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Teachers' Psychological Capital and Its Effect on Teachers' Work–Life Balance

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***Abstract*—** Teachers' psychological capital is an essential psychological resource that influences their ability to manage professional responsibilities while maintaining a healthy work–life balance. This study determined the relationship between teachers' psychological capital and work–life balance among public elementary school teachers in the Schools Division of Tangub City. Specifically, it assessed the respondents' demographic profile, levels of psychological capital and work–life balance, the relationship between the two variables, and the differences in these variables when grouped according to age, educational attainment, and length of service. A descriptive-correlational research design was employed involving 156 teachers selected through stratified random sampling from a population of 262 public elementary school teachers. Data were collected using a validated researcher-made questionnaire (r = 0.88) and analyzed using mean, standard deviation, Pearson's correlation coefficient, and the Kruskal–Wallis test. The findings revealed that teachers demonstrated a very high level of psychological capital (M = 3.26) and a high level of work–life balance (M = 3.13). Furthermore, a moderate positive and significant relationship was found between psychological capital and work–life balance (r = 0.482, p = 0.000), indicating that teachers with higher psychological capital tended to exhibit better work–life balance. No significant differences were found in either psychological capital or work–life balance when respondents were grouped according to age, educational attainment, and length of service. The study concludes that psychological capital significantly contributes to teachers' work–life balance regardless of demographic characteristics and recommends implementing programs that strengthen teachers' hope, self-efficacy, resilience, and optimism to promote their overall well-being.

***Keywords*—** Psychological Capital; Work–Life Balance, Public Elementary School Teachers, Descriptive-Correlational Research, Tangub City Division.

INTRODUCTION

Background of the Study

Teachers play an essential role in the education system because they guide students' learning and development. However, teaching also requires them to manage heavy workloads, professional expectations, and personal responsibilities at the same time. In this situation, psychological capital becomes an important inner resource that helps teachers stay hopeful, confident, resilient, and optimistic when facing challenges. Meanwhile, the work-life balance, or the capacity to balance work and personal life, is gaining more and more importance as a contributor to the well-being of teachers. A healthy balance among the teachers means that they tend to feel satisfied, driven, and productive. Therefore, examining how psychological capital contributes to teachers' work–life balance is important in promoting teacher wellness and supporting effective teaching.

Research indicates that psychological capital can prevent stress and burnout among teachers because teachers with a higher hope, resilience, optimism, and self-efficacy level are better positioned to report well-being and positive functioning in the workplace (Freire et al., 2020). Psychological capital has also been identified to cause more job satisfaction and work engagement among teachers, which implies the significance of psychological capital in sustaining positive work attitudes (Alutaya and Jr, 2023). Simultaneously, the work-life balance is a key factor in teacher well-being, as the inability to achieve work-life balance can harm motivation and health (Franco et al., 2021). The research also indicates that work-life balance can positively change the positive impact of psychological capital on the attitudes and operations of employees (Parray et al., 2022). These results highlight the importance of investigating the

relationship between psychological capital and work-life balance in teachers.

Although previous studies have demonstrated that psychological capital contributes to improved well-being, reduced burnout, and more positive work attitudes among teachers and employees in general, most of this research has focused on work engagement, job satisfaction, and burnout rather than work–life balance as a primary outcome (Freire et al., 2020; Alutaya & Jr, 2023). The current body of literature has focused on work-life balance primarily in the context of the larger education or business settings, with little focus on the teachers themselves and the specifics of the teaching profession (Franco et al., 2021). Additionally, although global literature has started to examine the role of psychological resources in well-being, there is still an evident gap in the empirical studies to examine the potential of psychological capital as a direct factor contributing to the capacity of teachers in the Philippines to balance between work and family life, especially in the context of Philippine basic education. The trend is in line with other broader studies where psychological capital was seldom studied in conjunction with work-life balance among teachers as a specific group. This current gap points to the necessity to conduct localized studies that investigate the possibility of psychological capital to impact teachers in their capacity to establish a balance between work and personal life.

The purpose of this study is to determine the relationship between teachers' psychological capital and their work–life balance. Specifically, the research will measure the levels of psychological capital among teachers in terms of hope, efficacy, resilience, and optimism, and will be able to measure their work-life balance in the areas of time balance, emotional balance, role satisfaction, and boundary control. It will also examine the question of whether the psychological capital of teachers and work-life balance would be different when categorized as per demographics in terms of age, education levels, and length of service. Through this inquiry, the research aims to offer empirical data on whether positive psychological capital of teachers are likely to lead to a more effective capacity to balance between professional and family duties.

II. RESEARCH METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to examine the relationship between teachers' psychological capital (hope, self-efficacy, resilience, and optimism) and their work-life balance (time balance, emotional balance, role satisfaction, and boundary control). The design described the levels of these variables and determined whether higher psychological capital was associated with better work-life balance, without manipulating or controlling the variables.

Research Setting

The study was conducted in the Schools Division of Tangub City, Misamis Occidental, Philippines. This setting was chosen because teachers managed diverse academic, administrative, and community responsibilities, making it an appropriate context for examining the relationship between their psychological capital and work-life balance within the Philippine basic education system.

Research Respondents

The respondents were 156 public elementary school teachers from the Schools Division of Tangub City. They were selected through stratified random sampling to ensure proportional representation across districts and school settings. From a total population of 262 teachers, the sample size was determined using a 95% confidence level, 5% margin of error, and 50% response distribution, providing adequate statistical power for the study.

Research Instrument

The study utilized a researcher-made questionnaire with three parts: (A) respondents' demographic profile, (B) psychological capital (hope, self-efficacy, resilience, and optimism), and (C) work–life balance (time balance, emotional balance, role satisfaction, and boundary control). The instrument used a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). To establish validity and reliability, the questionnaire underwent expert review and a pilot test among teachers in the Schools Division of Ozamiz

City. Revisions were made based on expert feedback, and the instrument achieved a validity coefficient (r = 0.88), indicating that it was valid and reliable for the study.

Data Gathering Procedure

The researcher followed a systematic data collection procedure by securing permission from the Schools Division Office of Tangub City and coordinating with district supervisors and school heads before administering the questionnaires. Informed consent was obtained from all participants, ensuring voluntary participation and confidentiality. The researcher personally distributed and retrieved the questionnaires, after which the responses were classified, coded, and prepared for statistical analysis.

Ethical Considerations

The study was carried out in line with the ethical principles proposed by Bell and Bryman (2007) to ensure that the rights and welfare of all participants were protected. The researcher ensured that no respondent was exposed to physical, emotional, or professional harm and that their dignity, privacy, and independence were respected. Before the questionnaires were distributed, informed consent was obtained, and the participants were informed about the purpose of the study and their right to withdraw at any time without penalty. The principle of confidentiality was considered, which involved making all responses anonymous and ensuring that no identifying information was included in the final report. The researcher also maintained honesty and transparency throughout the research process, and all findings were reported truthfully and used solely for academic purposes.

Data Analysis

After data collection, the responses were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to determine the level and variability of teachers' psychological capital and work–life balance. Pearson's r was employed to examine the relationship between psychological capital and work–life balance, while the Kruskal–Wallis test determined significant differences based on respondents' age, educational attainment, and length of service. Responses were interpreted using a 4-point Likert scale, where 1.00–1.75 = Very Low, 1.76–2.50 = Low, 2.51–3.25 = High, and 3.26–4.00 = Very High for both psychological capital and work–life balance..

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1. *Demographic Profile of the Respondents*

Profile	**Teachers**	
	f	%
Age		
21–30 years old	48	30.77
31–40 years old	52	33.33
41–50 years old	34	21.79
51 years old & above	22	14.10
Total	156	100.00
Educational Attainment		
Bachelor's Degree	60	38.46
With Master's Units	68	43.59
Master's Degree Holder	24	15.38
With Doctoral Units	3	1.92
Doctoral Degree Holder	1	0.64
Total	156	100.00
Length of Service		
1–5 years	42	26.92

6–10 years	48	30.77
11–15 years	38	24.36
16 years & above	28	17.95
Total	156	100.00

Table 1 shows that most respondents were 31–40 years old (33.33%), followed by those aged 21–30 years (30.77%), indicating that the teaching workforce was primarily composed of young to middle-career educators. In terms of educational attainment, the largest proportion had master's units (43.59%), followed by bachelor's degree holders (38.46%), suggesting that many teachers were pursuing graduate studies to enhance their professional qualifications. Regarding length of service, 30.77% had 6–10 years of teaching experience, followed by 1–5 years (26.92%), 11–15 years (24.36%), and 16 years and above (17.95%), reflecting a balanced representation across different career stages. T

hese findings support previous research indicating that age and teaching experience contribute to teachers' professional competence and career stability (Kurniawati et al., 2021).

Likewise, graduate education has been recognized as an important factor in promoting continuous professional growth and improving teaching competence (Maviş Sevim & Akın, 2021).

Table 2.1 *Level of Teachers' Psychological Capital in terms of Hope*

Indicators	**SD**	**Mean**
I am able to think of different ways to achieve my teaching goals.	0.78	3.28
When I face challenges at work, I look for alternative solutions.	0.82	3.24
I feel motivated to pursue the goals I set for myself as a teacher.	0.75	3.31
I believe I can reach the professional goals I plan for.	0.80	3.26
I stay focused on my goals even when setbacks happen.	0.84	3.22
Grand Mean		3.26 (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 2.1 indicates that teachers demonstrated a very high level of hope, with a grand mean of 3.26. The highest-rated item was "I feel motivated to pursue the goals I set for myself as a teacher" (M = 3.31), while the lowest-rated item was "I stay focused on my goals even when setbacks happen" (M = 3.22), although both remained within the very high range. These findings suggest that teachers possess strong goal-directed motivation and maintain a positive outlook despite challenges. This supports the findings of Bellibaş et al. (2025), who emphasized that hope is a key component of psychological capital that enhances teachers' professional functioning. Similarly, MacIntyre et al. (2022) found that hope enables teachers to cope effectively with stress and emotional exhaustion.

Table 2.2 *Level of Teachers' Psychological Capital in terms of Self-Efficacy*

Indicators	**SD**	**Mean**
I feel confident handling difficult situations in my work.	0.83	3.25
I believe I am capable of performing my job responsibilities well.	0.79	3.32
I can successfully manage unexpected demands in school.	0.85	3.21
I feel competent in carrying out my professional duties.	0.77	3.30
I believe I can accomplish challenging tasks required of me.	0.81	3.27
Grand Mean	3.27 (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 2.2 shows that the Consultative (Group) Decision-Making Style of school officers-in-charge had an overall mean of 3.99, categorized as "High," indicating that group-based consultation was frequently practiced. The highest indicator, "Teachers are invited to provide collective feedback before decisions are finalized" ($\bar{x}$ = 4.05), suggested that teachers were regularly given opportunities to contribute ideas as a group, enhancing their sense of ownership and commitment. The lowest indicator, "Decision-making involves teacher participation in scheduled group consultations" ($\bar{x}$ = 3.92), though still high, indicated that the regular scheduling of consultations could be improved for consistent participation. These findings align with Leithwood, Harris, and Hopkins (2020), who emphasized that leadership practices promoting collective participation enhance teacher collaboration, trust, and collective efficacy, showing that consultative group decision-making fosters a collaborative and cooperative professional culture among teachers.

Table 2.3 *Level of Teachers' Psychological Capital in terms of Resilience*

Indicators	SD	Mean
I recover quickly after experiencing stress at work.	0.88	3.18
I am able to adapt when unexpected situations occur.	0.82	3.26
I remain calm even when my workload increases.	0.90	3.14
I can bounce back after facing difficulties in my job.	0.84	3.22
I continue doing my best despite challenging circumstances.	0.80	3.28
Grand Mean	3.22 (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 exhibited a high level of resilience, with a grand mean of 3.22. The highest-rated item was "I continue doing my best despite challenging circumstances" (M = 3.28), followed by "I am able to adapt when unexpected situations occur" (M = 3.26). The lowest-rated item was "I remain calm even when my workload increases" (M = 3.14), although it still fell within the high range. These findings suggest that teachers are generally able to adapt to challenges and persist despite work-related difficulties. This supports the findings of Platsidou and Daniilidou (2021), who reported that resilience enables teachers to sustain effective professional functioning despite challenges. Likewise, Kavrayici et al. (2025) recognized resilience as a core component of teachers' psychological capital.

Table 2.4 *Level of Teachers' Psychological Capital in terms of Optimism*

Indicators	SD	Mean
I expect positive outcomes in my work as a teacher.	0.78	3.30
I usually see the brighter side of work situations.	0.83	3.24
I believe good things will result from the effort I put into my job.	0.76	3.33
I look forward to achieving success in my profession.	0.79	3.31
I maintain a positive outlook toward my work responsibilities.	0.81	3.28
Grand Mean	3.29 (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 2.4 indicates that teachers demonstrated a very high level of optimism, with a grand mean of 3.29. The highest-rated item was "I believe good things will result from the effort I put into my job" (M = 3.33), followed by "I look forward to achieving success in my profession" (M = 3.31). The lowest-rated item was "I usually see the brighter side of work situations" (M = 3.24), although it remained within the high to very high range. These findings suggest that teachers maintain positive expectations regarding their professional efforts and future success. This supports the findings of Zhang and Greenier (2023), who

identified optimism as a key dimension of teachers' positive psychological capital. Similarly, Dong and Xu (2022) emphasized that optimism is an important psychological characteristic that contributes to teachers' effectiveness in the workplace.

Table 2.5 *Summary of the Level of Teachers' Psychological Capital*

Components	Mean	Interpretation
Hope	3.26	Very High
Self-Efficacy	3.27	Very High
Resilience	3.22	High
Optimism	3.29	Very High
Grand Mean	3.26 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 2.5 summarizes the level of teachers' psychological capital across its four dimensions and reveals an overall very high level, with a grand mean of 3.26. Among the dimensions, optimism obtained the highest mean (M = 3.29), followed by self-efficacy (M = 3.27) and hope (M = 3.26), all interpreted as very high. Resilience recorded the lowest mean (M = 3.22), although it still fell within the high level. These findings indicate that teachers possess strong positive psychological resources, particularly in maintaining optimism, confidence, and hope in their professional roles. This supports the findings of Bellibaş et al. (2025), who described psychological capital as an essential resource that enhances teachers' professional functioning. Likewise, Zhang and Greenier (2023) emphasized that the combined dimensions of psychological capital contribute to teachers' overall psychological well-being and effectiveness.

Table 3.1 *Level of Teachers' Work–Life Balance in terms of Time Balance*

Indicators	SD	Mean
I am able to manage my time between work and personal life.	0.84	3.12
I have enough time for both my job and my personal responsibilities.	0.88	3.05
I can complete most of my teaching tasks without affecting my personal time.	0.86	3.08
I am able to set aside time for rest and leisure.	0.79	3.15
My work schedule allows me to attend to personal or family needs.	0.83	3.10
Grand Mean	3.10 (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 demonstrated a high level of time balance, with a grand mean of 3.10. The highest-rated item was "I am able to set aside time for rest and leisure" (M = 3.15), while the lowest-rated item was "I have enough time for both my job and my personal responsibilities" (M = 3.05), although it still fell within the high range. These findings suggest that teachers generally manage their time effectively despite balancing professional and personal responsibilities. This is consistent with the findings of Cañal and Iii (2024), who emphasized that effective time allocation supports teachers in meeting both work and personal demands. Likewise, French et al. (2020) identified time management as a key factor influencing teachers' perceptions of work–life balance.

Table 3.2 *Level of Teachers' Work–Life Balance in terms of Emotional Balance*

Indicators	SD	Mean
I am able to manage work-related stress without affecting my personal life.	0.90	3.02
I remain emotionally stable despite pressures at work.	0.88	3.09
My job rarely causes emotional strain at home.	0.92	2.98

I feel emotionally supported both at work and at home.	0.84	3.14
I generally feel calm even during busy work periods.	0.87	3.07
Grand Mean	3.06 (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 indicates that teachers exhibited a high level of emotional balance, with a grand mean of 3.06. The highest-rated item was "I feel emotionally supported both at work and at home" (M = 3.14), while the lowest-rated item was "My job rarely causes emotional strain at home" (M = 2.98), although it remained within the high range. These findings suggest that while teachers experience some emotional strain from work, they generally feel supported and are able to manage their emotions across work and personal settings. This is consistent with the findings of Wei and Ye (2022), who reported that better work–life balance is associated with lower emotional fatigue and improved well-being. Likewise, Mulyani et al. (2021) emphasized that effective emotional regulation helps reduce teacher burnout and promotes a healthier work–life balance.

Table 3.3 *Level of Teachers' Work–Life Balance in terms of Role Satisfaction*

Indicators	SD	Mean
I am satisfied with my role as a teacher.	0.78	3.32
I feel fulfilled in both my work and personal life.	0.80	3.24
I believe I am performing well in the different roles I have.	0.77	3.30
I am content with the balance between my job and personal responsibilities.	0.83	3.18
I feel that my work contributes positively to my overall well-being.	0.79	3.28
Grand Mean	3.26 (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 demonstrated a very high level of role satisfaction, with a grand mean of 3.26. The highest-rated item was "I am satisfied with my role as a teacher" (M = 3.32), while the lowest-rated item was "I am content with the balance between my job and personal responsibilities" (M = 3.18), although it still fell within the high range. These findings indicate that teachers are highly satisfied with their professional roles, even if balancing work and personal responsibilities remains somewhat challenging. This supports the findings of Ordu (2021), who reported that better alignment between work and personal roles enhances teachers' job and life satisfaction. Similarly, Mathews et al. (2021) found that positive work–life balance significantly contributes to higher job satisfaction among public school teachers.

Table 3.4 *Level of Teachers' Work–Life Balance in terms of Boundary Control*

Indicators	SD	Mean
I am able to separate my work responsibilities from my personal life.	0.86	3.08
I can set limits so that work does not interfere too much with my personal time.	0.88	3.04
I manage my personal life without too much interruption from work.	0.85	3.10
I am able to control how much work affects my home life.	0.89	3.06
I can choose when to focus on work and when to focus on personal matters.	0.84	3.14
Grand Mean	3.08(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 indicates that teachers exhibited a high level of boundary control, with a grand mean of 3.08. The highest-rated item was "I can choose when to focus on work and when to focus on personal matters" (M =

3.14), while the lowest-rated item was "I can set limits so that work does not interfere too much with my personal time" (M = 3.04), although it remained within the high range. These findings suggest that teachers are generally capable of managing the boundaries between their professional and personal lives, although preventing work from encroaching on personal time remains a challenge. This supports the findings of Gibney et al. (2023), who emphasized that teachers often experience blurred work and personal boundaries that require active management. Likewise, Mizrahi-Shtelman and Sapir (2025) highlighted that negotiating these boundaries is an essential part of teachers' daily professional lives

.***Table 3.5*** *Summary of the Level of Teachers' Work–Life Balance*

Components	Mean	Interpretation
Time Balance	3.10	Very High
Emotional Balance	3.06	Very High
Role Satisfaction	3.26	High
Boundary Control	3.08	Very High
Grand Mean	3.42 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 the overall level of teachers' work–life balance, which was found to be high, with a grand mean of 3.13. Among its dimensions, role satisfaction obtained the highest mean (M = 3.26), interpreted as very high, while time balance (M = 3.10), boundary control (M = 3.08), and emotional balance (M = 3.06) were all interpreted as high. These findings indicate that teachers generally maintain a positive balance between their professional and personal responsibilities, with the greatest strength observed in their satisfaction with their teaching role. This supports Franco et al. (2021), which found that teachers commonly experience satisfactory work–life balance despite the demands of the profession.

Table 4. *Test of Significant Relationship between Teachers' Psychological Capital and Work–Life Balance*

Test Variables	Spearman rho	P value	Decision
Teachers' Psychological Capital and Work–Life Balance	0.482	0.000	Reject the Ho

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

Table 4 reveals a significant moderate positive relationship between teachers' psychological capital and work–life balance (r = 0.482, p = 0.000). Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected, indicating that teachers with higher levels of psychological capital also tend to experience better work–life balance. These findings suggest that positive psychological resources such as hope, self-efficacy, resilience, and optimism contribute to teachers' ability to balance their professional and personal responsibilities. This finding is supported by Wen et al. (2023), who reported that psychological capital plays an important role in promoting teachers' work–family balance. Similarly, Erden (2025) found that higher psychological capital is associated with more positive perceptions of teachers' work life.

Table 5. *Test of Significant Difference in Teachers' Psychological Capital when Grouped According to Demographic Profile*

Test Variables	P value	Decision
Psychological Capital vs. Age	0.183	Retain the Ho
Psychological Capital vs. Educational Attainment	0.267	Retain the Ho
Psychological Capital vs. Length of Service	0.194	Retain the Ho

Note: If $p \leq 0.05$, there is a significant difference

The analysis revealed no significant differences in teachers' psychological capital when grouped according to age (p = 0.183), educational attainment (p = 0.267), and length of service (p = 0.194), as all p-values exceeded the 0.05 level of significance. These findings indicate that teachers reported comparable levels of hope, self-efficacy, resilience, and optimism regardless of their demographic characteristics. This is consistent with the findings of Mvana and Louw (2021), who reported that teachers' psychological capital did not significantly differ across age groups. Likewise, Neyişci and Filiz (2022) found that teachers exhibited similar levels of psychological capital regardless of their educational attainment, while Gao et al. (2023) observed no significant differences based on years of teaching experience.

Table 6. *Test of Significant Difference in Teachers' Work–Life Balance when Grouped According to Demographic Profile*

Test Variables	P value	Decision
Work–Life Balance vs. Age	0.221	Retain the Ho
Work–Life Balance vs. Educational Attainment	0.309	Retain the Ho
Work–Life Balance vs. Length of Service	0.247	Retain the Ho

Note: If p ≤ 0.05, there is a significant difference

The analysis revealed no significant differences in teachers' work–life balance when grouped according to age (p = 0.221), educational attainment (p = 0.309), and length of service (p = 0.247), as all p-values were greater than the 0.05 level of significance. These findings indicate that teachers experienced comparable levels of work–life balance regardless of their demographic characteristics. This is consistent with the findings of Mayya et al. (2021), who reported that work–life balance concerns are experienced across different age groups of teachers. Likewise, Mathews et al. (2021) found that teachers' work–life balance did not significantly vary according to educational attainment, while Odisa et al. (2021) observed similar work–life balance patterns among teachers regardless of their years of teaching experience.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

The respondents consisted of 156 public-school teachers from the Schools Division of Tangub City. Most of them were aged 31–40 years old (33.33%), followed by 21–30 years old (30.77%), 41–50 years old (21.79%), and 51 years old and above (14.10%). In terms of educational attainment, 43.59% had master's units, 38.46% held a bachelor's degree, 15.38% were master's degree holders, 1.92% had doctoral units, and 0.64% were doctoral graduates. Regarding length of service, 30.77% had served for 6–10 years, 26.92% for 1–5 years, 24.36% for 11–15 years, and 17.95% for 16 years and above.

The teachers obtained a very high overall level of psychological capital, with a grand mean of 3.26. Among the dimensions, optimism (Mean = 3.29), self-efficacy (Mean = 3.27), and hope (Mean = 3.26) all registered very high levels, while resilience (Mean = 3.22) was rated high.

The teachers registered an overall high level of work–life balance, with a grand mean of 3.13. Role satisfaction obtained the highest mean (3.26, Very High), followed by time balance (3.10, High), boundary control (3.08, High), and emotional balance (3.06, High).

Results revealed a moderate positive and significant relationship between teachers' psychological capital and work–life balance, with a correlation coefficient of 0.482 and a p-value of 0.000, which is lower than the 0.05 level of significance. Thus, the null hypothesis was rejected.

The Kruskal–Wallis test showed no significant difference in teachers' psychological capital when grouped according to age (p = 0.183), educational attainment (p = 0.267), and length of service (p = 0.194). Therefore, the null hypothesis was retained.

The findings indicated no significant difference in teachers' work–life balance when grouped according to age ($p = 0.221$), educational attainment ($p = 0.309$), and length of service ($p = 0.247$). Thus, the null hypothesis was retained.

Conclusions

Based on the findings, the study comes to the conclusion that teachers who exhibited higher psychological capital, particularly hope, self-efficacy, resilience, and optimism, were more likely to have a positive work-life balance. The moderate positive and significant relationship between the two variables implies that strengthening teachers' psychological capital may help them manage professional and personal responsibilities more effectively. Despite the differences in the age of the teachers, their educational attainment, and length of service, their psychological capital and work-life balance were overall similar, meaning that the two constructs apply to demographic groups. Overall, the study affirms that psychological capital plays an important role in supporting teachers' well-being and balance between work and life roles.

Recommendations

In accordance with the results, findings, and conclusions of the study, the following recommendations are proposed:

Teachers. Teachers should keep on building their psychological capital by fostering hope, self-efficacy, resilience, and optimism in their personal and professional lives. They must participate in reflective practices, peer working, wellness programs, and professional development programs that help them to think positively, build confidence, and develop coping strategies to enable them to maintain a balance between their work life and personal life.

School Administrators. School administrators should provide conducive working environments that favour the psychological well-being of teachers. They would need to offer programs like mentoring, counseling services, stress management training, and reasonable workload plans and recognition systems that would enable the teachers to feel motivated, confident, and emotionally balanced when carrying out their professional work.

Educational Policymakers. Policymakers in education should incorporate the well-being and the psychological resource-building of teachers in education development models and policies. They ought to endorse programs that promote resilience-building, mental-health awareness, and positive working conditions to ensure that teachers are better placed to maintain a healthy work to life balance in the process of meeting their professional obligations.

Future Researchers. Future Researchers should carry out additional research in alternative contexts, grade levels, or groups of teachers to increase the body of research on psychological capital and work-life balance. They should also adopt qualitative or mixed method techniques to gain a greater understanding of what it is like to be a teacher and what issues affect their psychological strengths and work-life balance.

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