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## **Teachers' Resiliency in Facing Adversity: Stories of Strength in the Midst of Challenges**

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### **ABSTRACT**

This qualitative study employing descriptive qualitative design was bounded by determining the contributions of psychological capital on teachers' well-being and resilience and its influence on motivation and engagement in various domains of life. It was conducted in Region XII that covered four Schools Division Office with a total of 16 teachers. Psychological capital contributed to teachers by having a positive outlook in life and adaptability in the workplace. It influenced them which enabled them to become motivated and engaged, resilient, and optimistic teachers. However, they faced some challenges that include the work-life balance, limited instructional materials, and learners' unruly behavior.

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### **Introduction**

The education system is always evolving, and teachers must persevere through numerous challenges in order to assist their students in developing in a holistic manner. Teachers are confronted with a wide range of obstacles that put their determination and professionalism to the test. These issues are a result of shifting educational paradigms and profound sociocultural shifts.

Positive psychological capital includes self-efficacy, optimism, hope, and resilience (Mokhtari & Abdei, 2020). Understanding how these psychological capital components affect teachers' experiences is essential to understanding how they address professional obstacles (Clarence et al., 2021). Psychological capital and resilience reveal protective traits that shield teachers from stress and problems, boosting their well-being and effectiveness. For Saleem et al. (2022), psychological capital impacts motivation and engagement in many areas of life, including professional resilience. Teacher motivation and psychological capital show what keeps them enthusiastic, motivated, and purposeful despite setbacks. Despite their resilience, teachers encounter various issues that affect job satisfaction and retention (Arnup & Bowles, 2016). Understand instructors' turnover intention variables to reduce attrition and retain talented teachers.

Drew and Sosnowski (2019) argues that teacher resilience research has grown in recent years, but nuanced tales of resilience in the face of adversity are still lacking. The research on resilience concentrates on theoretical frameworks and conceptualizations, missing the complex interaction of personal, professional, and environmental aspects that affect teachers' resilience (Kossek & Perrigino (2016). Most studies focus on teachers' resilience in certain situations or conditions, ignoring the diversity of experiences across educational and cultural contexts (Hartman et al., 2020).

Consequently, this research will examine how teachers' resilience affects educational policy, practice, and professional growth (Amin et al., 2021; Gu, 2018). Teacher resilience dynamics strengthen our theoretical understanding and inform the design and execution of interventions to improve teacher well-being and effectiveness (Mansfield et al., 2020; Tarrasch et al., 2020). This research aims to create a supportive ecosystem that empowers teachers to overcome hardship and perform their professional duties with vigor by identifying the barriers to resilience and the resources that help them thrive.

Moreover, this study will uncover the unsung stories of teachers' resilience, celebrating their accomplishments, admitting their hardships, and envisioning a more resilient and sustainable educational landscape. This interdisciplinary, qualitative study explores the eternal spirit of instructors who inspire and encourage future generations despite adversity.

### ***Research Questions***

1. How does psychological capital contribute to teachers' well-being and resilience in the face of adversity;
2. How does psychological capital influence teachers' motivation and engagement in various domains of life; and
3. What are the challenges faced by teachers that influenced their turnover intention?

### **Research Design**

This study employed a descriptive qualitative research design to explore the contributions of psychological capital to teachers' well-being and resilience, as well as its influence on their motivation and engagement in various life domains. The descriptive qualitative approach was chosen to provide a rich, detailed understanding of teachers' experiences, perceptions, and coping mechanisms within their work environment.

### **Research Locale and Participants**

The study was conducted in Region XII, covering four Schools Division Offices. A total of 16 teachers participated, selected through purposive sampling based on their experiences with psychological capital, well-being, and resilience in the teaching profession.

### **Data Collection Methods**

To gather in-depth data, semi-structured interviews and focus group discussions (FGDs) were conducted. The interviews aimed to capture teachers' personal experiences, while FGDs provided a broader perspective on common challenges and coping strategies. Observations and document analysis were also utilized to validate findings.

### **Data Analysis**

Data were analyzed using thematic analysis, following Braun and Clarke's (2006) framework. Recurring themes related to psychological capital, well-being, resilience, motivation, and engagement were identified. Coding and categorization ensured that all aspects of teachers' experiences were captured systematically.

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## **Results and Discussions**

### **Contributions of Psychological Capital on Teachers' Well-being and Resilience**

The first research question deals with the psychological capital which contribute to teachers' well-being and resilience in the face of adversity. Two organizing themes have emerged.

*Positive Outlook.* Positive outlooks improve teachers' emotional well-being, resilience, supportive surroundings, professional progress, relationships, burnout, and mental health. Positive thinking is crucial to teachers' well-being and resilience when considering Psychological Capital. Teachers can inspire and motivate students with their positivity. This improves students' learning and teachers' satisfaction.

One of the participants conferred in the interview that,

*"So, when we talk about the advantages of psychological capital, so, as teacher we need all of this positive outlook in life. Always positive so that yung mga pupils po natin hindi mawalan ng pag-asa 'pag nakikita po nila yung teachers nila na hindi rin namomroblema. Ang tingin po kasi ng mga bata sa atin is model so, ipapakita po natin ang positive outlook para mai-inspired po sila sa skul. Hindi sila mawalan ng pag-asa kasi si teacher strong noh and then, not only sa studens natin but also sa colleagues noh. Kapag may problema, iisipin po natin kaya po nating i-handle yung situation at magiging confident tayo sa sarili natin na kaya natin yung mga problem ana yun so, hindi tayo mawalan ng pag-asa."* (Informant 1, Q1.1, L 1-17)

(So, when we talk about the advantages of psychological capital, so, as teacher we need all this positive outlook in life. Always positive so that your pupils will not lose hope when they saw their teacher not thinking about any problems. The students saw us as a model, we need to show them that we have a positive outlook in life so that they will be inspired at school. Students will not lose hope because their teacher is strong and not only for the students but also with our colleagues. If there will be problems, we need to think that we can handle it and be confident, we should not lose hope.)

Also, a participant shared his experience that,

*"There's so much things about advantages in terms of psychological capital that helps me to have a strong mindset especially in my workplace, of course as a teacher, you have to consider that you already landed on that profession and you chose that profession so, make it sure that whatever circumstances that you are going to face, you have that ah... strength and ability to manage it... especially when you have different, I know that in school, you have so many problems that you are going to encounter but make sure as a teacher, you have that optimistic mindset to conquer it all and you have the... you are flexible enough to handle that situation because it is already the profession you chose for a lifetime."* (Informant 5, Q1.1, L 89-106)

While, a participant condemns that,

*"For me, the advantages of psychological capital that helped me in facing problems in my workplace is that it gives me the positive thoughts making a way to overcome obstacles and build harmonious relationship towards my co-workers in my workplace."* (Informant 6, Q1.1, L 117-123)

Positive thinking reduces anxiety and despair, improving emotional well-being (Mohammad-Najar et al., 2017). Positive teachers have better work satisfaction, joy in teaching, and fulfillment (Patnaik, 2020). For Ciarocchi et al. (2015), positive attitudes also encourage instructors to continue professional growth. They are more willing to try new teaching methods, learn lifelong, and accept education advances. This proactive approach to

professional development keeps instructors effective and motivated. Positive teachers are better at creating and keeping relationships with colleagues, students, and parents (Sethi & Scales, 2020). A friendly and collaborative school requires positive interpersonal ties. Teachers can draw on these relationships for support during stressful situations.

*Adaptability in the Workplace.* The effects of Psychological Capital (PsyCap) on teachers' well-being and resilience depend on flexibility. Self-efficacy, hope, optimism, and resilience in PsyCap help teachers adapt, improving their well-being and resilience. Psychological Capital boosts teachers' resilience and well-being by supporting workplace adaptability. PsyCap helps instructors manage transitions, various student needs, stress, and healthy relationships by increasing self-efficacy, hope, optimism, and resilience.

Adaptability within the environment is a reason for a participant. She said that,

*“Okay, so resiliency so... that is adaptability to our environment so that we can adjust and perform better if we are flexible so, we can contribute a better... a better ideas to our learners. To our problems, so we can provide a... better answers or solutions to our problems that we face in our workplace.”* (Informant 3, Q1.2, L 64-71)

Whilst one participant elicits that being resilient is a key. She stated that,

*“Okay, so for me, the most effective is ah... the resilience or ah... being resilient siguro because ahm... kasi yung mga problems and difficulties na dumarating gina-challenge ka as a teacher so, mabibigyan mo talaga ng solusyon every problem po kumbaga, kaya mo lahat ng mga problema solusyonan. Yun po.”* (Informant 4, Q1.2, L 81-88)

(Okay, so for me, the most effective is the resilience. Being resilient because when you have problems and difficulties, you are being challenged as a teacher. There is an urge that you need to solve every problem, you know that you can look for solutions to the problem. That is it.)

Caena and Redecker (2019), argued that adaptability helps teachers handle policy changes, curriculum modifications, and classroom technology. PsyCap boosts adaptability by encouraging optimism, self-efficacy, hope, and resilience (Youssef-Morgan & Dahms, 2017). Instead, resisting change, this combination helps teachers adapt and reduce stress. For Carter and Darling-Hammond (2016), with varying learning styles, backgrounds, and demands, classrooms are becoming more diverse. Adaptability lets teachers adjust their methods to accommodate variety. For Kitt (2018), PsyCap boosts self-efficacy and hope, allowing teachers to try new techniques to fulfill kids' needs. Adaptable teachers focus, delegate, and find creative ways to manage their workload. PsyCap boosts resilience, helping teachers recover rapidly from severe stress and stay cheerful to reduce its harmful effects (Zewude & Hercz, 2022).

**Table 5.** Contributions of Psychological Capital on Teachers' Well-being and Resilience

Global Theme	Organizing Themes	Basic Themes
Contributions on Teachers' well-being and Resilience	Positive Outlook in Life	The teachers recognized and appreciate good things in life.
	Adaptability in the workplace	The teachers have the ability to adjust to new conditions and pivot as needed.

### ***Influence of Psychological Capital on Teachers' Motivation and Engagement***

The second research question divulged on the psychological capital influence teachers' motivation and engagement in various domains of life. There were three organizing themes arises.

*Motivated and Engaged.* The impact of Psychological Capital on teachers' motivation and engagement is significant. PsyCap, which stands for Psychological Capital, assists instructors in maintaining motivation and involvement in their profession by improving their self-efficacy, hope, optimism, and resilience. Consequently, this results in improved teaching results, increased job contentment, and a more favorable educational atmosphere. Schools that allocate resources to enhance the Psychological Capital (PsyCap) of their teachers are likely to observe substantial enhancements in both teacher efficacy and student achievement.

A participant shared that,

*“The contribution of psychological capital to become more motivated and engaged not only in teaching but also in life so, kung kaya mong i-handle ang lahat ng situation noh, magiging strong ka lang and magiging positive ka sa lahat ng bagay although may mga problema so, nakaya mong i-handle, magiging positive ang impact mo dun sa mga students mo, sa colleagues, at sa family mo so, yun lang po. Kailangan mo lang maging strong.”* (Informant 1, Q2.1, L 1-11)

(The contribution of psychological capital to become more motivated and engaged not only in teaching but also in life so, if you can handle all the situation, you will be strong and you need to be positive in all things. Although there are problems, you can handle it, you need to be positive to have that impact to your students, colleagues, and family, that is it. You need to be strong.)

Another participant stated that,

*“Contributions of psychological capital to become more motivated of course yung positive output mo sa mga bata yung magiging future ng mga bata kasi nakasalalay sa 'yo because of your psychological capital na... na... inalagaan mo or buo na ibinigay mo sa mga bata. Of course, yung magiging output mo or yung magiging outcome pala sa mga estudyante mo, siyempre positive din. So, yun!”* (Informant 2, Q2.1, L 25-34)

Further, in the narrative quo, a participant talked about,

(Contributions of psychological capital to become more motivated of course is the positive output to your students and their future because it lies on you. With your psychological capital should be taken care of and must be whole to be given to your students. Of course, your output or your future outcomes to your students will be positive also. That is it!)

*“Well, if you're motivated in life it also radiate in your teaching life. Psychological capital helps me to think posi...positively and embrace my possibilities in life. It makes me stronger and more resilient in life.”* (Informant 7, Q2.1, L 98-102)

Buric and Moe (2020) explains that high self-efficacy boosts job engagement because teachers are more confident in their abilities. Teachers who believe in their abilities persevere and address challenges more aggressively. As for Shin (2018), high self-efficacy motivates teachers to try new approaches and technologies, engaging students. Expectant teachers inspire and guide students with clear, achievable goals (Barkley & Major, 2020). These teachers feel motivated when obstacles arise because they know several strategies to succeed. Expecting success drives enthusiastic teachers to work hard. Optimistic teachers stay interested despite failures. Positive attitudes inspire youngsters and instructors (Wilson & Conyers, 2020).

*Resiliency in Teaching.* The presence of resilience in teaching has a substantial impact on teachers' motivation and engagement, as it allows them to effectively handle stress, uphold a positive mindset, and persevere amid difficulties. Resiliency enables instructors to maintain their commitment and enthusiasm for their job by promoting adaptation, cultivating strong relationships, and establishing supportive learning environments. It is crucial to cultivate Psychological Capital, specifically resilience, in teachers to maintain their motivation and engagement, which eventually results in improved educational outcomes for both instructors and students.

Managing colleagues' attitudes require resilience. A participant condemns that,

*“Ah... for me ah... the resilience... very crucial sa akin because we are facing different ah... attitudes of the teachers. Yan siya, how to manage to... to get along with them so, ... siguro sa'kin yan siya ang crucial but then, we have a good relationship naman but we should cope with each differences of our colleagues in our workplace. Thank you!”* (Informant 3, Q2.2, L 54-62)

(For me, resiliency is very crucial because we are facing different attitudes of teachers. With that, you can get how to manage on getting along with them, which is for me a crucial one but then, we have good relationship, and we need to cope with each difference of our colleagues in our workplace. Thank you!)

As for another participant, she shared that,

*“Ah... so... the crucial... in my growth and development siguro po is the resilience because ahm... kasi po minsan kahit sabihin mo na positive ka lang, there are times na... kumbaga hindi mo na-maintain yung composure mo minsan, yun yung crucial part na dapat mong e-develop at labanan mo talaga yung pagiging resilient mo po.”* (Informant 4, Q2.2, L 67-75)

(So, I guess the crucial in my growth and development is resilience. Sometimes, if you said that you need to be positive, there are times that you actually cannot maintain your composure which is the crucial part you need to develop and you need to overcome it for you to be resilient.)

Further, one participant said that,

*“It is the resilience. I think it is the resilience maybe because I really feel it is... ah... I really feel it in the higher grade that we were not ah... we were left behind in terms of the ah... giving us the seminars and trainings because mostly, it was given already in the lower grades especially in the K to 3.”* (Informant 10, Q2.2, L 130-137)

For Chan et al. (2018), resilient teachers can handle teaching stress. Managed stress keeps people motivated and engaged. Stress management helps resilient instructors avoid burnout and stay happy. For Dohaney et al. (2020), classroom disruptions, student behavior issues, and administrative issues can be overcome quickly with resilience, keeping teachers motivated. Resilient teachers see failures as learning opportunities. Teachers that are resilient keep engaged with students and content to achieve educational goals (Shay & Pohan, 2021). Adaptable teachers can employ new technologies and strategies to stay current. Collaboration engages and motivates them to seek and offer professional community support (Mattessich & Johnson, 2018).

*Optimistic Teachers.* Psychological Capital has a substantial positive impact on the motivation and engagement of optimistic teachers. Optimism enables teachers to efficiently manage problems and sustain commitment to their profession by cultivating a positive mindset, establishing lofty goals, and building a supportive learning atmosphere. Schools that allocate resources towards cultivating the optimism aspect of Psychological Capital (PsyCap) are expected to observe enhanced teacher motivation and engagement, resulting in superior educational achievements and a more favorable school environment.

Having hope is one of the keys to be optimistic. She stated that,

*“For me, as I said earlier. For me, in life it is very important that if you have hope, there’s something your will na... makukuha mo talaga or naniniwala ka na I have to get this whatever it takes noh... whatever yeah, every problem has a solution.”* (Informant 5, Q2.2, L 76-81)

(For me, as I said earlier. For me, in life it is very important that if you have hope, there’s something your will that you can claim or hoping that you must get over with it despite what ever it takes. In every problem has a solution.)

Consequently, embracing changes will turn out you to be positive. A participant said that,

*“I think embracing changes in our daily lives because embracing change means that you can be positive in everything. No matter what life brings you, you can still surpass and manage it.”* (Informant 6, Q2.2, L 93-97)

Positive outlook is something that contributes to be optimist. One participant explains that,

*“So, having a positive outlook ahm... being optimist in every challenges motivates me to... to be an effective teacher and effective in life.”* (Informant 8, Q2.1, L 110-113)

Motivation and engagement require adaptation and a growth-oriented approach to education, which optimism fosters (Lyons & Bandura, 2021). Optimistic teachers are motivated by intrinsic incentives like teaching and student success (Headen & McKay, 2015). They set lofty but achievable goals for themselves and their pupils, believing their efforts will pay off. For Bakker & Leiter (2017), positive expectations encourage proactive behaviors like seeking professional development and trying new teaching methods, which boosts engagement. Positive thinking reduces stress, keeping these teachers engaged and motivated over time (Gregory & Kaufedlt, 2015).

**Table 6.** Influence of Psychological Capital on Teachers’ Motivation and Engagement

Global Theme	Organizing Themes	Basic Themes
Influence to Teachers’ Motivation and Engagement	Motivated and engaged	The teachers ensured that find purpose and significance in their tasks.
	Resiliency in Teaching	The teachers proved that they could adjust to their students’ needs.
	Optimistic Teachers	The teachers looked into the brighter side of life.

### **Challenges Faced by Teachers that Influenced Turnover Intention**

The third research question is aligned with the challenges faced by teachers that influenced their turnover intention. The organizing themes existed in this were composed of three.

*Work-Life Balance.* The attainment of work-life balance is a substantial obstacle for teachers, exerting a notable impact on their job satisfaction and desire to leave their profession. Excessive workloads, mental stress, added duties, health consequences, personal disputes, and insufficient support collectively contribute to an inadequate equilibrium between work and personal life, prompting some educators to contemplate quitting their profession. To mitigate these concerns, it is crucial to provide institutional backing, implement adaptable rules, and foster a culture that prioritizes the well-being of teachers. These measures can effectively diminish turnover intention and establish a work environment that is both sustainable and fulfilling for educators.

A participants shared in the interview that,

*“Sanay kasi ako magtrabaho, kailangan kong matapos kaagad. Hindi ko naba-balanse yung unhealthy worklife balance ko noh. Kulang na ‘ko sa tulog kasi gusto ko siya tapusin kaagad noh ang trabaho ko na ma-meet ang deadline para kinaumagahan, maharap ko yung aking mga anak, yung mga learners at ang demand po sa family noh, quality time with the family so, minsan para sa akin mauna muna yung work work work before ang family so, baka mabalanse ko rin siya in the future. I will try my best but inuuna pa rin yung work noh? Thank you.”* (Informant 1, Q3.2, L 14-28)

(I am used to work, and you need to finish the task immediately. I am unable to balance my unhealthy work life. I am deprived of sleep because I wanted to finish all of my workloads to meet the deadline the next day, see my children, the learners and the demands and quality time of my family. At some point, I tend to work first over my family and maybe in the future I can manage to balance it. I will try my best but, still I tend to work first, right? Thank you!)

Another participant reasons out that,

*“So... I think work-life balance kasi as a teacher we always prioritize our work in school and sometimes we forgot that we have also our... our family also need our time so, I think that’s a very ah... one of the problem but still, as a teacher, we still manage that problem and that is our struggle always noh...to have time for the school and for our family. So, I think that’s all.”* (Informant 3, Q3.2, L 56-65)

Moreover, understanding your job contributes to an imbalanced work-life. One of the participants explains that,

*“For me is... yung work-life balance because ah... yung job is di mo pwedeng iwanan so... ah... yung ano is... nakakain... example po yung sa mga coordinatorship mo na kailangan mong attenatn halimbawa Friday to Sunday so, makakain yung weekends mo na ang weekends mo is for your family or*

*yourself sana so, nakakain siya ng work and also yung ah... seminars, pero wala po tayong magawa kasi trabaho po natin yan as a teacher so, yun po yung work-life balance po.*" (Informant 4, Q3.2, L 72-84)

(For me is the work-life balance because you cannot leave your job. For example, your role as a coordinator requires you to attend some meetings within Friday to Sunday which your weekends will be consumed dedicated for your family or for yourself. Same thing with seminars, your weekends will be consumed. But we do not have any other choice as this is the nature of our job. So, that is it, the work-life balance.)

For Erturk (2022), work-life balance affects teachers' job satisfaction and turnover intention. Work-life balance issues can cause stress, burnout, and instructor turnover. Due to class planning, grading, administrative chores, and extracurricular activities, teachers often work long hours (Freeman, 2018). Teaching is emotionally draining since it requires regular connection with kids, parents, and coworkers and managing challenging behaviors and high expectations (Dawson & Guare, 2018). Teachers also have administrative and extracurricular responsibilities. Stress from poor work-life balance can cause sleep disruptions, tiredness, and other health issues in teachers. Teachers' demands might strain family and personal connections, causing disagreements and lower life satisfaction (Hagmaier et al., 2018). Lack of institutional support and task management resources worsens work-life balance.

*Limited Instructional Materials.* The scarcity of instructional materials is a substantial obstacle in the field of education, hindering teachers' capacity to provide impactful instruction and sustain elevated levels of motivation and engagement. Psychological Capital (PsyCap), comprising self-efficacy, hope, optimism, and resilience, can significantly aid teachers in managing and reducing the adverse effects of inadequate educational materials. Teachers with a strong sense of self-efficacy can effectively overcome the difficulty of having a limited number of instructional materials. When teachers have few educational materials, hope can greatly increase their motivation and involvement.

A participant condemns that,

*"For me is organizational support. I know in the Department of Education that, especially in the Philippines, we are very limited in terms of learning materials that's why it is very challenging for a teacher to impart their knowledge especially when the teacher don't have resource in terms of teaching and imparting knowledge for the pupils."* (Informant 5, Q3.1, L 85-95)

Teachers have a substantial obstacle due to the scarcity of educational materials, which negatively affects their motivation and engagement (Tadic et al., 2015). For Yong et al. (2019), Psychological Capital is consisting of self-efficacy, hope, optimism, and resilience, enable instructors to effectively manage this obstacle. For Aguilar (2018), teachers can sustain their motivation and involvement in challenging circumstances with limited resources by cultivating resourcefulness, maintaining a positive mindset, setting achievable goals, and adjusting to adversity. Investing in the development of teachers' Psychological Capital (PsyCap) is likely to result in increased motivation, engagement, and overall effectiveness in teaching within educational institutions, even when faced with constraints in instructional materials (Zewude & Hercz, 2022).

*Learner's Unruly Behavior.* The phenomenon of Learner's Unruly Behavior poses a substantial obstacle in the field of education, frequently affecting the motivation and engagement of teachers. Psychological Capital (PsyCap), consisting of self-efficacy, hope, optimism, and resilience, can significantly aid instructors in effectively handling and reducing the adverse impacts of disruptive behavior. Teachers who possess a strong sense of self-efficacy have confidence in their abilities to successfully apply efficient classroom management tactics. This confidence enables them to effectively retain control and minimize disruptive behaviors. The tenacity inherent in aspiring educators enables them to maintain their motivation to enhance classroom conduct, even in the face of enduring obstacles.

One of the participants shared that,

*"The problems that contributed to my turn-over intention as a teacher is the pupil's unruly behavior."* (Informant 9, Q3.1, L 145-147)

Aguilar 2018 discussed that Psychological Capital is consisting of self-efficacy, hope, optimism, and resilience, enables instructors to effectively handle the unruly behavior of the learners. Teachers can sustain their motivation and engagement in the presence of disruptive behaviors by cultivating confidence in classroom management, upholding a positive perspective, establishing explicit objectives, and adjusting to challenges (Porter, 2020). For Adil and Kamal (2019), academic institutions that allocate resources to enhance the Psychological Capital (PsyCap) of their educators are likely to observe enhanced classroom management, increased levels of teacher motivation and engagement, and improved educational outcomes as a whole.

**Table 7.** Challenges faced by Teachers that influenced Turnover Intention

Global Theme	Organizing Themes	Basic Themes
Challenges that Influence Turnover Intention	Work-Life Balance	The teachers could hardly juggle the demands of their work and personal life.
	Limited Instructional Materials	The teachers faced problems on the limited material crucial for learning.
	Learners' Unruly Behavior	The teachers faced students with bad behaviors.

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## Implications for Practice

Based on the topics in the previous chapter, knowing how Psychological Capital (PsyCap) affects teachers' well-being, resilience, motivation, and engagement and managing turnover intention concerns can inform practice.

Schools should invest on resilience training, positivity workshops, and optimism-building exercises to improve PsyCap. These programs can help teachers build a strong coping kit. Also, foster a positive school atmosphere. Teachers can stay happy by sharing positive experiences and success stories at regular staff meetings. Offer mental health services including counseling and stress management workshops. This helps teachers cope with stress and overcome obstacles.

Thus, institutions may provide ongoing professional development to improve teachers' adaptability and engagement. This may involve leadership training, new teaching methods, and technological integration. Appreciate and reward adaptable, engaged, and motivated teachers. This could be rewards, public acknowledgment, or professional advancement. Promote collaboration so instructors can share best practices and learn from each other. This encourages involvement and provides a support network to keep motivation going.

Moreover, flexible scheduling, enough planning time during school hours, and help for instructors to manage their workload are examples. Provide teachers with teaching materials. Schools should emphasize buying instructional resources and offer forums for instructors to share and request them. Teach classroom management and unruly behavior solutions. Schools should also have clear procedures and support mechanisms for serious behavioral concerns, including counseling and parent engagement.

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## Implications for Future Research

Data findings support numerous research avenues. Future research might explore several areas to better understand how Psychological Capital (PsyCap) affects teachers' well-being, resilience, motivation, and engagement and alleviate turnover intention concerns.

Discover how PsyCap motivates and engages instructors in professional, personal, and social realms. This can help comprehend PsyCap's impact outside the workplace. Cross-cultural research should evaluate how cultural influences affect PsyCap and teacher motivation and engagement. This can reveal how PsyCap works across cultures. Compare the motivation and engagement of teachers with high and low PsyCap to uncover activities and attitudes that boost motivation. Examine how school leadership promotes teachers' PsyCap. Understanding PsyCap-supporting leadership styles and behaviors can inform administrative policy.

In addition, the study how work-life balance programs reduce turnover intention. Studies should determine which policies and practices (e.g., flexible working hours, reduced administrative load) best retain teachers. Examine how resource allocation affects teacher retention. Access to instructional resources impacts turnover intention, which can inform financing and resource distribution. Assess how well alternative behavior management strategies reduce the impact of student misbehavior on turnover intention. This helps prioritize professional development. Examine how psychosocial elements (e.g., stress, colleague support) affect turnover intention. This can help identify additional teacher retention interventions.

Therefore, longitudinal research can show how PsyCap affects teachers' well-being and resilience. This helps understand PsyCap intervention sustainability. Explore how urban vs. rural, public vs. private educational contexts affect PsyCap development and impact on instructors. Understanding these nuances helps personalize approaches. Assess PsyCap-enhancing therapies. Research should determine which interventions—workshops, counseling, peer support—build teacher resilience and positivity. Use a mixed method approach to quantify PsyCap's effects on well-being and resilience and get qualitative insights into instructors' experiences.

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## Concluding Remarks

In conclusion, Psychological Capital (PsyCap)'s effects on teachers' well-being, motivation, engagement, and turnover intention have illuminated their challenges and the factors that boost their professional satisfaction and retention. These PsyCap features help teachers cope with adversity. A positive outlook, adaptability, and optimism help instructors overcome obstacles and stay motivated.

Also, teachers' adaptability, intrinsic drive, and involvement affect their life success. Adaptable teachers can adapt to changing conditions and stay motivated, improving job satisfaction and performance. Due to stress, fatigue, and work discontent, these issues increase teacher turnover intention. Resources, behavior management support, and work-life balance programs are needed to address these issues.

More so, it is clear that teachers need Psychological Capital to be healthy, motivated, and resilient. Future research and practice should study interventions and policies that improve PsyCap, address the stated problems, and support educators in influencing the next generation. We can help teachers succeed personally and professionally by investing in their mental health, improving student outcomes and educational institutions.

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