upon the prevailing work environment. An organizational work environment that cultivates psychological capital provides

structural support, and fosters a growth-oriented culture acts as the breeding ground necessary for personal resources to bloom (Sweetman & Luthans, 2010). Conversely, even highly resilient and optimistic teachers will struggle with strength development if trapped in a hostile work environment. While psychological capital provides the internal fuel for strength development, the work environment dictates whether that fuel is extinguished or ignited into behavioral transformation.

The factors of psychological capital form a distinct gap in understanding how they interact to maximize an individual teacher's strength development. This study addresses this gap by presenting an integrated framework that explores how individual psychological capital and the prevailing work environment jointly catalyze the maximization of teachers' strength development.

Strength development manifested through the structural processes of skills development, talent development and knowledge development serving as vital institutional mechanism to reshape the teacher work environment. This remains a critical research gap regarding its application in the educational sector. Specifically, few studies have investigated how the collective dimensions of strength development influence the internal psychological capital (hope, efficacy, resilience, and optimism) of secondary school teachers in the public sector.

To address this empirical gap, this study investigates the predictive role of strength development on the psychological capital of public secondary school teachers in Wakiso District, Uganda, east Africa. By exploring how skills development, talent development and knowledge development function within public schools, this study provides actionable insights for educational administrators and policy makers.

Theoretical Underpinnings

The concepts of skills development, talent development and knowledge development are rooted in The Conservation of Resources (COR) Theory by Hobfoll, (1989) who posits that individuals are inherently driven to obtain, retain, protect, and foster things they deeply value, (resources). These include: (objects like teaching materials), conditions (job security), and personal traits (psychological capital).

The theory emphasizes that resource loss is psychologically far more impactful and harmful than an equivalent resource gain and that individuals must continuously invest their existing resources to prevent loss, recover from strain, and acquire new assets. In demanding work environments, COR theory explains that individuals facing chronic resource depletion dwindle their reserves

making them increasingly vulnerable to severe strain, anxiety, and burnout. On the other hand, an abundance of environmental resources can motivate individuals to actively invest their personal energy into growth and professional development.

2. Literature Review

2.1 Skills Development is positively associated with psychological capital

Skills development constitutes a structured process through which organizational members deliberately acquire, refine, and legitimize the competencies required to adapt to evolving institutional demands and navigate workplace challenges (Noe et al., 2014). Within educational work environments, continuous skills development functions as a collaborative framework that shapes how teachers interprets and act upon shared common challenges (Darling-Hammond et al., 2017). When school management and peers cultivate the collective capacity for strategic skill acquisition, such as adaptive teaching methodologies, collaborative problem-solving, or stress-management competencies such culture establishes a supportive social norm that directly shapes the work environment (Guskey, 2021).

However, the above study does not show how collective skills acquisition alters individual teachers' psycap during workplace crises

H₁: Skills Development is positively associated with psychological capital

2.2 Talent Development is positively associated with psychological capital

Talent development is conceptualized as a strategic, systematic process of identifying, nurturing, and deploying human potential to maximize both individual growth and organizational capability (Garavan et al., 2021). The core dimensions of Talent development include: Target, Audience, Focus and operational choice.

According to (Onwuka et al., 2015; Sora et al., 2021) any country aspiring to achieve long-term development and success can no longer do this without strong strategic sectors inside the country as a result, Ugandan public secondary schools should as a matter of necessity start to develop necessary infrastructure for information and communications technology, promote digital transformation throughout the country in order to achieve high level results in the competence based curriculum, in order to enhance the teachers' work environment

regionally and internationally. For that reason, the need for talent development becomes a must for all organizations because jobs nature currently became different than ever before (Muriithi & Makau, 2017). Global experiences have also indicated that effective investment in human resources' makes different organizations competitive, and this investment is best embodied in talent development. In the current era which is characterized by continuous change, talent development has become a highly valuable human capital, good selection of employees, as well as discovering and developing their talents should be a top priority (Mkamburi & Kamaara, 2017).

Talent development practices include set of dimensions related to attracting talent, developing talent, empowering talent, and retaining talents, as well as identifying talents impact as an input towards developing organizational performance. In order to develop organizational performance at the present time, great attention must be given to talent development practices, which is considered as the modern trend of human resources management (Pereira et al., 2022). Therefore, organizations should consider excellence an essential element for survival, growth, sustainability, and continuous development. In addition, talent development and management became the dominant characteristic that distinguishes one organization from another, interest in human element is one of the basic factors used in confronting organizational challenges as a result, investing in human resources becomes a long-term investment process (Rabbi et al., 2015).

On the other hand, psychological capital is one of the main resources for positive organizational behavior, it focuses on studying and analyzing all positive aspects of subordinates as well as striving to develop and improve their operational performance (Lupsa et al., 2020). Improving employee performance is considered one of the most important goals of psychological capital, Psychological capital classically defined as a positive feeling generated within organization's members, this feeling results in many positive results at both individual and organizational levels (Saraswati, 2019). High levels of psychological capital have been associated with increased organizational citizenship behavior, quality of work life, and job satisfaction (Paliga et al., 2022). Sweetman et al. (2011) insist that, psychological capital also reduces level of job stress thus reducing negative work-related attitudes.

Many schools aim to develop the psychological capital of their teachers, as it serves as a critical driver for enhancing performance and sustaining schools' competitiveness (Chernyak-Hai et al., 2024).

In other words, it is considered as a source of sustainable competitive advantage in today's contemporary schools as it enhances psychological capital of teachers at work,

raising job satisfaction, strengthen organizational culture, enhance employee creativity, and job performance (Wu & Chen, 2018). According to Akram et al. (2017), Budomo (2023) and Diposentono et al. (2023) organizational human resource, talent is one of the important characteristics that must be identified by organizations of the twenty-first century in order to achieve competitive advantage and organizational effectiveness. Also, Gelens et al. (2014), Haynie et al. (2016) and Fahim (2023) argued that employees' perception of positive work environment greatly affects their attitudes and behaviors, which leads to both positive and negative results on job, tasks, and organizational performance.

H₂: Talent Development is positively associated with psychological capital

2.3 Knowledge development is positively associated with psychological capital

The concept of knowledge development is also defined as a process that aims to enhance the skills and knowledge of educators to better equip them to teach their subjects effectively. Anele and Ogona (2024)

Knowledge development does not just encompass knowing a subject, but rather a blend of multi-dimensional domains (Žydzūnaitė, 2026). Modern educational reforms require teachers to shift from teacher-centered instructional methods to learner-centered approaches (Mulumba, 2026). The contemporary teaching is to transform abstract, theoretical academic knowledge into actionable, practical classroom interventions (Žydzūnaitė, et al 2026).

Meaning the system allows students to construct knowledge contextually rather than passively absorbing content (Mulumba, et al 2026). Therefore, knowledge development in the modern teaching profession is increasingly viewed as a dynamic, collective process (Kvam, 2021).

knowledge development can easily be conversations among teachers, sometimes teachers depend on the knowledge expertise of colleagues to complete a task, especially when they set their own agenda and discuss common challenges collaboratively. It is therefore incumbent upon individual teacher especially during school breaks to take responsibility for knowledge development teachers' conversations have the potential to promote knowledge development they should be confident accepting procedural suggestions from other team members, because professional practice relies on *practical knowledge*, which is expressed in actions and skills.

It is the nature of the practical tasks that influences which knowledge elements is relevant to combine, and it is the teachers themselves who must decide on this combination, then become involved in knowledge development processes in order to identify the knowledge requirements which are actualised in the specific situations concerned (Kvam, at el 2021).

This calls for teachers to always collaborate as a personal initiative so as to motivate themselves. From a knowledge development perspective this also concerns helping each other to understand the complex aspects of the different components of teaching situations, and helping to ensure that practice is put into perspective.

Professional interactions, professional learning communities’ relationship between how frequently teachers apply newly developed knowledge in the classroom and their subsequent improvements in teaching self-efficacy (Lipka, 2025).

Strength development among public secondary school teachers, skills development must be given priority, to help teachers identify, understand, and deliberately apply their natural talents in the classroom this directly fuels the four pillars of psychological capital namely: building efficacy through mastery, fostering hope via goal-directed pathways, cultivating resilience against burnout, and maintaining optimism regarding student outcomes. For the schools’ management they should design targeted, short-session psychological capital interventions like, workshops focused on hope engineering and resilience-building.

By examining these relationships within the Ugandan secondary education sector, this study addresses an empirical gap by offering insights from an under researched Sub-Saharan context. The contextual reality is

that most existing literature on public secondary school teachers focuses heavily on alleviating occupational stress hence mitigating teacher burnout, job dissatisfaction, or chronic stress.

Therefore, this study, investigates how proactive strength development serves as an active builder of psychological capital among public secondary schools, linking an individual's skills, talents and knowledge to the psychological capital traits like: Hope, Efficacy, Resilience, and Optimism.

Tailoring psychological capital of public secondary school ecosystems thus strength development increases teachers’ psychological capital.

Grounded in Hobfoll’s *Conservation of Resources (COR)* theory, the research demonstrates how the intentional deployment of a teacher's innate strength development drives psychological capital. This paper examines how the systematic identification and alignment of secondary school teachers' strength development structurally support their psychological capital. filling a critical gap in educational management, demonstrating how public secondary school systems can cultivate teacher hope, efficacy, resilience, and optimism without relying on costly external structural changes.

Given that a supportive, responsive climate serves as a catalyst for developing individual psychological resources, the following hypothesis is advanced:

H₃: Knowledge development is positively associated with psychological capital

The author hence came up with a conceptual model as follows:

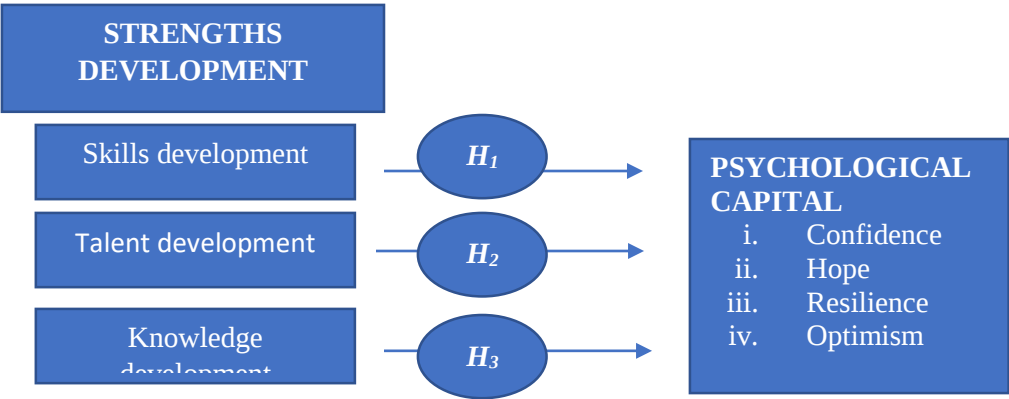


Fig 1: Hypothesised Model

The model is an illustration of the independent variable: strength development and its influence on the dependent variable psychological capital. Strength development was characterized with skills development, talent development and knowledge development, while psychological capital comprised of: hope, confidence, resilience and optimism. To build strength development teachers need various inputs like skills, talents and knowledge developments. Meaning with good knowledge of the subject, talents and skills, it builds the teachers' confidence, hope, resilience and optimism because this teacher has mastery and cannot be hopeless when faced with a crisis, the crisis will be manageable and teachers will always bounce back.

3. Methodology

This study deployed a cross-sectional survey design utilizing a purely quantitative approach to collect data at a single point in time. The target population comprised (N = 229) public secondary school teachers across four selected government schools in Wakiso District, Uganda. Individual teachers served as the unit of analysis. Based on the statistical criteria of Krejcie and Morgan (1970), a minimum sample size of 144 respondents was required to achieve a 95% confidence level. To account for potential non-response and data cleaning losses, a total of 169 teachers were selected using proportionate random sampling, achieving a 100% usable response rate for the final analysis. Primary data were gathered using a self-administered, structured questionnaire anchored on a 7-point Likert scale, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

All measurement scales were adapted from previously validated instruments to fit the Ugandan educational context. Strength development was measured as a multidimensional construct comprising skill development (cognitive, practice, affective factors), talent development (natural gifts, creativity, motivation), and knowledge development (individual mind, interaction, experience). Psychological capital was evaluated using metrics adapted from Luthans (2002), tracking four core dimensions: efficacy/confidence (self-trust and professional feedback), hope (pathways and agency thinking; Snyder et al., 1991), resilience (contextual certainty and professional competence; Fu, 2025), and optimism (mindfulness and institutional social support; Karademas, 2006). In order to minimize possible Common Methods Bias (CMB), procedural remedies were applied (Podsakoff, MacKenzie,

Lee & Podsakoff, 2003). These included assuring respondents that the information provided would be used for study purposes only.

Additionally, the questionnaire was designed in such a way that it had negatively worded items that served as cognitive speed bumps in order to encourage objective rather than mechanical responses from respondents (i.e., psychological separation). To ensure the accuracy of the quantitative instrument, the researcher developed a survey questionnaire using a deductive approach grounded in both theoretical and empirical literature. Generating items from established frameworks helped align the tool with the underlying conceptual domains, thereby enhancing both construct and content validity (Dobin, 2008; Reunis, 2007).

Accordingly, distinct items were formulated to measure the core study variables: strength development and psychological capital. Content validity was empirically evaluated using the Content Validity Index (CVI). In line with psychometric standards, an item-level CVI (I-CVI) threshold of 0.70 was established as the minimum criterion for item retention and validity. In order to minimize possible CMB, the researchers applied procedural remedies into the study design (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). These included assuring respondents that the information provided would be used for study purposes only. Additionally, the questionnaire was designed in such a way that it had negatively worded items that served as cognitive speed bumps in order to encourage objective rather than mechanical responses from respondents (i.e., psychological separation). Validity and Reliability. Testing for validity of the instrument (quantitative tool). To ensure the accuracy of the quantitative instrument, the researcher developed a survey questionnaire using a deductive approach grounded in both theoretical and empirical literature. Generating items from established frameworks helped align the tool with the underlying conceptual domains, thereby enhancing both construct and content validity (Dobin, 2008; Reunis, 2007). Accordingly, distinct items were formulated to measure the core study variables: strength development and psychological capital. Content validity was empirically evaluated using the Content Validity Index (CVI). In line with psychometric standards, an item-level CVI (I-CVI) threshold of 0.70 was established as the minimum criterion for item retention and validity.

4. Results and Discussion

Table 1: Demographic characteristics of respondents

Category		Frequency	Percentage
Gender	Male	82	54.7
	Female	68	45.3
Age of respondents	20 -24	41	27.3
	25-29	27	18.0
	30-34	30	20.0
	35-39	20	13.3
	40-44	13	8.7
	45+	19	12.7
Education level	Diploma	21	14.0
	Bachelor's degree	98	65.3
	Master's degree	31	20.7

The demographic characteristics of respondents shows that the majority were male (54.7%) compared to females (45.3%), indicating a slightly male-dominated teaching workforce. In terms of age, the largest group fell within the 20–24 years bracket (27.3%), followed by 30–34 years (20.0%) and 25–29 years (18.0%), while smaller proportions were observed among those aged 35–39 years

(13.3%), 45 years and above (12.7%), and 40–44 years (8.7%), suggesting that most teachers were relatively young and early in their careers. Regarding education level, the majority of respondents held a Bachelor's degree (65.3%), with 20.7% possessing Master's degrees and 14.0% holding Diplomas, reflecting a highly qualified teaching staff with strong academic credentials.

Table 2: Exploratory Factor Analysis [EFA] results for Strengths Development

CODE	ITEM/STATEMENT	Skills Development	Talent Development	Knowledge Development
SKD4	I voluntarily work on school projects	.681		
SKD5	I comfortably contribute to the team tasks	.672		
KNOD4	I voluntarily work on school projects	.628		
SKD6	I enjoy working on challenging tasks with colleagues	.581		
KNOD3	My specialized knowledge is needed by my school	.575		
TD1	My supervisors explain to me how my training and teaching work together to help me develop	.558		
KNOD1	I have specialized knowledge in some aspects of teaching	.553		
SKD3	I converse with colleagues and share new skills	.532		
SKD1	I am open to share my values with colleagues	.531		
TD2	I spend most of my time developing skills and attributes that my supervisor tells me I will need to excel in my career	.517		
SKD3	I converse with colleagues and share new skills	.532		
TD5	My supervisor and I talk about what current and/or past world class teachers did to be successful.		.644	
TD4	My supervisor allows me to learn through my own mistakes		.537	
TD3	My supervisor doesn't appear to be that interested in my life outside class (R)		.515	
SKD7	I do not like to participate with others in decision making (R)			.646
SKD9	I view conflict as constructive			.634
TD8	My job description of. teaching is not clear on what I need to do to progress (R)			.622
Total		3.916	3.297	2.345
% of Variance		14.503	12.209	8.687
Cumulative %		14.503	26.712	35.399
KMO		.737		
Chi-Square		1123.538		

Df	351
Sig.	.000

Source: Field Data, (2024)

In table 2, the researcher conducted Exploratory Factor Analysis (EFA) to identify the underlying factors that contribute to Strengths Development (SD).

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .737, which indicates that the sample size was adequate for EFA. Moreover, the Bartlett's test of Sphericity showed a significant result at $p < 0.05$, indicating that the correlations among the observed variables were sufficient for EFA.

The EFA resulted in three factors. The first factor, skill development 14.503%, explains 14.503% of the variance

in strength development. The second factor, knowledge development, explains 12.209% of the variance in strength development and indicates that teachers and supervisors reflect on what the world class teachers did to succeed. The third factor, Talent Development explains 8.687% of the variance in strength development and this implies that teachers participate in decision making. These findings suggest that skill development, knowledge development, and talent development are important factors in assessing strength development. The chi sq was at 1123.538. The exploratory factor analysis of degree of freedom was at 351 and significance level showed .000.

Table 3: Exploratory Factor Analysis Results for Psychological Capital

Code	Item/Statement	Confidence	Hope	Resilience	Optimism
CONF3	I feel confident setting goals and targets in my subject area	.765			
CONF1	I feel confident analyzing a long-term problem to find a solution	.719			
CONF4	I feel confident in contributions and discussions about strategies to improve my school	.716			
CONF2	I feel confident in representing my subject area in meetings with management	.680			
HOP5	I can think of many ways to achieve my work goals	.625			
CONF5	I feel confident contacting stakeholders of our school to discuss and solve problem	.550			
HOP3	Right now, I see myself being successful in my work		.780		
HOP1	If I find myself stuck in an assignment, I can find many ways to solve the challenge		.750		
CONF6	I feel confident to present information to a group of my colleagues		.734		
HOP2	There are many solutions to any given problem		.682		
RESL4	I usually take stressful things at work in a stride			.803	
RESL5	I can get through difficulty at work because I have experienced difficulty before			.707	
RESL3	I can be on my own at work if I have to			.589	
RESL6	I feel I can handle many things at a time in my job			.556	
OPT1	When things are uncertain for me at school, I usually expect the best				.800
OPT2	If something can go wrong for me work-wise, it will be fixed				.732
OPT5	In this job, things always work out the way I want them to				.726

Total	3.643	2.810	2.315	2.302
% of Variance	15.839	12.216	10.065	10.009
Cumulative %	15.839	28.055	38.121	48.130
KMO	.772			
Chi-Square	1103.477			
Df	253			
Sig.	.000			

Narration: CONF: Confidence; HOP: Hope; RESL:Resilience OPT: Optimism

In table 3 the researchers conducted Exploratory Factor Analysis (EFA) to identify the underlying factors that measure psychological capital. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .772, which indicated that the sample size was adequate for EFA. Moreover, the Bartlett's test of Sphericity showed a significant result at $p < 0.001$, indicating that the correlations among the observed variables were sufficient for EFA. The EFA resulted in four factors. The first factor, confidence, explained 15.839% of the variance in psychological capital. The second factor, hope, explains 12.216% of the variance in psychological capital. The third factor, resilience, explains 10.065% of the variance in psychological capital. The fourth and final factor under psychological capital, optimism, explained 10.009%, of the

variance in psychological capital. Overall, the four factors explained 48.130% of the variation in psychological capital. The researcher proceeded to compute the variable psychological capital based on these retained factors. The computed variable was used to analyse the hypotheses under study.

The author tested the hypotheses using both correlation and regression analyses [tables 4 and 5]. The correlations determine the direction, strengths and significance of the relationship between variables [Pallant, 2005]. All these were positive and significant as seen in table 4. The regression analyses results preset the extent to which the independent variables explained the variation on the dependent variable.

Table 4: Descriptive Statistics

Descriptive Statistics										
	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Strength Development Psychological capital	150	3.08	7.46	4.8827	.70425	.496	.137	.198	.311	.394
Valid N (listwise)	150	3.05	6.82	5.4761	.75137	.565		.198	1.052	.394

The researcher tested for normality of the data. Normality is one of the assumptions of parametric testing. All the values of Skewness and kurtosis were not far from zero indicating a normal distribution of data (Field, 2006). The Mean scores for all the variables of study fall between 4.8827 and 5.4761 on an anchor of a 7-point Likert scale. In comparison to the Mean the Standard deviation range

from .70425 – .75137. According to Field (2009) small standard deviations relatively mean values show that the data points are close to the means which indicates that the Mean represents the data observed. In this case Skewness is -1.081 mean $p < 0.05$ indicating that the relationship between strength development and psychological capital is positive and significant.

Table 5: Model Summary

Coefficients

						95.0% Confidence Interval for B		Correlations		Collinearity Statistics		
		Unstandardized Coefficients		Standardized Coefficients		Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
Model		B	Std. Error	Beta	t	Sig.						
1	(Constant)	2.880	.361		7.968	.000	2.165	3.594				
	Skills	.390	.060	.471	6.481	.000	.271	.509	.485	.474	.462	.961
	Development											1.041
	Talent	.028	.042	.051	.673	.502	-.055	.111	.185	.056	.048	.889
	Development											1.125
	Knowledge	.081	.040	.151	2.043	.043	.003	.159	.177	.167	.146	.924
	Development											1.083

Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Change Statistics				
						R Square Change	F Change	df ¹	df ²	Sig. F Change
1	.514 ^a	.264	.249	.672	.264	.264	17.38	3	145	.000

a. Predictors: (Constant), Knowledge Development, Skills Development, Talent Development

b. Dependent Variable: Psychological Capital

Source: field data 2024

Table 5 showed the results of the regression analysis into the relationship between the predictor variables namely: knowledge development, skill development, and talent development and the dependent variable, Psychological Capital. $R = 0.514$, $p < .000$ indicates a moderate positive correlation between the three predictors combined and Psychological Capital. R Square (0.264) suggests 26.4% of the variance in Psychological Capital was explained by the three predictors collectively. Adjusted R Square (0.249) indicated that about 24.9% of the variance in psychological capital was reliably explained by the model. The overall model is statistically significant, the $p < .000$ indicated that the model explained a significant portion of the variance in Psychological Capital, and the predictors collectively contribute meaningfully. The researcher further carried out a regression analysis of the factors of the independent variable Strength Development on the dependent variable. This indicates that there is a statistically significant relationship for both skills development and knowledge development as predictors ($p < 0.05$) of psychological capital. But talent development is not a significant predictor of psychological capital ($p > 0.502$), which implied that talent development had no influence on psychological capital in this model. Individually, skills development has the strongest influence on psychological capital (Beta = 0.471, $p < .000$), meaning it was the most impactful predictor. Next was knowledge development which had a smaller but significant effect (Beta = 0.151, $p < .043$), while talent development effect was not statistically significant (Beta = 0.051, $p > .502$), explaining that talent development is not a predictor of psychological capital.

The empirical findings of this study indicate that the regression analysis provides critical insights into how different dimensions of strength development influence the psychological capital of public secondary school teachers of Wakiso District, Uganda. The results specifically evaluated three dimensions namely: skills development, talent development, and knowledge development. The results demonstrate that skills development is the most powerful and statistically significant predictor of psychological capital (Beta = 0.471, $p < .000$). These findings suggest that when schools actively invest in building tangible, practical skills, it directly elevates teachers' psychological capital namely efficacy, hope, resilience, and optimism. By mastering new skills, teachers are likely to boost their self-efficacy, making them feel more capable of mastering work environment challenges. In addition, knowledge development was also found to be a statistically significant, though weaker, predictor of psychological capital (Beta = 0.151, $p < .043$). This indicates that expanding teacher's theoretical understanding and intellectual framework provides a modest baseline of cognitive confidence, thus supporting their psychological resources. Furthermore, talent development did not yield a statistically significant relationship with psychological capital (Beta = 0.051, $p > .502$). Talent development holds no predictive power in relation to psychological capital.

The data implies that psychological capital is not nurtured by simply possessing or identifying raw, innate talent. Instead, it is forged through the active cultivation and application of that talent into concrete skills development and knowledge development. This is in line with van Woerkom and Meyers (2015) who established that

performance climbs when an organization builds an environment that identifies and develops employee capabilities. A supportive work environment with a culture of skills development, talent development and knowledge development directly enhances psychological capital among teachers. These dynamics closely align with existing literature which posits that conversations between colleagues can promote the development of knowledge (Kvam, 2021). Consequently, when teachers perceive that their schools actively build and appreciate their efforts, it triggers a surge in positive work environment emotions, which directly fuels both an increase in standard job task execution and discretionary, proactive school support and willingness to handle extra loads. Structured development programs focusing on specific behavioral skills and task mastery have a massive, quantifiable effect size on a teacher's Hope, Efficacy, Resilience, and Optimism (HERO).

5. Conclusion and Recommendations

5.1 Conclusion

This study underscores the transformative potential of pivoting from deficit-based management to a strengths-based paradigm within the Ugandan public education sector. By examining the relationship between strength development and psychological capital among public secondary school teachers in Wakiso district, this research provides empirical evidence that nurturing a teacher's internal psychological capital namely hope, efficacy, resilience, and optimism is not a secondary luxury, but a core structural necessity.

In an educational landscape characterized by resource constraints, large class sizes, and high socio-economic pressures, the findings demonstrate that when teachers in Wakiso district are supported in identifying and deploying their unique personal strength, their psychological capacity to navigate everyday classroom adversity significantly increases. Their psychological capital which serves as a vital internal base that mitigates burnout, strengthens instructional resilience, and fosters a high oriented mindset necessary for driving student achievement under demanding conditions.

The Ministry of Education and Sports (MoES) and local education authorities in Wakiso district to realize the full potential of the new curriculum and elevate national academic standards, teacher psychological capital must be a priority.

5.2 Recommendations

1. The Ministry of Education and Sports (MoES), Department of Teacher Education and Development (TIET) should treat Psychological Capital as a personality trait, by incorporate structured psychological capital interventions into official continuous professional development frameworks. Can start with goal-designing (Hope), mastery experiences (Efficacy), realistic attribution (Optimism), and cognitive reframing (Resilience) into regional teacher refresher courses across Wakiso district in particular and Uganda in general.

2. District Education Officer should include strengths development interventions and psychological capital development modules into teacher capacity building budgets as they embark on the competence-based secondary curriculum.

3. Wakiso District Secondary School Head teachers, and Boards of Governors should be intentional to create a sound psychological capital work environment climate whereby head teachers employ strengths based feedback focusing on talents, skills and knowledge rather than fight deficits this will motive teachers' growth and reduce burnout.

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