Teacher Psychological Capital and Leadership Responsibility for Developing Staff in the Great Resignation

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The purpose of this article was to review literature on teacher psychological capital (PsyCap) and leadership responsibility for developing staff. A related purpose involved investigating the phenomenon of second-career teachers (SCTs) with direct relevance for school administration. The research question guiding this analysis was, What does the research convey about teacher PsyCap in relation to the role of leaders and career switchers in particular? Peer-reviewed research from 2012 to 2023 and in international contexts was analyzed, totaling 89 articles and 5 books. In light of the teacher attrition crisis worsened by the so-called Great Resignation during the pandemic, career switcher numbers rose. Building leaders' support for maintaining a healthy environment and retaining a quality workforce can be bolstered with knowledge of teacher PsyCap and its relationship to satisfaction and happiness. Advancing education as a focus of study in positive psychology, the authors studied teachers' and leaders' conceptions of PsyCap, satisfaction, and happiness from a solution-generating approach. The role of leadership in investing in teacher psychology relative to hope, efficacy, resilience, and optimism (HERO) is highlighted. Leaders' awareness of these qualities and how to foster them in order to both influence and manage positive attitudes and behaviors at work warrant deliberation on behalf of all staff, including SCTs. This topic in research and within schools deserves more attention.

Keywords: hope, efficacy, resilience, and optimism (HERO); school leaders; second-career teacher (SCT); teacher attrition; teacher psychological capital (PsyCap)

The purpose of this article was to review literature on teacher psychological capital (PsyCap) and leadership responsibility for developing staff. A related purpose involved investigating the phenomenon of second-career teachers (SCTs) with direct relevance for school administration. Due to the teacher attrition crisis compounded by the so-called Great Resignation during the pandemic, career switcher numbers have risen. A Teaching and Learning International Survey found that 24 out of 34 countries rely on SCTs—teachers with at least 2 years of career experience outside education (Organisation for Economic Cooperation and Development, 2020). A startling fact reported by a 2022 survey of the National Education Association is that 55% of teacher respondents planned to quit by spring 2023. This surpasses the pre-pandemic average rate (8%), which was over 16% for Title I schools. As it turned out, in April 2023, teacher attrition in the US peaked since the beginning of COVID-19, with 59,000 teachers and staff resigning, many to pursue other jobs (Statista Research Department, 2023). Professionals most likely to quit due to job dissatisfaction, low pay, hostile workplace, no opportunity to advance, and inflexible remote-work policy include teachers (Parker & Menasce, 2022). K–12 teachers with a history of changing jobs or elevated job stress are more likely to leave (Joo et al., 2015).

We contend that school leaders can elevate their support of teachers with a working understanding of PsyCap on-the-job, given its strong relationship to satisfaction and happiness for employees (Zhao et al., 2022). However, the support of leaders in principalship positions cannot be assumed. Education is suffering from a teacher shortage in many regions and most subject areas. Consequently, while the demand remains high for strong leaders who can transform schools, the turnover rate across US districts of 15 to 30% is 21% in high-poverty schools (Buckman & Sloan, 2022). The research question guiding this review was, What does the research convey about teacher PsyCap in relation to the role of leaders and career switchers in particular?

Literature Search Methods

Peer-reviewed research from 2012 to 2023 and in international contexts was targeted, and relevant works were located from our university library's databases (EBSCOhost, ERIC, etc.) and Google Scholar. Older groundbreaking studies were included, particularly from Luthans' body of research on PsyCap and the workplace (Luthans et al., 2006, 2007; Luthans & Youssef-Morgan, 2017). Public documents (e.g., policy reports from states and school divisions) were included in the search process. Search terms with the greatest yield were *leadership style* and *support* (65,303) and *PsyCap* and *teacher* (5,499). *SCT* (294) and *teacher happiness, attrition/retention*, and *job satisfaction* (265) also produced hits. Pairing *teacher PsyCap* with *administration/leadership* returned only 13 items. Two researchers reviewed 89 articles and 5 books, then collaboratively analyzed the results. We also cocreated the graphic display (Figure 1). As confirmed by us, the sources selected for analysis adequately responded to one or more aspects of the research question concerning SCTs, PsyCap, and leadership. Both the qualitative and quantitative studies represented in this review also had to be current and provide evidence. Other criteria (discipline/field, country, etc.) reflecting the sources were open ended. All articles met the quality criteria.

Codes (PsyCap = psychological capital, etc.) were generated from the research question, search terms, and literature results. Coding processes followed established qualitative

procedures and addressed our question. Sources were searched for particular words, and the frequency count and the context/meaning were recorded. In this manner, articles and documents with the highest relevance to this review were identified and coded by both researchers, which centered on Luthans' landmark works. Additional studies of consequence to this particular review included Baig et al. (2021), Balcerzyk (2021), Çobanoğlu and Bozbayindir (2019), Dicke et al. (2020), Helms-Lorenz and Maulana (2016), Hughes (2016), Larkin et al. (2018), and Ruitenburg and Tigchelaar (2021). Highlighted in the analysis were those works focused on leadership support and style in the influence of principals on teachers' satisfaction, performance, and retention, which included Baig et al. (2021) and Helms-Lorenz and Maulana (2016), among others. The literature review by Ruitenburg and Tigchelaar (2021) was spotlighted for giving credibility to the career switcher phenomenon in the context of school-based induction.

   Results were organized in a data summary matrix that logged author/year, purpose/goals, methods/data sources, themes/findings, and implications. In this table, color coding was used to track methods, findings, and implications. Categorically aggregating the data produced findings and led to implications. Sources were also cross-referenced with the research question.

   The limitations of this review are that methodological ideas are not explored in detail, notably applicable surveys, interview protocols, and other tools reported in research reporting evidence-based results. Further, the role of leadership in creating the conditions for PsyCap to flourish within schools—and influence teachers' positive qualities to enhance their satisfaction, happiness, well-being, and performance—is an emergent idea in research. Also, the results may only apply to specific contexts and are not generalizable. The discussion of literature follows.

Discussion-Based Findings

Psychological Constructs and Leadership

A theory of human development, *PsyCap* refers to positively oriented individual psychological capacities and strengths that can be developed, measured, and managed to tackle difficult problems and improve performance at work (Luthans et al., 2006, 2007). While strongly linked to happiness, well-being, and satisfaction, PsyCap is distinct from these terms. As found by Kun and Gadanecz's (2022) survey of 297 Hungarian teachers, "workplace well-being and happiness correlated with inner psychological resources, hope and optimism in particular" (p. 185). Findings like these explain why the terms seem interchangeable in some research.

   We contend that organizations will want to mindfully inspire PsyCap's use in leadership and that administrators can improve their overall culture by supporting its development. Beginning teachers (in the first 3 years of teaching), who are more inclined to resign (Ruitenburg & Tigchelaar, 2021), can especially benefit. Cultivating leaders' sensibility for the human dimension of their work is underexplored in research despite hiring trends favoring SCTs, meaning that administrative teams will need to understand the unique needs of this beginning teacher group if they are to promote newcomer satisfaction and retention.

   Commonly, though, education is not a focus of studies in positive psychology. Consequently, teachers' and leaders' conceptions of PsyCap, satisfaction, and happiness are seldom studied (Hughes, 2016)—especially from a solution-generating approach on promoting

satisfaction, happiness, and well-being—even though employees in education are highly susceptible to burnout and stress (Kun & Gadanecz, 2022). Thus, psychological profiles of teachers are limited, and more so for SCTs and what affects their PsyCap, such as the role of leadership in investing in teacher psychology relative to hope, efficacy, resilience, and optimism (HERO). Leaders' awareness of these qualities and how to foster them in keeping with their responsibility for both influencing and managing positive emotions, attitudes, and behaviors in the workplace warrant deliberation on behalf of all staff, including SCTs. The expectation of leaders to support, develop, and retain staff is codified in such policy as the Code of Virginia (2000) for public school divisions. It specifies a direct need for principals to support employee improvement and self-appraisal and document efforts. Discovering psychological constructs like HERO and PsyCap and research-informed, action-oriented strategies for not only encouraging but also measuring satisfaction and happiness can deepen leadership influence (Hughes, 2016).

This paper contributes to literature in educational leadership on teacher PsyCap and an increasingly utilized but poorly understood segment of the teaching force—career switchers—as associated with school administration. Our motivation as an educational leadership professor and a middle school administrator was to use a psychological lens to offer a fresh perspective on old issues—teacher selection, retention, and induction. As such, we link the career-changer phenomenon with the role of leaders in influencing PsyCap to elevate understanding of this group of beginning teachers so they can be developed and retained. After noticing an increase in the hiring of SCTs in the school divisions within our US region, we began researching this trend. We also recognize that developing the PsyCap of all staff needs to be a goal beyond this specific newcomer group.

Even though the literature is robust in the coverage of leadership styles, emotional regulation, attrition, and happiness, the PsyCap of career switchers and their perceptions of work-based PsyCap at school remain only superficially tapped. Those studies that do consider PsyCap (Baeten & Meeus, 2016), teacher self-appraisal and intentions (Troesch & Bauer, 2020), and induction programs tend to overlook SCTs (Ruitenburg & Tigchelaar, 2021). Thus, few studies examine the SCT trend. Moreover, little is known about the relevance for administrators.

HERO Defined

HERO is a "positive motivational state" involving goal setting and planning (Snyder et al., 1991), and (*self*)-*efficacy* is believing in one's ability to produce desired results by working hard on challenging tasks (Bandura et al., 1999). *Resilience* describes the capacity to recover from adversity to achieve success, as well as the role of supportive, caring cultures for developing resilience. Schools with high expectations, clear goals, collaboration, and meaningful participation of staff in decision-making influence teacher resilience and retention (Mullen et al., 2021). *Optimism* implies a hopeful and confident attitude—even in the face of uncontrollable forces and setbacks—and tendency to anticipate positive outcomes (Seligman, 1998).

Conceptual Framework

PsyCap is rooted in psychology and Seligman's (2023) pioneering of positive psychology in 1998 that called for study of personal happiness. As Luthans et al. (2006) proposed, PsyCap is "an

individual's positive psychological state of development" (p. 3). HERO, an integration of four qualities, comprises one's PsyCap profile or orientation. As also hypothesized, PsyCap can be developed and measured; for example, measures of hope can predict performances related to goals, activities, and coping strategies (Avey et al., 2011; Joo et al., 2015; Snyder et al., 1991; Luthans et al., 2006; Luthans & Youssef-Morgan, 2017). Distinguished from human and social capital, PsyCap concerns who one is and who one is becoming, which directly connects development to professional identity (Luthans et al., 2006; Luthans & Youssef-Morgan, 2017).

A person's PsyCap is subject to change, as per longitudinal studies (Avey et al., 2011; Joo et al., 2015). Not only can the qualities develop over time, but they can also be affected by personal and external agency and environmental influences—namely, leadership style and support, collegial collaboration, and workplace conditions (Ruitenburg & Tigchelaar, 2021). Importantly, the development of positive PsyCap can raise positivity levels, alleviate negativity, and boost well-being (Luthans & Youssef-Morgan, 2017). Conversely, negative PsyCap shows up as absenteeism, cynicism, intentions to quit, and lower job satisfaction (Moon, 2019). Given that PsyCap is developed and enhanced in supportive collegial settings (Ruitenburg & Tigchelaar, 2021), one characteristic is its malleability and opportunity for change, which calls upon employers to guide staff's professional development (PD) and contributions.

A graphic representation (Figure 1) emerged from our analysis of PsyCap theory in studies and the HERO framework. These twin constructs in positive psychology are reflected as human and organizational resource/development theories (Luthans et al., 2006, 2007; Luthans & Youssef-Morgan, 2017). To this idea clustering we added leadership support and style, in recognition of the importance of administrators as an external, mediating force that influences SCTs' adaptation to the school environment, and capacity to contribute and succeed on the job.

Figure 1
Leadership Influences on Teacher PsyCap and HERO Framework
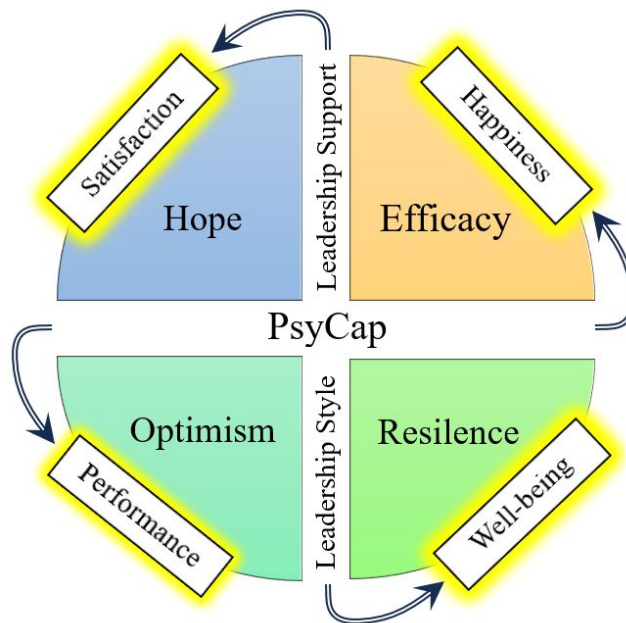
Teacher Trends and Leader Conundrums

Teacher attrition is more prevalent in education today than in the past 2 decades (Goldhaber & Theobald, 2022). Turnover affects school culture and community and student outcomes—it also puts a strain on veteran teachers to mentor inexperienced staff (Baeten & Meeus, 2016). Understanding how to better support teachers, including unconventional staff like SCTs, can prevent discontinuities within schools and negative consequences. A specific problem concerns the challenge for principals and divisional leaders in not only retaining but also proactively supporting teachers. The suggestion from our reading of literature is to apply theory from psychology and educational leadership to influence staff agency for achieving school goals.

Besides understanding that resolving the teacher shortage likely depends on career changers (Ruitenburg & Tigchelaar, 2021), leaders must rise to the occasion of helping SCTs succeed. Creating a collegial culture in which career switchers can thrive, such as by sharing their expertise and becoming pedagogically attuned, is recommended. As confirmed by Ruitenburg and Tigchelaar's (2021) review of SCTs' induction in secondary schools, leadership and collegiality influence their (perceived) retention. While educating and employing SCTs is a widely practiced solution to the teacher shortage, the career switcher's characteristics may not be familiar to some school leaders or even uniquely difficult for them to comprehend if their own certification followed traditional pathways.

In contrast with the first-year teacher who is still developing as a professional, the career switcher is assertive and "strongly motivated" to share expertise and equipped with such "transferable skills" as communication. Also, they possess practical knowledge and use real-world applications in classrooms, hold strong beliefs about the value of teaching and education, and are independent. As Ruitenburg and Tigchelaar also described (2021), SCTs' learning curve encompasses cultural and pedagogical adaptation. We think that administrators would want to know this kind of information to avoid misinterpreting self-reliance (among other distinguishing attributes of SCTs) as somehow above the need for direct and indirect support and targeted induction in and beyond the classroom.

Teacher resignation is a grave matter. As indicated by the National Science Teaching Association's 2014 survey, 47% of exiting science teachers reported feeling dissatisfied with their school's culture or leadership (as cited in Wang et al., 2020). In the face of teacher turnover, many US states have issued emergency hiring authorizations of unlicensed teachers, resulting in the shift of more professionals to teaching (Baeten & Meeus, 2016). It is not enough to attract quality teachers to schools, particularly low-resourced, high-needs sites, but to develop and retain them. Teachers stay longer if they are satisfied at work and with their relationships (Mullen et al., 2021; Larkin et al., 2018; Wang et al., 2020; Zee & Koomen, 2016). The calling for leaders is to effect such change by understanding what is at stake.

Leadership Support and Style

We next summarize several distinct but overlapping leadership styles—transformational, authentic, and shared. These paradigms are being spotlighted because each plays a substantial role in implementing a shared vision, modeling transparency, and building trust with staff, as well

as propelling positive organizational change (Balcerzyk, 2021). Moreover, all three leadership styles have the potential to enhance teacher PsyCap, address staff needs, and increase employee satisfaction (Balcerzyk, 2021; Helms-Lorenz & Maulana, 2016). (Due to space restrictions, participative leadership, servant leadership, distributed leadership, and other important conceptions of leadership style are not covered.) After that, we connect leadership style with beginning teachers and, more specifically, positive teacher PsyCap.

Transformational leadership style. Future-minded, transformational leaders find new solutions to problems and foster a school culture of ownership, autonomy, accountability, and creativity; also, this leadership approach motivates teachers to contribute to the school's success (Baig et al., 2021; Wang et al., 2020). The tone is set by principals and other change agents through authenticity and a strong sense of culture—they identify trends and help staff embrace change. Avoiding micromanaging, leaders trust employees to exercise authority in their assigned duties (Wang et al., 2020). After surveying educators from 32 countries, Dicke et al. (2020) found that job satisfaction can be explained by the effects of principals' transformational leadership styles, as confirmed by numerous studies (e.g., Baig et al., 2021). Teacher needs—identified through a literature review conducted by the National School Boards Association (NSBA, 2022)—include wanting to belong to a culture characterized by strong relationships and a cohesive staff, as well participating in important decisions.

Authentic leadership style. Authentic leaders emphasize human beings and ethics. They further their school's success in ways that are consistent with values and engender trust and motivation in employees (Balcerzyk, 2021; Helms-Lorenz & Maulana, 2016; Moon, 2019). Qualities of authentic leadership that contribute to workplace happiness include self-awareness, transparency, consistency, commitment, passion, risk-taking, and responsiveness, as well as making difficult decisions and openly and honestly resolving conflict (Balcerzyk, 2021; Çobanoğlu & Bozbayindir, 2019; Dicke et al., 2020). Employees' self-assessment, transparency, and trust are also key to their improvement and job satisfaction (Moon, 2019). Stretched thin with duties, administrators' needs are outnumbered by everyone else's. Having staff input and self-evaluations or reflections can incentivize buy-in. Any value or goal of a school community should be present throughout the building and reflected by all members (Baig et al., 2021). Teacher needs include having their duties and challenges acknowledged and accomplishments recognized, and having staff-designated childcare provided by the district (NSBA, 2022).

Shared leadership style. Shared leadership models foster a feeling of control and job satisfaction in employees. To create a healthy environment, teachers work together from planning to application, and school resources are distributed fairly (Çobanoğlu & Bozbayindir, 2019). Knowing that shared organizational resources predict positive psychology for teachers, administrators are transparent and fair in their resource allocation—transparency attracts positive responses from staff (Wang et al., 2020). Shared, authentic cultures tend to increase positive emotions and engagement from teachers; effective administrators support teacher involvement with policy decision-making and a friendly atmosphere (Burić & Macuka, 2018). Being given sufficient collaboration and planning time, and helping make key decisions in the school, are foremost among teacher needs that have been acknowledged (NSBA, 2022).

Beginning Teachers and Leadership Style

Beginning teachers value building leaders who offer clear direction and guidance but do not micromanage or suppress them. Administrator accessibility and support are considered essential for newcomer success, in addition to structure with flexibility and being treated as a skilled professional (Wang et al., 2020). Principals who cultivate such environments and distribute resources to aid PD and learning convey that they value teachers and want to keep them. Responding to the demands of a situation afford a greater sense of happiness for novice teachers (Balcerzyk, 2021). Including newcomers in decision-making as necessary, working collaboratively with staff on shared outcomes, and broadening teacher leadership ability help them experience positive PsyCap, boosting its potentialities (Helms-Lorenz & Maulana, 2016).

Leadership Styles and PsyCap

In cultures of shared responsibility for school operations, teachers report high levels of positive PsyCap (Büyükşahin Çevik, 2017; Zee & Koomen, 2016). Administrators who demonstrate shared leadership cooperate with their faculties in developing school programs and initiatives, appropriately granting responsibility to staff, and fairly distributing opportunities for leadership. In professions with lower turnover, leaders provide support, resources, and leadership opportunities and encourage autonomy (Balcerzyk, 2021). Environments influence employee happiness, which is to say that satisfaction with one's job cannot be viewed in isolation (Larkin et al., 2018). In the state policy realm, North Carolina license renewal requires that principals earn credits in "teacher effectiveness, evaluation, support programs, leadership, empowerment, and retention" (State Board of Education, 2023). We propose that such policies tacitly recognize the importance of leaders in fostering teacher PsyCap to ensure staff effectiveness and retention.

Effects of Leadership Style

Leadership style is more important than student characteristics in predicting teacher happiness (Dicke et al., 2020; Wang et al., 2020). Trust and belief in a leader greatly affect job satisfaction. In any occupation, employees try to be more useful to the organization once given appropriate or desirable leadership roles. In leadership roles, teachers may feel more fulfilled and inclined to believe that their opinions are valued (Çobanoğlu & Bozbayindir, 2019). When employees are included in decision-making that improves their workplace, they experience more success and greater satisfaction (Dicke et al., 2020; Larkin et al., 2018). As such, teachers' productivity rises—they are less likely to consider resigning when they like their work, benefit from a culture of leadership support, and are efficacious as contributors (Balcerzyk, 2021). As found, job satisfaction and perceived equity (concerning duties and decision-making) within the organization have a significant predictive effect on teacher turnover (Larkin et al., 2018).

Perceived Support and PsyCap

Administrative structure is an important part of school culture and contributes to the well-being of staff. Support from an administration team impacts the happiness of staff; when teachers feel supported, they report higher happiness scores (Skaalvik & Skaalvik, 2014). Administrative style, belief in management, and genuine employee relationships are factors that benefit a school's

climate. Frequently, teachers do not think that administrators will help them with a problem. Their frustration is ignited by this perceived lack of administrative support, in addition to student misbehavior and disciplinary issues (Wang et al., 2020). To enhance teachers' PsyCap, principals need to ensure that their faculties trust that they will be supportive regardless of the circumstances or problem (Raj et al., 2019).

Choosing to support teachers, helping with requests, and encouraging development are within an administrative team's purview. Consistency in expectations is also within a leader's control: Enforcing expectations for student and faculty behaviors sets a precedent for acceptable conduct within the building (Dicke et al., 2020). Clear expectations of duties and an understanding of tasks produce greater buy-in and job satisfaction. Consistency in consequences, rewards, and recognition is essential, but for staff to be effective as instructors, and to exhibit professionalism and manage student conduct, they must receive support from leaders and believe it is available (Ansley et al., 2019; Raj et al., 2019).

Personal lives also play a part in job satisfaction. Professionals feeling content in their jobs and emotionally supported report higher PsyCap scores in life. Personal tendencies, relationships, and experiences factor into how satisfied one is with life (Büyükşahin Çevik, 2017). Although teachers who are married to nonteachers seem happier at work (İhtiyaroğlu, 2018), not all studies have proven conclusive about outside factors. This implies that personal and work life may exist as separate states of happiness (PsyCap). However, job satisfaction and personality characteristics have been connected (Zee & Koomen, 2016).

When lacking control in their job or their life, teachers report low happiness (Mertoğlu, 2018). Unwanted duties, executive decisions made without their input, student stress and emotional needs, and children's family hardship all undermine their sense of control. Just as autonomy over instruction and curriculum (such as pacing of lesson plans) furthers work satisfaction (Battersby & Verdi, 2015), decisions in this domain of work and programs without teachers' participation erodes their feeling of independence. Higher efficacy reflects a sense of control over events (Burić & Macuka, 2018), which leaders can promote even when decisions are made outside the building, such as by explaining the reasoning behind new district policies.

Implementable Strategies for Leaders

Learning communities and PsyCap. Learning communities improve efficacy, a factor of positive psychology at work (Battersby & Verdi, 2015). Active learning communities decrease staff isolation, increase responsibility, and promote understanding, as well as nurture job satisfaction, commitment, and PsyCap (Helms-Lorenz & Maulana, 2016). Fostering desirable work situations through team building supports teacher confidence and skills development in cross-curricular instruction, student success, and school improvement (Ansley et al., 2019). Cultures of collaboration improve productivity and morale and reduce burnout, conflict, and competition among staff while engendering a cooperative, self-motivated body that contributes to collective goals (Brown et al., 2018). Growth and leadership opportunities, along with targeted PD, are shepherded by effective leaders to encourage teachers to collaborate, communicate, and continue learning (Çobanoğlu & Bozbayindir, 2019; Moore & Carter-Hicks, 2014).

Mindfulness and PsyCap. Workplace mindfulness is known to improve happiness levels, reduce unwanted feelings, and increase performance (Hanh & Weare, 2017). Practicing

mindfulness in a school-wide setting can encourage gratitude, which may be reflected as employee happiness (Moskowitz & Dewaele, 2021). As Hanh and Weare (2017) found, staff who practiced mindfulness and gratitude regularly reported low stress at work. Similarly, the happiness scores of teachers with high self-esteem were greater than their peers with low self-confidence (Büyükşahin Çevik, 2017). Self-efficacy and stress causes are predictors of teacher stress responses. Counselors and psychologists are needed to help staff improve their self-efficacy and identify sources of stress and solutions. Optimistic teachers instill hope (İhtiyaroğlu, 2018), so they potentially enliven HERO in schools. Learning communities, restorative practices, PD, and training promote mindfulness in staff (Helms-Lorenz & Maulana, 2016).

Creating conditions for PsyCap. After interviewing 12 teachers from different elementary schools, Hughes (2016) identified a need for administrators to encourage health and well-being among faculties and children. The teachers described happy schools as having counseling support, social activities, and so forth, and classrooms with an energetic tone of pedagogy and activities not burdened by scheduling and other conflicts. Aware or prepared leaders tap into PsyCap for promoting positive environments and outlooks, including a sense of community (Moskowitz & Dewaele, 2021).

Because conditions that nurture PsyCap are associated with satisfaction, retention, and sustainable cultures, proactive administrative teams consult research-based evidence and recommended practices to decide which strategies to implement or refine. Reading literature on teacher profiles and differences; thoughtfully exploring the PsyCap of staff, including leaders and evaluators; and applying recommended strategies (such as those noted herein) can support teachers and foster their PsyCap.

Using research-based instruments that allow for self-appraisal, PsyCap can be measured in relation to satisfaction, happiness, and performance. (While unknown, there may be value in these instruments as a part of teacher selection and placement, not just for retention.) Per workplace studies, employees rated highly on their PsyCap were higher performing and stayed in the job longer (Luthans et al., 2006; Luthans & Youssef-Morgan, 2017). Luthans et al.'s (2007) Psychological Capital Questionnaire (PCQ-24), a 24-question Likert scale, contains established measures from research on HERO and restricts an individual's PsyCap to work. PCQ-24's reliability and validity have been confirmed through extensive assessment of different professional groups. Survey takers indicate how they think about themselves on items like (a) feeling confident about goal-setting, (b) being able to come up with different possibilities for handling a tricky problem, (c) having the ability to move on from a setback, and (d) expecting the best when things are unclear. To clarify, we are not consultants involved with the PCQ-24 or any tool referenced here.

Implications for Practice

While the study of PsyCap is becoming popular in educational psychology, we are not aware of any evidence that educational leadership and policy studies programs explore PsyCap relative to administration. Where the psychology of leadership in such programs exists as a topic, students learn about applying knowledge to solve practical leadership problems in schools.

Another implication for practice concerns a type of beginning teacher, the SCT. In order to appeal to career switchers, leaders' own readiness, roles, and responsibilities could be freshly considered to ensure their effectiveness. Along these lines, induction for the career switcher and

commensurate developmental experiences may need to be improved (Ruitenburg & Tigchelaar, 2021). Nurturing these newcomers' capacity for adapting and contributing to school cultures requires recognition of SCTs' (unique) attributes and development of their PsyCap. Because good induction programs appear to boost teacher self-efficacy and job satisfaction (Helms-Lorenz & Maulana, 2016; Ruitenburg & Tigchelaar, 2021), associated outcomes rely on principals' leadership style and support, including their ability to influence PsyCap and four qualities—HERO (Luthans et al., 2006, 2007). Utilizing research-based strategies directed at career switchers' psychology is advised, and, by way of implication, these also promote empowering and fair practices within schools.

Of further note, principals who reflect on their own PsyCap and cultivate teacher PsyCap are considering the sustainability of their school even as they hire teachers with emergency/provisional licenses to fill vacancies and without the formal training to lead a class, or who are teaching out of field (Richman & Crain, 2022). A related point is that the results reported herein can be used as a part of the teacher selection process and the development of interview questions for applicants. A further strategy involves using the information to place teachers on grade level teams or collaboration teams.

Responding to the problem of teacher turnover, induction and mentoring programs have become more commonplace. Because district personnel are typically involved in school-based teacher induction and provide oversight for programs that are formal, principals are not solely responsible for socializing teachers into the profession. An implication in this regard, then, involves how best to activate a web of stakeholders in the school, district, and profession to cultivate the learning and induction of new teachers.

A key stakeholder in teacher induction is the school district itself. Some have carried out division-wide programming that sponsors support, accessibility, and collaboration as main components of formal induction—with equity as an emergent feature (for case examples, see Mullen & Fallen, 2022; Mullen et al., 2022). Human resource personnel and others coordinating curriculum and instruction, PD, and so forth from a district typically oversee new teacher mentoring. Recommendations or implications to include district personnel from the literature emphasize that the role of divisions is indispensable to a school's capacity to effectively induct and retain beginning teachers. District personnel are typically charged with supervisory responsibilities relative to a formal structured program of support that is comprehensive and job-embedded, and that offers participating schools clear guidelines and targeted resources (Mullen & Fallen, 2022; Mullen et al., 2022; Ruitenburg & Tigchelaar, 2021). Specifically, district-level personnel may also assist the principal with their own PD as mentoring leaders. Through supervision or via PD, principals may receive guidance on best practices and structural processes: implementing district policy; adapting mentoring rubrics; selecting and matching mentors with mentees; training and supporting mentors; involving other staff in the support of teacher development (instructional coach, counselor, etc.); planning activities (orientation, etc.); developing networks (teacher cohorts, etc.); and evaluating the program, with an eye to improvement (Mullen & Fallen, 2022; Mullen et al., 2022).

It is expected that evidence-based, research-supported practices will be closely followed by all involved. High-quality induction programs offer needs-based PD, access to new teacher networks, and standards-based assessments of beginning teachers as well as the program itself. Effective districts and schools appropriately address what is known about teacher needs,

including those specific to career changers, and how best to address them. In our post-COVID world, teacher needs include PD in distance and online learning; access to devices, the Internet, and technical support; opportunities for reducing stress and having mental health services available to staff; being included in major decisions and being asked for their feedback; receiving training on the unique and special needs of students, and more (NSBA, 2022).

Future Research Recommendations

There are numerous possible directions for future research that are evident from the literature reviewed. Educational investigations are needed that shed light on leadership, equity, policy, and practice relative to PsyCap, satisfaction, and happiness. PsyCap from the perspective of teachers and leaders would highlight their important role in school communities, especially in underserved, high-need areas, and positive impacts on student outcomes and culture. Moreover, comparisons of PsyCap in different schools and societies could produce organizational insight.

Another pathway is for mindfulness to be studied in relation to PsyCap in that "leadership-focused mindfulness practices" promote reflection and compassion, according to Partin's (2022) literature review (p. 10). Such practice also improves principals' relationships with teachers and their willingness to take on demanding tasks, participate in PD, and contribute in other ways to the organization. Further, an increase in "principal mindfulness" has been shown to generate a more positive climate for organizations, such as by regulating behaviors and emotions in difficult situations and promoting decisions that are based on equity and justice. It might be that mindful leaders who cultivate "mindfulness practices" and techniques (involving teachers in decision-making and being open about decisions to be made, etc.) are better positioned to develop others' psychological capacities and inner resources. The possibility, then, is that a principal's mindfulness can assist teachers and other stakeholders in developing their PsyCap and HERO capabilities, both individually and collectively.

Concluding Points

Importantly, the new knowledge our article offers is the linking of PsyCap and leadership to beginning teachers and their satisfaction and retention. This review of literature on SCTs and school leadership sheds light on the opportunity to retain career switchers as a solution to teacher attrition. Based on hiring trends, as proposed, teacher PsyCap is fertile ground for cultivating shared positive thinking in organizations that enables SCTs to adapt to teaching and workplace culture. The hope is that our discussion will raise awareness about these dynamics, and help with supporting and retaining the (unconventional) newcomer so schools can thrive. Principals will want a working knowledge of PsyCap and ways to promote satisfaction and happiness in their organization. Investing in HERO may be what leaders are already doing, at least to some degree, but having access to this model for learning about PsyCap and shaping as well as managing positive emotions can benefit all staff, including students and their families. Given the record-breaking quitting of teachers, this topic in research and within schools deserves more attention.

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