



Psychological Capital as a Construct of Workplace Well-Being of Public Elementary Teachers in Tagum City Division

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ABSTRACT

study assessed the levels of psychological capital and workplace well-being among teachers in the Tagum City Division. It also explored the association between these variables and identified which domains of psychological capital significantly impact workplace well-being. Using probability sampling, 200 elementary public school teachers were selected as respondents. The descriptive-correlational survey method was employed, and data were analyzed using Mean and Product-Moment correlation. The findings indicated that both psychological capital and workplace well-being were extensive. Additionally, a significant relationship between the two variables was found. Based on these results, it is suggested that higher officials in the Department of Education and school heads identify ways to enhance teachers' psychological capital and ensure their workplace well-being. Future researchers are encouraged to further explore these variables, considering other factors and research methods.

Keywords: Psychological capital, workplace well-being, descriptive correlation, Tagum City Division, Philippines

Introduction

Like any other profession, teaching comes with its own set of challenges. However, acknowledging the unhealthy high levels of stress associated with teaching and placing the burden of stress management solely on individual teachers demonstrates a limited approach to enhancing overall school well-being. One aspect of the teaching profession that has received less attention from politicians and educational leaders is workplace well-being. Employee well-being at work is an increasing concern, as it is threatened by various stressors that are prevalent in the school environment.

Under these circumstances, addressing issues and finding comprehensive solutions that consider teachers' well-being in an ever-evolving educational system has been challenging (Gomendio, 2017). A study conducted in Czech elementary schools found that poor workplace well-being is prevalent due to burnout, low self-efficacy, inadequate use of positive coping strategies, and limited social support from colleagues and principals. Additionally, teachers experiencing or at risk of burnout often feel dissatisfied with their profession (Benevene et al., 2020). In Sweden, one in four teachers reported high levels of stress at work and are seriously contemplating a career change (Worth & Van Den Brande, 2019).

In the Philippines, work-related stress is described as a negative experience that undermines work well-being (Sarabia & Collantes, 2020). Filipino educators frequently encounter stress, which adversely affects their professional performance (Alson, 2019). In 2017, numerous incidents of work-related stress were reported among Filipino workers. A CNN Philippines poll titled "Filipino Top Causes of Stress in 2017" revealed that 23 percent of Filipinos experienced work-related stress due to factors such as management, deadlines, workload, and sometimes coworkers (Ansis, 2017).

Addressing these stressors, as highlighted in a Philippine Inquirer article titled "Work-related stress affects one's life, and can contribute to low quality output and a risk for Filipino workers to be prone to hypertension and heart disease" (Ermitanio, 2015), is crucial. The top five stressors for employees, according to the same article, include low pay, inadequate staffing, company culture, lack of work-life balance, and insufficient supervisor support. Unmanaged stress and depression can lead to serious consequences, affecting the positive atmosphere in the classroom. Therefore, managing stress and preventing depression in the workplace is crucial for teachers to strive for success (Orlanda-Ventayen & Ventayen, 2021).

A similar scenario was noted among teachers in Tagum City Division, where teachers' workplace well-being was jeopardized due to their heavy workload responsibilities. The stress stemming from work could impact teachers' effectiveness and has been linked to a high turnover rate, absenteeism, work disengagement, and demotivation. Stressors can vary and may include workload, interactions with students, paperwork, unexpected system changes, relationships with colleagues, and personal issues.

Considering all the aforementioned circumstances, the researcher noted the absence of any formal study exploring the workplace well-being of public elementary teachers in Tagum City Division. Additionally, there was a lack of research investigating the relationship between psychological capital and teachers' workplace well-being. Given these conditions, the researcher felt compelled to investigate the psychological capital and workplace well-being

of public school elementary teachers in Tagum City Division. Through this academic endeavor, the researcher aimed to contribute positively to the school community.

This study was primarily grounded in the concept of Psychological Capital (PsyCap) as proposed by Luthans et al. (2007). Luthans et al. (2006) asserted that positive PsyCap, originating from the positive psychology framework, exhibits a positive correlation with well-being (Selvaraj, 2015), overall well-being (Luthans et al., 2013), and vocational well-being (Zhao & You, 2019). The findings consistently indicated a significant positive relationship between PsyCap and various dimensions of well-being across all studies.

Rabenu et al. (2016) and Rabenu and Yaniv (2017) similarly discovered that Psychological Capital (PsyCap) resources contribute to positive emotions and are crucial for well-being: PsyCap enhances positive affect, emotional labor, and vocational well-being (Zhao & You, 2019), and fosters a positive attitude (Avey et al., 2011). Moreover, PsyCap was found to be positively associated with well-being and coping with change, and acceptance mediated the relationship between PsyCap and well-being (Rabenu et al., 2016).

However, Luthans et al. (2006) discovered that Psychological Capital (PsyCap) was linked to positive outcomes and inversely associated with negative outcomes, ultimately contributing positively to overall well-being (Luthans et al., 2010). Rabenu et al. (2016) provided evidence that all psychological resources (self-efficacy, hope, resilience, and optimism) were more strongly correlated with coping with change than with coping through acceptance. Studies have consistently found that self-efficacy, hope, resilience, and optimism significantly and positively predict well-being and are associated with favorable outcomes in the workplace (Luthans & Youssef-Morgan, 2017; Luthans et al., 2006).

Workplace wellness fosters extensive social connections, diminishes stress and burnout, and enhances self-awareness, coping abilities, and prosocial conduct (Chida and Steptoe, 2008; Howell et al., 2007; Lyubomirsky et al., 2005; Segerstrom, 2007). It can result in increased job satisfaction (Boehm and Lyubomirsky, 2008; Crede et al., 2007; Fisher, 2010), engagement (Bakker and Schaufeli, 2008), and improved work-life balance (Lomas, 2019). Moreover, it may lead to finding meaning in work (Steger et al., 2012), enhancing work-related values (Persson et al., 2001), facilitating cognitive and moral development (Rogoff, 1990), aiding in performance improvement (Wood and Joseph, 2010), and reducing susceptibility to burnout (Iverson et al., 1998). Kun & Gadanez (2019) discovered a correlation between workplace well-being and Psychological Capital (PsyCap).

Furthermore, Avey et al. (2010) discovered that employees with high levels of Psychological Capital (PsyCap) tend to be satisfied with their work and experience general contentment with life, which can contribute to overall well-being. Gupta and Shaheen (2018) identified PsyCap as a mediator with various constructs, including engagement and general well-being. Rani (2015) observed a significant positive relationship between PsyCap and well-being. Luthans, Lebsack, and Lebsack (2008) as well as Luthans, Youssef, Sweetman, and Harms (2013) noted that PsyCap enables employees to cope with pressures and channel their energies into their work roles. Similarly, Nguyen and Nguyen (2012) and Polatci and Akdogan (2014) found that PsyCap enhances the workplace well-being of employees. Numerous studies have reported a positive association between PsyCap and workplace well-being (Culbertson, Fullagar, and Mills, 2010; Murray, Pirola-Merlo, Sarros, and Islam, 2010; Wahyuningsih and Wulansari, 2016).

Recent studies by Grover, Teo, Pick, Roche, and Newton (2018), Imran and Shahanawaz (2020), and Lups et al. (2019) have found that Psychological Capital (PsyCap) directly influences workplace well-being. Rivaldi and Sadeli (2020) discovered that PsyCap mediates turnover intentions through engagement and workplace well-being. However, the majority of these studies primarily focused on subjective well-being. Al-Kahtani, Sulphey, Delany, and Adow (2020) suggested a "yin and yang" relationship between PsyCap and workplace well-being, but this proposition was purely theoretical and lacked empirical testing. Only a small number of studies have attempted to examine the relationship with workplace well-being.

Methodology

Research Design

This study adopted a non-experimental quantitative research approach, employing a descriptive-correlational research design. Quantitative research methods involve the collection of numerical data and its analysis through mathematical techniques, particularly statistics (Apuke, 2017). The primary aim of quantitative research is to generate knowledge and understanding of the social world (Allen, 2017). Additionally, a descriptive correlation study focuses on describing the relationships between variables without attempting to establish causality (Noah, 2021).

This study was classified as quantitative because it relied on numerical data for analysis and interpretation. Its descriptive nature aimed to ascertain the level of psychological capital and workplace well-being. Furthermore, it was correlational in nature, as its objective was to assess the relationship between psychological capital and workplace well-being among public elementary teachers in Tagum City Division.

Research Respondents

This study targeted 200 public elementary teachers in the Division of Tagum City. It was determined that this sample size was adequate based on the requirements for testing the Pearson Correlation analysis (Memon et al., 2020), thus ensuring that the 200 respondents were sufficient for the study's objectives. The inclusion and exclusion criteria specified that elementary teachers with a minimum of three years of teaching experience were selected for this study. This criterion was chosen because teachers with at least three years of experience in the public school system would be better able to assess the extent of their psychological capital and workplace well-being. Additionally, individuals with less than three years of teaching experience and private elementary teachers were excluded from the study. Participants who felt uncomfortable or hesitant about completing the survey questionnaire were given the option to withdraw from the study without any pressure. Their decision to withdraw was respected, emphasizing the importance of the respondents' well-being throughout the study.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing the on psychological capital while the second set was about the workplace well-being

The psychological capital questionnaire was adapted from Sapyaprapa et al. (2013). The instrument consisted of 24 items. It has the following indicators, namely: work self-efficacy (1-6), optimism (1-6), hope (1-6), and resilience (1-6). The questionnaire was subjected to a pilot testing having a result of .75 suggesting that the items have relatively *high* internal consistency.

The work well-being questionnaire was adapted from the study of Collie (2014). The tool had a total of 15 items. It was divided into 3 subscales, namely, workload well-being (1-6), organizational Well-being (1-5), and student interaction well-being (1-4). It was also subjected to pilot testing which revealed a result of .78, suggesting that the items have relatively *high* internal consistency.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Table

Table 1

Summary on the Extent of Psychological Capital of Teachers

No	Indicators	Mean	Descriptive Equivalent
1	Work Self-Efficacy	3.53	Extensive
2	Optimism	3.58	Extensive
3	Hope	3.58	Extensive
4	Resilience	3.62	Extensive
Overall		3.58	Extensive

Table 1 provides the summary on the extent of psychological capital of teachers. It is exhibited that the overall mean of psychological capital of teachers is 3.58, which is in an extensive level. This means that psychological capital of teachers is oftentimes evident.

Data show that all four (4) indicators are in an extensive level. As arranged chronologically, resilience has the highest mean score (3.62). This is followed by optimism (3.58), hope (3.58), and work self-efficacy (3.53).

The implications derived from the data are substantial, indicating a widespread presence of positive psychological attributes among the participants of the study. Notably, all four indicators, including resilience, optimism, hope, and work self-efficacy, demonstrate high mean scores, emphasizing their prevalence among the participants. These findings have broader implications for understanding and enhancing the psychological well-being of individuals, particularly within the teaching profession.

The extensive psychological status of teachers reaffirms the widely held belief of Baron et al. (2016), stating that Psychological Capital (PsyCap) contributes to enhancing employees' quality of life by improving both their job and personal lives. Numerous studies have consistently shown a strong and beneficial relationship between PsyCap and job performance, job satisfaction, and overall quality of life. According to Luthans and Youssef-Morgan (2017), the development of PsyCap was significantly and positively associated with improvements in work performance and well-being.

Furthermore, Rabenu et al. (2017) demonstrated that PsyCap is highly, positively, and directly linked to workplace well-being and performance. Consequently, the return on investment in PsyCap, which is crucial for enhancing and sustaining motivation in the modern corporate environment, is expected to be extremely favorable and advantageous (Biricik, 2020).

Similarly, Youssef and Luthans (2014) highlighted that PsyCap aims to make employees happier, more successful, and better individuals by emphasizing their strengths and aiding in the development of new ones. It is an investment made to gain a competitive advantage and enhance productivity, akin to financial capital. Li (2019) emphasized that individuals with high PsyCap typically possess abundant psychological resources, experience happiness, and grow stronger and more resilient in the face of workplace challenges. This boosts employees' internal motivation, resulting in increased vitality, commitment, and engagement at work.

Additionally, Peterson et al. (2011) stressed the importance of PsyCap in interpreting and explaining employees' performance at work. PsyCap can enhance motivation by influencing individuals' performance in their professional lives. Employees with strong levels of hope, self-efficacy, and psychological resilience are better equipped to handle challenges and explore various options to achieve their goals. Consequently, they tend to perform better, leading to increased job satisfaction. Furthermore, Biricik (2020) highlighted that by altering an individual's cognitive and motivational processes, PsyCap has favorable effects on job performance and levels of professional as well as personal well-being.

Table 2**Summary on the Extent of Workplace Well-Being of Teachers**

No	Indicators	Mean	Descriptive Equivalent
1	Workload Well-being	3.64	Extensive
2	Organizational Well-being	3.46	Extensive
3	Student Interaction Well-being	3.66	Extensive
Overall		3.59	Extensive

Table 2 provides the summary on the extent of workplace well-being of teachers. It is exhibited that the overall mean of the workplace well-being of teachers is 3.59, which is in an extensive level. This means that the workplace well-being of teachers is oftentimes evident.

Data show that all three (3) indicators are in an extensive level. As arranged chronologically, student interaction well-being the highest mean score (3.66). This is followed by workload well-being (3.64), and organizational well-being (3.46).

The implications derived from these results are significant, as they indicate the widespread presence of various dimensions of well-being among teachers. These findings carry important implications for educational institutions and decision-makers, emphasizing the need to acknowledge and support different aspects of well-being among teachers. Schools can create environments that empower educators to thrive in their roles by promoting positive teacher-student interactions, providing manageable workloads, and fostering a supportive organizational culture.

These positive outcomes align with the findings of Glasgow (2015), who highlighted that a person's sense of personal and professional fulfillment, pleasure, purposefulness, and happiness at work is fostered through collaboration with coworkers and students. Turner and Braine (2016) also noted a consistent interest in teacher fulfillment at all stages of the teaching career, from pre-service training to practicum experiences.

Additionally, Day (2017) suggested that improving student achievement can enhance teacher satisfaction, and vice versa, indicating a reciprocal relationship. It is well recognized that teacher satisfaction impacts student achievement and, on a broader scale, school success. The observation that teacher job satisfaction explained 8% of the variation in SAT scores in the United Kingdom further supports this notion. Therefore, addressing teacher well-being is crucial for both the well-being of the school and its students, as well as for practical and budgetary considerations. Teachers who leave their profession due to unhappiness or dissatisfaction negatively impact individuals involved, harm children, and incur costs to the public purse.

Gillett-Swan and Sargeant (2018) argued that well-being is the result of an accumulation of experiences. How individuals ultimately respond to a situation in terms of their emotional, physical, and cognitive states is determined by their ability to manage various inputs—both positive and negative—over time. It is a dynamic condition that is influenced by psychological and social factors. When individuals are able to reach their full potential, work creatively and productively, build strong and healthy relationships with others, and contribute to their communities, they are said to be experiencing well-being.

Table 3**Significance of the Relationship Between the Extent of Psychological Capital and Workplace Well-Being of Teachers**

Psychological Capital of Teachers Indicators	Dependent Variable	r-value	p-value	Decision on Ho
Workplace Self-Efficacy		0.468	0.000	Rejected
Optimism		0.470	0.000	Rejected
Hope	Workplace Well-being of Teachers	0.472	0.000	Rejected
Resilience		0.495	0.000	Rejected
Overall		0.476*	0.000	Rejected

*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between psychological capital and workplace well-being of teachers. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r -value of .476 with a p -value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between psychological capital and workplace well-being of teachers. This shows that the psychological capital of teachers is correlated with the workplace well-being of teachers.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that work self-efficacy, optimism, hope, and resilience revealed computed r -values of 0.468, 0.470, 0.472, and 0.495 respectively with p -values which are less than 0.05 in the level of significance. This implies that as work self-efficacy, optimism, hope, and resilience increases, the workplace well-being also increases.

The implications of these findings are significant, as they demonstrate a robust and statistically significant relationship between psychological capital and the workplace well-being of teachers. The rejection of the null hypothesis, indicated by the p -value of <0.05 , confirms that psychological capital is indeed correlated with workplace well-being. This underscores the pivotal role of psychological well-being in the professional lives of teachers.

Furthermore, the pairwise correlation analysis among the individual components of psychological capital—namely work self-efficacy, optimism, hope, and resilience—reveals that as these aspects increase, workplace well-being also increases. This suggests that enhancing these psychological attributes among teachers can lead to improved well-being within the workplace. Therefore, educational institutions and policymakers should consider developing and supporting these components to foster a positive work environment, enhance job satisfaction, and ultimately benefit the quality of education delivered to students.

The findings of this study align with the concept proposed by Xu et al. (2022), indicating that psychological capital can predict workplace well-being. Çavus and Gökçen (2015) emphasized that psychological capital encompasses various positive mental states, including self-efficacy (confidence), hope, optimism, tenacity, and emotional intelligence, which play a catalytic role in personal growth and performance improvement. It can also reflect employees' job involvement and retention intentions. Xu et al. (2021) explored the impact of different types of capital on workplace well-being and found that psychological capital could have a significant effect on achieving a high level of well-being, even in the absence of human capital and social capital.

Additionally, Vîrgă et al. (2020) stated that work and life happiness are essential components that ensure the psychological and physical health of employees. They assist in solving problems related to intra and interpersonal relationships, task competence, and accomplishment, thereby contributing to workplace well-being. Several studies have identified the positive relationship between Psychological Capital (PsyCap) and workplace well-being. Multiple components impact the health, workplace behavior, and performance of employees, providing indicators to understand the relationship between workplace well-being from the perspective of PsyCap.

As a higher-order concept that combines multiple elements, Choi and Lee (2014) emphasized that PsyCap can positively influence the work and life outcomes of employees. PsyCap is not merely a functional variable that enhances performance but is broad enough to be considered an indispensable psychological capacity essential for human life. Moreover, Luthans, Luthans, and Palmer (2016) identified the concept as a personal resource that helps employees to maintain a positive, confident, hopeful, optimistic, and resilient attitude in the workplace.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of psychological capital of the public elementary teachers implies that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the teachers, namely, work self-efficacy, hope, optimism and resilience. Meanwhile, the extent of workplace well-being of teachers is extensive. Apparently, all indicators are found to be high specifically on workload well-being, organizational well-being, and student interaction well-being. Based on the findings, the psychological capital and workplace well-being of teachers are related. This leads to the rejection of the null hypothesis.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may play a crucial role in promoting psychological capital and workplace well-being of teachers by implementing policies that prioritize their mental and emotional health. They may invest in training programs that help teachers develop resilience, optimism, self-efficacy, and hope—the key components of psychological capital. Creating a work environment that encourages open communication, peer support, and the recognition of teachers' contributions is essential. DepEd officials may also provide access to counseling services and resources to help teachers manage stress and maintain a healthy work-life balance.

Moreover, school heads may significantly contribute to the attainment of psychological capital and workplace well-being of teachers by fostering a supportive and inclusive school culture. They may lead by example, demonstrating resilience, optimism, and a positive outlook in their interactions with teachers. School leaders can also provide training and resources to help teachers develop psychological capital skills such as self-efficacy and hope. Regular check-ins and open communication channels may be established to ensure teachers feel heard and supported, and a fair workload distribution can help reduce stress and burnout.

Furthermore, teachers may contribute to the attainment of psychological capital and workplace well-being of their colleagues by actively participating in a culture of mutual support and shared learning. They may engage in peer mentorship and support programs, providing a listening ear and guidance to fellow educators facing challenges. Teachers may also promote a positive and collaborative work environment by acknowledging and celebrating each other's accomplishments and contributions. Moreover, they may prioritize self-care and stress management, setting an example for their peers in maintaining a healthy work-life balance.

Lastly, future researchers may significantly contribute to the attainment of psychological capital and workplace well-being of teachers by conducting in-depth studies that delve into the specific factors and practices that enhance teacher well-being and psychological capital. Their research may explore the effectiveness of various interventions, training programs, and strategies aimed at developing psychological capital and promoting teacher mental health. Moreover, future research may focus on identifying the unique challenges teachers face and how these challenges impact their well-being.

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