RELATIONSHIP AND CONTRIBUTION OF PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL SUPPORT TOWARDS THE SUBJECTIVE WELL-BEING OF SPECIAL EDUCATION SECONDARY SCHOOL TEACHERS IN THE CENTRAL REGION OF PENINSULA MALAYSIA.

Abstract

This quantitative study was conducted to examine the relationship between psychological capital, organizational support and subjective well-being of Special Education Teachers. A total of 196 Special Education Teachers were randomly selected from 40 secondary schools in the Central Region of Peninsular Malaysia. Psy Cap Inventory, Special Education Career Resilience Scale and Life Satisfaction Scale questionnaire method were used to collect the relevant data. The Cronbach alpha reliability coefficient of the Psy Cap Inventory is 0.85-0.90, Special Education Career Resilience Scale is between 0.75 - 0.94 and Life Satisfaction Scale is between 0.80-0.95. The findings showed that statistically significant positive relationship between psychological capitals, organizational support and subjective well-being.
The multiple regression analysis indicates that psychological capital and organizational support contributed 33% (R square = 0.332) of the variance being accounted for in subjective well-being and this was found to be statically significant with organizational support and psychological capital are major predictor contributed significantly. Lower contribution of psychological capital and organizational support towards subjective well-being shows that there are also other factors that affect the subjective wellbeing of Special Education Teachers.

**Keywords:** Psychological Capital, Subjective well-being, Special Education Teachers.

**Introduction**

The transformation process in the education system and policies indirectly affecting the strength and quality of teachers when it comes to the teaching and learning. Educators should focus on developing human capital to enable them to play a positive role in developing model students to the most optimal level of education, quality, balanced, dynamic and proactive in all aspects of life (Mastura Badzis, 2008). A model student or quality human capital not only based on knowledge, skills, innovative and progressive intellectuals, but cultured with the highest ethical and moral (MOE, 2006). The Ministry of Education requires that individuals complete in terms of integrity, knowledgeable, confident, ethical, creative, productive, capable, knowledgeable and competitive in meeting the challenges of the 21st century.

**Problem statement and literature research**

Personal traits such as the positive personality of the teacher influences strength, quality and job satisfaction. Previous studies tell us that satisfaction and work performance can only be achieved if a person has positive values in themselves. Researchers of positive psychology (Seligman, 2006) found a positive capacity among teachers such hopes, self-efficacy, resiliency and high confidence can increase job satisfaction and reduce stress among educators. Therefore, there is a need to review, investigate and develop positive psychology teacher resources or personel traits such as psychological capital so that the strength and quality of teachers have not diminished and can enjoy job satisfaction and well-being. Task as educators become more challenging due to the globalization in education. Apart from fulfilling the educational system standard, special education teachers also have to mold their pupils in terms of social and emotional relationships (Richardson, Tolson, Huang & Lee, 2009), addressing the various issues of special students such as communication problems, emotional disorders, aggressive and antisocial behavior. The burden of this job as well as the sense of loneliness with special needs student may cause emotional and mental stress for the special education teachers, especially new teachers (Blake and Monahan, 2007) compared with teachers in the mainstream. As a result, the teaching profession is a mismatch and many teachers either leave their position or move to the mainstream.

The psychological capital is conceptualized from research of the field of positive psychology. This psychological capital focuses on self-potential, which is personal strength and positive qualities in someone and is assumed to