

# Teachers' Psychological Capital, Level of Stress, and Attitude Towards Work

**Jeckey R. Guzman**

Student, Medina College – Ozamiz City

**Abstract**— Teachers' psychological capital plays a vital role in managing workplace challenges and sustaining professional motivation. This study aimed to examine the relationship between psychological capital, stress levels, and work attitudes among teachers at Medina College. Specifically, it assessed the extent of teachers' psychological capital—hope, efficacy, resilience, and optimism—their stress levels involving workload, emotional strain, and time management, and their work attitudes, including job satisfaction, work engagement, professional commitment, and motivation. A quantitative descriptive-correlational research design was employed. The study used complete enumeration, involving teachers from Medina College, and data were collected using validated researcher-made questionnaires. Descriptive statistics measured the extent of each variable, and Pearson's  $r$  correlation tested the relationships. Findings revealed that teachers exhibited very high psychological capital and work attitude, but also experienced high levels of stress. A moderate significant correlation was found between psychological capital and stress ( $r = 0.316$ ,  $p = 0.001$ ), indicating that higher psychological capital helps reduce stress. A very strong positive correlation was also observed between psychological capital and work attitude ( $r = 0.918$ ,  $p = 0.000$ ), suggesting that teachers with higher psychological capital tend to exhibit more positive work behaviors. These results emphasize the importance of strengthening psychological capital to foster resilience and improve professional outlook in the teaching profession.

**Keywords**— psychological capital, stress, work attitude, teachers, resilience

## INTRODUCTION

### *Background of the Study*

Teachers are the backbone of the educational system, playing a crucial role in shaping student learning and overall school success. However, their ability to maintain a positive work attitude is often influenced by various challenges in the workplace, including work-related pressure and emotional strain. Psychological capital serves as a valuable resource that enables teachers to navigate these challenges and sustain motivation and professional commitment. Moreover, the school environment and the expectations set by colleagues and school heads further influence how teachers perceive and respond to their professional responsibilities. Understanding the relationship between psychological capital, stress levels, and work attitude is essential in developing strategies that enhance teacher well-being and improve overall educational outcomes.

Psychological capital has been recognized as a key factor in improving teachers' motivation and

professional performance. Luthans and Broad (2020) define psychological capital as a combination of positive psychological states that help individuals remain motivated and resilient in challenging work environments. The American Psychological Association (2023) highlights that psychological capital, which includes confidence, hope, resilience, and optimism, strengthens an individual's ability to cope with workplace challenges and maintain motivation. Stress, on the other hand, remains a significant challenge for teachers, affecting their motivation and job performance. Jamil et al. (2023) and Agyapong et al. (2022) emphasize that job stress, particularly from workload and emotional strain, significantly impacts teachers' ability to perform effectively and maintain professional commitment, often leading to emotional exhaustion and reduced job satisfaction. Furthermore, Li et al. (2025) highlight that work attitude, including personal outlook, perceived organizational support, and confidence in handling work responsibilities, ultimately affects motivation and professional behavior.

Despite the growing body of research on psychological capital, stress, and work attitude, a significant gap remains in understanding their interconnected influence within the teaching profession. While psychological capital has been studied extensively in corporate and general workplace settings, limited research explores its specific influence on teacher motivation and professional behavior in the context of educational institutions. Furthermore, the impact of stress on teachers' work attitude, including job satisfaction and professional commitment, has not been thoroughly examined, especially in the Philippine educational system. Most existing studies focus on broad workplace environments, overlooking the unique stressors and professional challenges faced by teachers. Moreover, there is a lack of evidence-based frameworks designed to strengthen psychological capital and improve teachers' work attitudes in response to occupational stress.

This study aims to examine the relationship between teachers' psychological capital, stress levels, and work attitude. Specifically, it seeks to assess the extent of teachers' psychological capital in terms of hope, efficacy, resilience, and optimism. It also aims to measure teachers' level of stress, focusing on workload-related stress, emotional stress, and time management stress. Furthermore, the study will evaluate the extent of teachers' work attitude, considering job satisfaction, work engagement, professional commitment, and work ethics and motivation. This research will explore whether there is a significant relationship between teachers' psychological capital and their level of stress, as well as between psychological capital and work attitude. The findings of this study will serve as a foundation for developing targeted interventions and professional development programs aimed at enhancing teacher resilience, improving stress management, and fostering a more positive work environment in educational settings.

## II. RESEARCH METHODOLOGY

### *Research Design*

The study employed a descriptive correlational research design to examine the relationship between

teachers' psychological capital, stress levels, and work attitude without manipulating any variables. Psychological capital—comprising hope, efficacy, resilience, and optimism—served as the independent variable, while stress levels (workload, emotional, and time management stress) and work attitude (job satisfaction, engagement, commitment, and motivation) were the dependent variables. This approach enabled the researcher to determine the strength and direction of the relationships among these variables.

### *Research Setting*

The study was conducted in the MBHTE-BARMM Division of Lanao del Sur II, which includes various public schools under the Ministry of Basic, Higher, and Technical Education. This setting was selected due to its diverse socio-cultural and educational environment, providing a broad context for examining teachers' experiences. The presence of many teachers across different schools allowed for a comprehensive analysis of how psychological capital relates to stress levels and work attitudes. Additionally, the division's unique administrative structure offered valuable insights into the challenges and strengths influencing teachers, making it an appropriate setting for the study.

### *Research Respondents*

The study involved teachers from the MBHTE-BARMM Division of Lanao del Sur II, selected through stratified random sampling to ensure proportional representation of subgroups. The sample size of 105 respondents was determined using the Raosoft Sample Size Calculator, based on a 95% confidence level, 7% margin of error, and 50% response distribution. This method enhanced the accuracy and reliability of the data and enabled a comprehensive analysis of the relationship between teachers' psychological capital, stress levels, and work attitudes.

### *Research Instrument*

The study used a self-made questionnaire with three sections to collect data on teachers' psychological capital, stress levels, and work attitudes. A 4-point Likert scale (from strongly disagree to strongly agree) was employed to measure responses. Part A focused

on psychological capital (hope, efficacy, resilience, and optimism), Part B assessed stress levels (workload, emotional, and time management stress), and Part C examined work attitudes (job satisfaction, engagement, commitment, and motivation).

**Data Gathering Procedure**

Data were collected through a systematic and ethical procedure. The researcher followed a systematic data collection procedure by first securing approval from the MBHTE-BARMM Division of Lanao del Sur II and obtaining permission from school principals. After coordination with the selected schools, informed consent was obtained from respondents, ensuring voluntary participation and confidentiality. The researcher personally distributed the questionnaires, provided clear instructions, and allowed sufficient time for completion. Once accomplished, the questionnaires were collected and organized for data analysis.

**Ethical Considerations**

The study adhered to strict ethical standards by ensuring the safety and well-being of respondents and

respecting their dignity throughout the research process. Informed consent was obtained, and participation was voluntary. The researcher-maintained confidentiality and anonymity of all participants, avoided deception, and ensured transparency in disclosing any affiliations or conflicts of interest. Data were analyzed and reported honestly and accurately, with the researcher taking full responsibility for upholding ethical guidelines at all stages of the study.

**Data Analysis**

The collected data were analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to determine the extent and variability of teachers’ psychological capital, stress levels, and work attitudes, providing insights into overall trends and response dispersion.

Pearson’s r was employed to assess the strength and direction of the relationships between teachers’ psychological capital and their stress levels, as well as their work attitudes.

**III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

*Table 1.1 Extent of Teachers' Psychological Capital in terms of Hope*

Indicators	SD	Mean
I can find multiple ways to reach my teaching goals.	0.82	3.45
I remain motivated even when faced with difficult tasks in teaching.	0.76	3.32
I believe there is always a way to overcome professional challenges.	0.88	3.40
I set clear teaching goals and actively work towards achieving them.	0.77	3.63
I stay focused on my objectives, even in challenging situations.	0.72	3.44
I am confident in finding solutions when things do not go as planned.	0.75	3.32
I encourage myself to keep going even when progress is slow.	0.82	3.41
I can successfully adapt my teaching strategies to meet students' needs.	0.73	3.47
I see difficulties in teaching as opportunities for growth.	0.71	3.30
I am determined to succeed in my profession despite obstacles.	0.80	3.35
<b>Grand Mean</b>	3.410 (Very High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.1 shows that teachers exhibit a very high level of psychological capital in terms of hope, with a grand mean of 3.41, indicating strong goal-oriented behavior, motivation, and resilience in their professional practice. The highest-rated item, “I set clear teaching goals and actively work towards achieving them” (M = 3.63), highlights teachers’

proactive commitment to achieving objectives, while the lowest-rated item, “I see difficulties in teaching as opportunities for growth” (M = 3.30), suggests some challenges in reframing setbacks despite still being rated very high. Overall, the findings imply that teachers maintain a positive outlook and perseverance, which can enhance teaching effectiveness and student

outcomes. These results are supported by previous studies showing that psychological capital, particularly hope, strengthens resilience, perseverance, and leadership qualities, and helps

reduce burnout among teachers (Round et al, 2024; Neyişci and Yılmaz, 2022; Batel Hazan-Liran and Karni-Vizer, 2023).

*Table 1.2 Extent of Teachers' Psychological Capital in terms of Efficacy*

Indicators	SD	Mean
<b>I believe I am capable of handling the challenges in my teaching profession.</b>	0.78	3.45
<b>I am confident in my ability to manage my classroom effectively.</b>	0.78	3.40
<b>I feel competent in using various teaching strategies to enhance student learning.</b>	0.71	3.42
<b>I trust my ability to positively influence students' academic performance.</b>	0.79	3.45
<b>I can effectively motivate students to engage in learning activities.</b>	0.76	3.38
<b>I believe I can handle unexpected challenges in teaching.</b>	0.75	3.32
<b>I am capable of managing time efficiently to balance workload demands.</b>	0.75	3.38
<b>I feel confident in collaborating with colleagues to improve teaching practices.</b>	0.73	3.47
<b>I can successfully implement innovative teaching methods.</b>	0.78	3.33
<b>I believe I have the skills to assess and improve my teaching effectiveness.</b>	0.75	3.44
<b>Grand Mean</b>	3.404 (Very High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.2 indicates that teachers demonstrate a very high level of psychological capital in terms of efficacy, with a grand mean of 3.40, reflecting strong confidence in managing classroom tasks, applying teaching strategies, and influencing student outcomes. The highest-rated item, “I feel confident in collaborating with colleagues to improve teaching practices” (M = 3.47), highlights the importance of collaboration in strengthening teachers’ sense of competence, while the lowest-rated item, “I believe I can handle unexpected challenges in teaching” (M = 3.32), suggests slight reservations in dealing with

unforeseen situations despite still being rated very high. Overall, the findings imply that teachers are confident, proactive, and resilient, though additional support in handling unexpected challenges may further enhance their efficacy. These results are consistent with studies showing that self-efficacy and psychological capital improve teachers’ adaptability, resilience, and well-being, and that collaboration strengthens professional competence and reduces stress (Jaedun et al., 2022; Liu and Du; Heikonen et al., 2024).

*Table 1.3 Extent of Teachers' Psychological Capital in terms of Resilience*

Indicators	SD	Mean
<b>I believe I am capable of handling the challenges in my teaching profession.</b>	0.83	3.17
<b>I am confident in my ability to manage my classroom effectively.</b>	0.84	3.33
<b>I feel competent in using various teaching strategies to enhance student learning.</b>	0.77	3.20
<b>I trust my ability to positively influence students' academic performance.</b>	0.77	3.31
<b>I can effectively motivate students to engage in learning activities.</b>	0.78	3.23
<b>I believe I can handle unexpected challenges in teaching.</b>	0.83	3.42
<b>I am capable of managing time efficiently to balance workload demands.</b>	0.75	3.42
<b>I feel confident in collaborating with colleagues to improve teaching practices.</b>	0.77	3.30
<b>I can successfully implement innovative teaching methods.</b>	0.75	3.34
<b>I believe I have the skills to assess and improve my teaching effectiveness.</b>	0.78	3.43
<b>Grand Mean</b>	3.316 (Very High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.3 shows that teachers exhibit a very high level of psychological capital in terms of resilience, with a grand mean of 3.316, indicating strong capacity to cope with and adapt to challenges in the teaching profession. The highest-rated item, “I believe I have the skills to assess and improve my teaching effectiveness” (M = 3.43), reflects teachers’ strong ability to engage in self-reflection and continuous professional improvement, while the lowest-rated item, “I believe I am capable of handling the challenges in my teaching profession” (M = 3.17), suggests some difficulty in managing more complex or

unexpected situations despite still being rated very high. Overall, the findings imply that teachers are generally resilient, adaptable, and committed to professional growth, though additional support may further strengthen their confidence in handling difficult challenges. These results align with studies emphasizing that teacher resilience enhances well-being, performance, and the ability to manage job demands effectively, while also reducing burnout and supporting professional development (Sun et al.2022; Çimen and Özgan, 2018; Lu et al., 2024; Salvo-Garrido et al., 2025).

**Table 1.4** Extent of Teachers' Psychological Capital in terms of Optimism

Indicators	SD	Mean
<b>I believe I am capable of handling the challenges in my teaching profession.</b>	0.77	3.50
<b>I am confident in my ability to manage my classroom effectively.</b>	0.79	3.48
<b>I feel competent in using various teaching strategies to enhance student learning.</b>	0.78	3.44
<b>I trust my ability to positively influence students' academic performance.</b>	0.78	3.42
<b>I can effectively motivate students to engage in learning activities.</b>	0.78	3.44
<b>I believe I can handle unexpected challenges in teaching.</b>	0.77	3.48
<b>I am capable of managing time efficiently to balance workload demands.</b>	0.75	3.42
<b>I feel confident in collaborating with colleagues to improve teaching practices.</b>	0.78	3.47
<b>I can successfully implement innovative teaching methods.</b>	0.73	3.44
<b>I believe I have the skills to assess and improve my teaching effectiveness.</b>	0.76	3.39
<b>Grand Mean</b>	3.447 (Very High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.4 shows that teachers demonstrate a very high level of psychological capital in terms of optimism, with a grand mean of 3.447, indicating a strong positive outlook and confidence in handling their professional responsibilities. The highest-rated item, “I believe I am capable of handling the challenges in my teaching profession” (M = 3.50), reflects strong self-efficacy and resilience in managing classroom demands, while the lowest-rated item, “I believe I have the skills to assess and improve my teaching effectiveness” (M = 3.39), suggests slightly lower confidence in self-evaluation and instructional

improvement despite still being very high. Overall, the findings imply that teachers maintain a consistently positive mindset, which supports their ability to manage challenges and sustain effective teaching performance, although targeted development in self-assessment skills may further enhance their competence. These results are supported by studies showing that optimism enhances teachers’ work engagement, well-being, and instructional effectiveness, contributing to stronger performance and more positive school environments (Dong and Xu, 2022; Radu, 2023).

**Table 1.5** Summary of the Extent of Teachers' Psychological Capital

Learning Styles	Mean	Interpretation
<b>Hope</b>	3.410	Very High
<b>Efficacy</b>	3.404	Very High
<b>Resilience</b>	3.316	Very High

<b>Optimism</b>	3.447	Very High
<b>Grand Mean</b>	3.394 Very High	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.5 summarizes teachers’ psychological capital across the four dimensions—hope (M = 3.410), efficacy (M = 3.404), resilience (M = 3.316), and optimism (M = 3.447)—all of which are rated very high, resulting in an overall grand mean of 3.394. This indicates that teachers possess a strong psychological foundation characterized by high motivation, confidence, adaptability, and a positive outlook, enabling them to effectively manage professional

demands, sustain perseverance, and navigate challenges in teaching. These findings are supported by literature emphasizing that psychological capital enhances teacher well-being, job satisfaction, and performance by improving resilience, motivation, and stress management capabilities (American Psychological Association, 2023; Sun et al, 2022.; Bertieaux, 2024.).

**Table 2.1** Level of Stress Experienced by Teachers in terms of Workload-Related Stress

Indicators	SD	Mean
<b>I often feel overwhelmed by the number of lessons I need to prepare.</b>	0.80	2.90
<b>I struggle to complete all my teaching-related tasks within the given deadlines.</b>	0.79	3.00
<b>The amount of paperwork and administrative work adds significant stress to my job.</b>	0.88	2.72
<b>I feel that my workload is unmanageable most of the time.</b>	0.94	2.99
<b>I often take work home due to the heavy demands of my teaching duties.</b>	0.90	2.80
<b>I experience difficulty balancing teaching, grading, and extracurricular responsibilities.</b>	0.89	2.82
<b>I feel pressured when expected to meet high academic standards for my students.</b>	0.88	2.72
<b>I find it exhausting to keep up with the curriculum requirements.</b>	0.97	2.84
<b>I experience stress due to frequent changes in educational policies and programs.</b>	0.89	2.69
<b>I feel that my workload negatively impacts my overall well-being.</b>	0.90	2.81
<b>Grand Mean</b>		

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.1 reveals that teachers experience a high level of stress related to workload, with a grand mean of 2.830, indicating frequent challenges in managing lesson preparation, deadlines, administrative tasks, and multiple teaching responsibilities. The highest-rated item, “I struggle to complete all my teaching-related tasks within the given deadlines” (M = 3.00), highlights difficulties in meeting time constraints, while the item “I feel that my workload is unmanageable most of the time” (M = 2.99) also reflects significant pressure despite being slightly lower. Overall, the findings imply that workload-

related stress is a persistent concern that may negatively affect teachers’ well-being and performance if not addressed through proper support and time management strategies.

These results are consistent with studies showing that excessive workload contributes to teacher stress, emotional exhaustion, burnout, and reduced job performance, highlighting the need for institutional interventions to improve working conditions and work-life balance (Zhao et al, 2022.; Gudelos and Mabitad, 2025; Creagh et al., 2023).

**Table 2.2** Level of Stress Experienced by Teachers in terms of Emotional Stress

Indicators	SD	Mean
<b>I feel emotionally drained after a full day of teaching.</b>	0.91	2.79
<b>I often feel frustrated when dealing with students’ lack of motivation.</b>	0.87	2.89
<b>Handling student misbehavior contributes to my stress levels.</b>	0.84	2.71

<b>I feel emotionally exhausted when trying to meet students' diverse learning needs.</b>	0.90	2.70
<b>I experience stress due to conflicts or misunderstandings with colleagues.</b>	0.86	2.74
<b>I find it difficult to separate personal emotions from professional responsibilities.</b>	0.87	2.66
<b>I feel unappreciated despite my efforts to support my students.</b>	0.84	2.82
<b>I experience emotional distress when students do not perform well despite my efforts.</b>	0.92	2.77
<b>I feel pressured to maintain a professional demeanor even when I am struggling emotionally.</b>	0.92	2.69
<b>I sometimes question my ability to continue teaching due to emotional stress.</b>	0.92	2.78
<b>Grand Mean</b>	2.755 (High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.2 shows that the Level of Teacher Collaboration Table 2.2 shows that teachers experience a high level of emotional stress, with a grand mean of 2.755, indicating frequent emotional strain caused by student behavior, lack of motivation, workload demands, and interpersonal conflicts. The highest-rated item, “I often feel frustrated when dealing with students' lack of motivation” (M = 2.89), suggests that student engagement is a major source of emotional stress, while “I feel emotionally drained after a full day of teaching” (M = 2.79) reflects

consistent emotional exhaustion. Overall, the findings imply that emotional stress significantly affects teachers' well-being and may lead to burnout and reduced job satisfaction if not properly addressed through appropriate support systems and coping strategies. These findings are supported by previous research indicating that sustained emotional stress in teaching negatively affects mental health, instructional effectiveness, and coping capacity (Wettstein et al., 2021; Suttles, 2024; Jimenez, 2021).

**Table 2.3** Level of Stress Experienced by Teachers in terms of Time management Stress

Indicators	SD	Mean
<b>I often feel that there is not enough time in the day to complete my tasks.</b>	0.87	2.65
<b>I struggle to balance teaching responsibilities with my personal life.</b>	0.88	2.75
<b>I frequently rush to complete lesson plans and instructional materials.</b>	0.87	2.72
<b>I find it stressful to juggle multiple responsibilities at the same time.</b>	0.89	2.92
<b>I often have to sacrifice personal time to meet work deadlines.</b>	0.91	2.88
<b>I experience stress when unexpected tasks or responsibilities arise.</b>	0.92	2.80
<b>I feel pressured to complete grading and assessments within tight schedules.</b>	0.94	2.71
<b>I find it difficult to allocate time for self-care due to work demands.</b>	0.86	2.73
<b>I struggle to manage time effectively when handling multiple classes.</b>	0.86	3.03
<b>I feel that poor time management negatively affects my teaching performance.</b>	0.85	3.12
<b>Grand Mean</b>	2.832 (High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.3 shows that teachers experience a high level of time management stress, with a grand mean of 2.832, indicating difficulties in balancing instructional duties, administrative tasks, and personal responsibilities. The highest-rated item, “I feel that poor time management negatively affects my teaching performance” (M = 3.12), highlights teachers' strong awareness of how time constraints reduce instructional effectiveness, while the lowest-rated item, “I often feel

that there is not enough time in the day to complete my tasks” (M = 2.65), still reflects persistent time pressure despite being slightly lower. Overall, the findings suggest that time management stress remains a significant concern that can negatively affect productivity and teaching quality if not properly addressed through effective planning and workload support. These results are consistent with studies showing that time pressure and excessive workload

contribute to teacher stress and emotional exhaustion, while institutional support and effective time management strategies can help reduce these pressures

and improve job satisfaction (Maas et al., 2021; Gul et al., 2021; Lukic, 2023).

*Table 2.4 Summary of the Level of Stress Experienced by Teachers*

Learning Styles	Mean	Interpretation
Workload-Related Stress	2.830	Very High
Emotional Stress	2.755	Very High
Time management Stress	2.832	Very High
Grand Mean	2.806	VeryHigh

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.4 presents the overall level of stress experienced by teachers across three dimensions: workload-related stress, emotional stress, and time management stress. All indicators were rated high, with mean scores ranging from 2.755 to 2.832 and an overall grand mean of 2.806, indicating that teachers consistently experience substantial stress in their professional responsibilities. This suggests that excessive workload demands, emotional pressures, and time constraints collectively strain teachers’ well-

being and may affect their effectiveness in the classroom, highlighting the need for institutional support and well-being interventions to promote work-life balance. These findings are supported by previous studies showing that occupational stress negatively affects teaching effectiveness, emotional regulation, and professional performance, often leading to burnout when not properly addressed (Sarabia & Collantes, 2020; Wettstein et al., 2021; Maas et al., 2021).

*Table 3.1 Extent of Teachers' Work Attitude in terms of Job Satisfaction*

Indicators	SD	Mean
I feel a sense of accomplishment in my role as a teacher.	0.74	3.35
I am satisfied with my current teaching workload and responsibilities.	0.75	3.31
I feel valued and appreciated in my school community.	0.71	3.29
My job provides me with opportunities for personal and professional growth.	0.79	3.42
I am happy with my current salary and benefits as a teacher.	0.83	3.09
Grand Mean		3.291 (Very High)

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3.1 shows that teachers have a very high level of job satisfaction, with a grand mean of 3.291, indicating a generally positive work attitude toward their teaching profession.

the findings suggest that teachers experience fulfillment in their profession, particularly through growth opportunities, but financial concerns remain an area needing attention to further enhance job satisfaction.

The highest-rated indicator, “My job provides me with opportunities for personal and professional growth” (M = 3.42), highlights the strong value teachers place on career development and continuous learning, while the lowest-rated indicator, “I am happy with my current salary and benefits as a teacher” (M = 3.09), reflects comparatively lower satisfaction with compensation despite still being rated high. Overall,

These results are supported by studies showing that job satisfaction is strongly influenced by professional development opportunities, supportive work environments, and compensation, all of which significantly affect teacher performance and motivation (Baluyos et al., 2019; Hoque et al., 2023)

*Table 3.2 Extent of Teachers' Work Attitude in terms of Job Satisfaction*

Indicators	SD	Mean
<b>I feel energized and excited when teaching my students.</b>	0.73	3.34
<b>I am fully focused and immersed in my teaching activities.</b>	0.71	3.29
<b>I actively seek ways to improve my teaching strategies.</b>	0.78	3.39
<b>I enjoy interacting with students and helping them learn.</b>	0.76	3.38
<b>I feel motivated to give my best effort in every class.</b>	0.82	3.38
<b>Grand Mean</b>	3.356 (Very High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3.2 shows that teachers demonstrate a very high level of work engagement, with a grand mean of 3.356, indicating strong energy, focus, and commitment in performing their teaching responsibilities.

The highest-rated indicator, “I actively seek ways to improve my teaching strategies” (M = 3.39), reflects teachers’ strong intrinsic motivation for professional growth and instructional improvement, while the lowest-rated indicator, “I am fully focused and immersed in my teaching activities” (M = 3.29), suggests slight challenges in maintaining complete immersion, possibly due to workload or environmental

distractions, despite still being very high. Overall, the findings imply that teachers are highly engaged and proactive in enhancing their teaching practices, which contributes to improved classroom environments and student learning outcomes, though reducing non-instructional burdens may further strengthen their focus.

These results are supported by studies showing that high teacher engagement enhances instructional quality, occupational well-being, collaboration, and student performance (Holmström et al., 2023; Pöysä et al., 2022; Wang et al., 2022).

*Table 3.3 Extent of Teachers' Work Attitude in terms of Professional commitment*

Indicators	SD	Mean
<b>I am committed to staying in the teaching profession for the long term.</b>	0.82	3.30
<b>I continuously seek professional development opportunities to enhance my skills.</b>	0.82	3.38
<b>I am willing to go beyond my required duties to support my students.</b>	0.83	3.28
<b>I remain dedicated to teaching despite challenges in the profession.</b>	0.81	3.38
<b>I believe that teaching is a vital and meaningful career.</b>	0.79	3.49
<b>Grand Mean</b>	3.366 (Very High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3.3 shows that teachers demonstrate a very high level of professional commitment, with a grand mean of 3.366, indicating strong dedication, perseverance, and belief in the value of the teaching profession. The highest-rated indicator, “I believe that teaching is a vital and meaningful career” (M = 3.49), reflects a strong intrinsic sense of purpose that reinforces teachers’ motivation and resilience, while the lowest-rated indicator, “I am willing to go beyond my required duties to support my students” (M = 3.28), suggests a slightly lower tendency to extend efforts beyond formal responsibilities, possibly due to workload pressures or limited support, despite still

being very high. Overall, the findings imply that teachers remain deeply committed to their profession, though reducing excessive demands and strengthening institutional support may further enhance their willingness to go beyond basic duties. These results are supported by studies showing that professional commitment is strengthened when teachers perceive their work as meaningful, even under challenging conditions, and this commitment positively influences motivation, job satisfaction, and student support behaviors (Nayci, 2021; TÜRK & KORKMAZ, 2022; Kishan et al., 2023).

**Table 3.4** Extent of Teachers' Work Attitude in terms of Work Ethics and Motivation

Indicators	SD	Mean
<b>I maintain professionalism and integrity in all my teaching responsibilities.</b>	0.80	3.43
<b>I always strive to be punctual and prepared for my classes.</b>	0.83	3.38
<b>I take my responsibilities seriously and fulfill them to the best of my ability.</b>	0.82	3.47
<b>I feel a strong sense of responsibility toward my students' success.</b>	0.78	3.44
<b>I stay motivated to perform well, even when faced with difficulties.</b>	0.75	3.68
<b>Grand Mean</b>	3.478 (Very High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3.4 shows that teachers exhibit a very high level of work ethics and motivation, with a grand mean of 3.478, indicating strong professionalism, integrity, and responsibility in performing their duties. The highest-rated indicator, “I stay motivated to perform well, even when faced with difficulties” (M = 3.68), reflects strong intrinsic motivation and resilience in maintaining performance despite challenges, while the lowest-rated indicator, “I always strive to be punctual and prepared for my classes” (M = 3.38), although still very high, suggests minor challenges in consistency that may be influenced by time constraints or workload

demands. Overall, the findings imply that teachers are highly motivated and ethically committed, which supports effective teaching and positive learning environments, though addressing practical constraints may further strengthen consistency in classroom preparedness.

These results are supported by studies emphasizing that strong work ethics, motivation, and supportive leadership significantly enhance teacher performance, resilience, and student achievement outcomes (Dela Cruz, 2024; Collie, 2023; Osias & Ladica, 2024).

**Table 3.5** Summary of the Extent of Teachers' Work Attitude

Learning Styles	Mean	Interpretation
<b>Job Satisfaction</b>	3.291	Very High
<b>Work engagement</b>	3.356	Very High
<b>Professional commitment</b>	3.366	Very High
<b>Work Ethics and Motivation</b>	3.478	Very High
<b>Grand Mean</b>	3.373	Very High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3.5 summarizes teachers' work attitude across four dimensions—job satisfaction (M = 3.291), work engagement (M = 3.356), professional commitment (M = 3.366), and work ethics and motivation (M = 3.478)—all of which are rated very high, resulting in a grand mean of 3.373. This indicates that teachers consistently demonstrate strong satisfaction, engagement, commitment, and ethical motivation in their professional roles, suggesting a highly positive orientation toward their work despite challenges and

stressors. Overall, the findings imply that teachers maintain a strong and enthusiastic professional attitude, which contributes to better performance and a more positive learning environment. These results are supported by studies showing that positive work attitudes significantly enhance teacher performance, well-being, commitment, and instructional effectiveness, ultimately improving the quality of education (Dilekçi et al., 2025; Assaf & Antoun, 2024; Kishan et al., 2023).

**Table 4.** Test of Significant Relationship Between Teachers' Psychological Capital and Stress Level

Test Variables	Spearman rho	P value	Decision
<b>Teachers' Psychological Capital and Stress Level</b>	0.316	0.001	reject the Ho

Note: If  $p \leq 0.05$ , with a significant relationship

Table 4 shows a statistically significant relationship between teachers' psychological capital and stress levels, with a correlation coefficient of  $r = 0.316$  and a p-value of 0.001, which is lower than the 0.05 level of significance. This leads to the rejection of the null hypothesis, indicating that psychological capital is significantly related to teachers' stress levels. The result implies that teachers with higher levels of psychological capital—hope, efficacy, resilience, and optimism—tend to experience lower stress in areas

such as workload, emotional demands, and time management. Although the relationship is moderate, it suggests that psychological capital plays an important role in helping teachers cope with occupational stress rather than completely eliminating it. These findings are supported by studies showing that higher psychological capital is associated with reduced stress, anxiety, and burnout, and contributes to improved well-being and coping capacity among teachers (Cabahug & Pañares, 2024; Demir, 2018).

**Table 5. Test of Significant Relationship Between Teachers' Psychological Capital and Work Attitude**

Test Variables	Spearman rho	P value	Decision
Teachers' Psychological Capital and Work Attitude	0.918	.000	reject the Ho

Note: If  $p \leq 0.05$ , with a significant relationship

Table 5 reveals a very strong and statistically significant positive relationship between teachers' psychological capital and work attitude, with a correlation coefficient of  $r = 0.918$  and a p-value of 0.000, which is below the 0.05 level of significance. This leads to the rejection of the null hypothesis, indicating that psychological capital is highly associated with teachers' work attitudes. The result implies that teachers with higher levels of psychological capital—hope, efficacy, resilience, and optimism—tend to demonstrate more positive work attitudes, including higher job satisfaction, stronger work engagement, greater professional commitment, and improved work ethics and motivation. The strength of the correlation suggests that psychological capital plays a crucial role in shaping how teachers think, feel, and behave in their professional roles. These findings are supported by studies showing that psychological capital significantly enhances teachers' motivation, engagement, and job satisfaction, and can also mediate and improve overall work performance and professional behavior (Cabahug & Pañares, 2024; Gao et al., 2023; Ahad et al., 2021).

#### IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

##### Summary of Findings

The overall extent of teachers' psychological capital obtained a grand mean of 3.394, interpreted as very high, indicating that teachers generally possess strong psychological resources. Among the four dimensions,

optimism registered the highest mean of 3.447, followed by hope with a mean of 3.410, efficacy with 3.404, and resilience with 3.316—all interpreted as very high. These results suggest that teachers demonstrate consistently high levels of positive psychological traits, enabling them to effectively cope with professional demands and sustain motivation in their work.

The overall level of stress experienced by teachers yielded a grand mean of 2.806, interpreted as very high, indicating that teachers are experiencing substantial stress in the course of their work. In terms of specific stressors, time management stress recorded the highest mean of 2.832, followed closely by workload-related stress at 2.830, and emotional stress at 2.755—all of which are interpreted as very high. These findings reveal that teachers face significant challenges in managing time, coping with emotional demands, and handling heavy workloads.

The overall extent of teachers' work attitude, as reflected in the grand mean of 3.373, was classified as very high, indicating a consistently positive and committed approach to their professional roles. Specifically, the individual components revealed the following: work ethics and motivation received the highest mean score of 3.478, followed by professional commitment (3.366), work engagement (3.356), and job satisfaction (3.291). All dimensions were rated as very high, suggesting that teachers exhibit exceptional levels of satisfaction, engagement, commitment, and

motivation in their work. These findings imply that, despite the challenges they encounter, teachers maintain a positive and proactive attitude, which is likely to enhance both their performance and the overall educational environment.

A significant moderate positive relationship was found between teachers' psychological capital and their stress level, as indicated by a correlation coefficient of 0.316 and a p-value of 0.001. This implies that as teachers' psychological capital increases—particularly in terms of hope, efficacy, resilience, and optimism—their level of stress tends to decrease across various stress factors such as workload, emotional demands, and time management.

A very strong and significant positive relationship was found between teachers' psychological capital and their work attitude, as indicated by a correlation coefficient of 0.918 and a p-value of 0.000. This suggests that higher levels of psychological capital—such as hope, efficacy, resilience, and optimism—are closely associated with more positive work attitudes, including job satisfaction, work engagement, professional commitment, and motivation.

### **Conclusions**

The findings of this study underscore the essential role of psychological capital in shaping teachers' professional experiences and well-being. Teachers demonstrated very high levels of psychological capital, marked by hope, efficacy, resilience, and optimism, which are key to managing work challenges.

At the same time, teachers were experiencing significant levels of stress, particularly in time management, workload, and emotional demands. However, the study also highlights that teachers with higher psychological capital exhibited more positive work attitudes, such as greater job satisfaction, motivation, and professional commitment. This suggests that fostering psychological well-being in teachers can reduce stress and improve their attitudes toward work, leading to a more resilient and effective teaching workforce, which ultimately enhances the quality of education.

### **Recommendations**

Based on the results, findings, and conclusions, the researcher makes the following recommendations:

**Teachers.** Teachers should continue to strengthen their psychological capital, particularly in terms of hope, efficacy, resilience, and optimism, to enhance their stress management and work attitude. Engaging in professional development activities that focus on building psychological capital can help teachers improve their coping strategies, job satisfaction, and overall well-being. Teachers are also encouraged to establish peer support networks within the school to share strategies for dealing with work-related stress and to promote a collaborative and supportive environment.

**School Administrators.** School administrators should prioritize the creation of supportive policies and programs aimed at improving teacher well-being, reducing burnout, and enhancing job satisfaction. Regular assessments of teacher stress levels, along with targeted interventions such as workload management, time management training, and emotional support programs, should be implemented. Administrators should also provide teachers with opportunities for continuous professional development in areas such as resilience training, work-life balance, and psychological capital-building, fostering a more positive and sustainable work environment.

**Educational Policy Makers.** Educational policymakers should integrate psychological capital-building initiatives into teacher education curricula and professional development programs. It is essential to craft policies that promote teacher well-being, including mental health support, workload management strategies, and work-life balance initiatives. Policymakers should ensure that teachers have access to resources and training that foster resilience, optimism, and self-efficacy, which are crucial for enhancing job satisfaction and professional effectiveness.

**Future Researchers.** Future researchers should conduct studies that explore the long-term effects of psychological capital on teacher stress and work

attitudes. Investigating other factors that contribute to teacher stress and examining the relationship between psychological capital and various teaching demographics would provide a more comprehensive understanding of the dynamics influencing teacher well-being. Additionally, researchers could explore how different school environments and cultures impact teachers' psychological capital and work attitude, offering valuable insights into effective school leadership and professional development strategies.

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