

Teachers' Psychological Capital, Level of Stress, and Attitude towards Work



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ABSTRACT: Teachers are stressed with all the tasks that need to be done both in teaching and administrative. The study aimed to ascertain the psychological capital and stress levels of the Balingoan District, Division of Misamis Oriental. It sought to answer the respondents' psychological capital, their level of stress, respondents' attitude towards work, the significant relationship between the teachers' psychological capital and the level of stress and the significant relationship between psychological capital and level of stress to the respondents' attitude toward work. The respondents of this study were the one hundred twelve (112) teachers of Balingoan District for School Year 2023-2024. The research instruments were patterned and modified, and descriptive-correlational research design and Pearson-r Correlation statistical tools were employed to establish the relationship between the variables.

Results showed that the respondents have a very high level of psychological capital. The majority of the respondents were slightly stressed and their level of attitude toward work was very high. All psychological capital variables registered a strong positive relationship towards stress. Also, all psychological capital variables registered a strong positive relationship towards attitude towards work. Further, the level of stress variables registered a strong positive relationship to attitude toward work. The high psychological capital and low stress among teachers resulted to positive attitude towards work. Thus, the null hypotheses are rejected. It is recommended that teachers be provided with seminars on professional learning engagements like training and School Learning Action Cells that will improve their resilience and coping mechanisms. Teachers may develop, adopt, or create activities that may help improve the numeracy and literacy of learners.

KEYWORDS: psychological capital, level of stress, attitude towards work

I. INTRODUCTION

Teachers in public schools work under the Department of Education in line with its mission, vision, and core values to impose a holistic development in learners. In doing so, teachers must adhere to the mandate of addressing the needs not only of the learners but also the administrative officials, co-teachers, and parents, as well as how to manage their time to address all of these. The mentioned variables contribute to stress from external factors that teacher experiences at work every day.

Teachers spend six (6) hours everyday teaching learners with different subject areas they need to comply with out of the eight (8) hours of working at school every day. Within the duration of teaching, teachers need to manage the different behaviors of thirty (30) to fifty (50) learners in a class. In handling such a situation, teachers must possess self-efficacy and classroom management skills to manage learners' different behaviors all at once. Also, learners' lack of motivation to learn greatly affects teachers' jobs, making them stressful.

One of the underlying factors of stress that teachers experience is their relationship with the school administration. Teachers often have difficulty in working relationships with their administrators. An underlying reason for this is that administrators make demands to teachers that sometimes teachers cannot meet, given that teachers need to attend to their learners and their need to learn to teach the competencies they need to know for the day.

Further, teachers' relationships with their colleagues in school play a vital role in their level of stress. Working in a healthy environment boosts a teacher's productivity, thus resulting in productive output. However, when teachers feel isolated in the workplace, stress in relation to their relationship with co-teachers starts. As a result, the isolated teacher might feel and think that

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the work they do in the workplace is not good enough. This could lead to misunderstandings and disagreements, which are problems

And not an avenue to grow. When this occurs, teachers might feel too little to no support from the working environment.

A concerning and rampant phenomenon nationally, as seen in the news, is the relationship between parents and teachers regarding learners and the teacher's management of them, as well as the programs and activities initiated by the school. Parents who show disinterest in their child's performance and environment at home are also concerned with teachers since it will contribute to learners' lack of motivation, which will result in negative behavior towards learning and contribute to teachers' stress.

Furthermore, teachers cannot manage their time well due to numerous workloads added to their teaching loads. Ancillary work, such as being appointed as an ICT Coordinator, School DRRM Coordinator, School Feeding Coordinator, BAC Chairman and Members, and many other responsibilities, test teacher's time management skills. All the mentioned ancillary works will make teachers feel that they have too much to do and do not have ample time to do them. This will oblige teachers to take work home to complete it. Thus greatly contributing to the stress incurred by the teacher.

An individual possesses psychological capital, a collective natural attribute made up of optimism, resilience, self-efficacy, and hope. These attributes are perceived to mitigate the external factors that cause burnout and stress to teachers. Psychological capital can help combat the stress experienced by teachers, which is incurred by external factors from the environment, such as time management, parent-teacher relationships, teacher-teacher relationships, employee-administrative relationships, and learner behavior.

In addition, the turn-out of responses to the relationship between the internal factor, psychological capital against the external factor, and level of stress will significantly affect teachers' attitudes toward work. Teachers' attitudes towards work will determine if they become productive or less productive since their attitude will compensate for the product of their work.

Specifically, the goal of this research is to evaluate teachers' psychological capital, stress levels, and work-related attitudes. The results of these assessments will be used to address the gaps and develop intensive Professional Learning Engagement (PLE) that will help teachers improve their psychological capital to mitigate the external stress factors that will lead to their favorable attitude toward work.

Thus, this study shall provide insights, suggestions, and recommendations to the level of psychological capital, level of stress, and attitude toward work, which will help in crafting a valuable and intensive professional learning engagement.

II. METHODOLOGY

This study used the descriptive-correlational research design. According to Bhat (2023), descriptive-correlational research designs do not prove a cause-and-effect relationship; instead, they explain the relationship between two or more variables. It is necessary to collect and assess data regarding at least two variables to ascertain whether a link exists between them. It was the most suited design to gather information and data about the psychological capital and level of stress, and attitude towards the work of teachers, which involved description and determining how the variables relate to one another.

The study used descriptive design to assess the level of psychological capital of the respondents regarding hope, self-efficacy, resilience, and optimism. The same design was also used to determine the level of stress of respondents with learner behavior, employee-administrative relationship, teacher-teacher relationship, parent-teacher relationship, and time management. For the respondent's attitude towards work, the researcher also intended to use descriptive design to measure their attitude in terms of curriculum and lesson planning development, preparation of instructional devices, and teaching learners the 3R's (Reading, Writing, and Arithmetic). Correlation analysis is the best method to utilize in order to ascertain whether there is a significant link between the variable's psychological capital and level of stress as well as between psychological capital and level of stress and the respondents' attitude towards work.

A. Population and Sample

The one hundred twelve (112) public elementary, junior high, and senior high school teachers in Balingoan District, Division of Misamis Oriental, were the study's responders. Since the researcher wanted to include every teacher in the district, the study used a thorough enumeration survey method.

B. Research Instrument

The Public-School Teachers' Psychological Capital, Emotional Labor, and Stress Index from the study by Rosco, Yuayan, and Pilongo (2021), examined the entirety of the well-being of public teachers in their community, which served as the model for the research tool. Querequere's study (2023) was used to gauge teachers' attitudes regarding their jobs. After requesting permission

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through email to use and adapt his study instrument from the proponents, the researcher got permission to use the said instrument.

The questionnaire was divided into three (3) parts. The first focuses on teachers' psychological capital, which includes hope, self-efficacy, resilience, and optimism. The second part catered to the level of stress of the respondents in terms of the learner behavior, employee-administration relationship, teacher-teacher relationship, parent-teacher relationship, and time management. Third, addresses the respondents' attitudes toward work, which was determined through attitude in curriculum and lesson planning development, preparation of instructional devices, and teaching learners the 3R's (Reading, Writing, and Arithmetic). The questionnaire was then modified to suit the researcher's respondents' needs.

C. Sampling Technique

The study's respondents comprised the total population of public elementary and secondary teachers in the Balingoan District. The respondents were the one hundred twelve (112) teaching personnel in the district. The selection of the respondents was based on the complete enumeration survey method, in which every teacher in the district was selected for data collection.

D. Theoretical Framework

This study was supported by the theory of J.B Watson and B.F Skinner, the Behaviorism Theory. The theory was mentioned in the book "The Behavior of Organisms" in the year 1938. Behaviorism focuses on the idea that the behavior of an individual is based on the experiences and how they interact with their environment. The theory has three (3) subparts, namely stimuli, response, and reinforcement. These three components compose the relationship of how an individual interacts and responds to their environment.

In this study, stimuli correspond to stress in a way that the variables under stress (learner behavior, employee-administrative relationship, teacher-teacher relationship, parent-teacher relationship, and time management) are all external factors that contributed to the stress of the respondents. It also refers to stress from the environment as external stimuli. As mentioned in Byju (2022), an external stimulus is one that an individual receives from his environment. The same goes for the external stress that teachers experience in their work environment.

Response, on the other hand, was how the respondents reacted to the stimuli. The response in this study corresponded to the respondent's attitude toward work, if they are stressed, their response in curriculum and lesson planning development, preparation of instructional devices, and teaching learners the 3R's (reading, writing, and arithmetic). The response, which in this study was the teachers' attitude towards work, was directly or indirectly affected by stress. This claim was supported by N (2015), where it was clearly defined that response was the reaction to the stimulus.

Lastly, reinforcement corresponded to psychological capital. Reinforcement was an act of strengthening. In this study, psychological capital is the innate attribute that strengthens an individual's mental health. Thus, if the psychological capital was strong, then it was presumed that the respondents' ability to handle stress was effective. According to Zola (2022), individuals were influenced through reinforcement. The researcher wants to determine if psychological capital as reinforcement affects the respondents' attitude towards work, given the stress they experience at work.

E. Conceptual Framework

Psychological Capital was the innate attribute of the respondents, which was comprised of hope, self-efficacy, resilience, and optimism. It is defined by Hobfoll, Halbesleben, Neveu, and Westman (2018) as a resource caravan that contributes to preserving a person's personal view of well-being concerning his environment. This was underpinned by Professor Fred Luthans' study and described it as the healthy psychological development of an individual. In this study, the researcher aimed to assess if psychological capital, as an innate attribute of the respondent, has an influence on stress, which was an external factor that could affect the respondent's attitude towards work.

On the other hand, stress caused by external factors (learner's behavior, employee-administrative relationships, teacher-teacher relationships, parent-teacher relationships, and time management) were the focus of this study, omitting the ones that were caused by internal factors. This variable was anchored on Wilson's Stress Profile for Teachers which was published in 1979. The original stress profile has nine (9) components. However, the researcher intends to focus on the components considered as external factors of stress mentioned above.

In connection with Behaviorism Theory, level of stress corresponds to stimuli. Stimuli are the external factors (stressors) that activate the variables of level of stress (learners' behavior, employee-administration relationship, teacher-teacher relationship, parent-teacher relationship, and time management). To

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Correspond with the stimulated level of stress, the respondents that possess psychological capital (hope, self-efficacy, resilience, and optimism), which are internal factors, act as the reinforcement for them to combat the external stressors of teachers working environment.

Further, the respondents' attitude towards work (curriculum and lesson planning development, preparation of instructional devices, and teaching learners the 3R's (Reading, Writing, Arithmetic) were their responses in connection with the interplay of their level of stress and psychological capital. If the respondents' psychological capital is high, and their level of stress is low, then the respondents' attitude towards work will be positive. Then, if the respondents' psychological capital is low and their level of stress is high, then the respondents' attitude towards work will be negative.

The interplay of the variables is the product of the researcher's observation and lived experiences together with his workmates in the said school's district. It was discussed at the school level so that the researcher could gain more insights and ideas from individuals who have the same experience as the researcher.

III. RESULTS AND DISCUSSION

TABLE 1. SUMMARY DISTRIBUTION OF RESPONDENTS PSYCHOLOGICAL CAPITAL

Variables	Mean	SD	Interpretation
Hope	3.52	0.57	Very High
Self-Efficacy	3.49	0.54	Very High
Resilience	3.30	0.68	Very High
Optimism	3.34	0.70	Very High
Overall Mean	3.41	0.62	Very High

Legend: 3.26 – 4.00 At All Times /Very High 2.51 – 3.25 Most of the Time/High
1 .76-2.50 Sometimes/Low 1.00 – 1.75 Never/Very Low

Table 1 exposes the overall psychological capital of the respondents with an overall mean of 3.41 (SD=0.62) interpreted as Very High. Moreover, the majority of the variables were rated at a very high level. This means that the respondents' psychological capital is at the highest level. This implies that the respondents have a high possibility of overcoming hardships in life and at work as they have all the positive attitudes or qualities that they need to face obstacles in life and at work. This claim is backed up by the study of Dreer (2021), where the results suggest that teachers' work-related well-being, particularly their pleasant emotions at work, is crucial to their job satisfaction and consequent retention.

With a mean score of 3.52 (SD=0.57), the variable hope got the highest and was interpreted as Very High. This means that the respondents have a very high level of hope that they can achieve their goals in life and at work and that they can overcome the challenges they are facing. It will become easy since they have established in them a hopeful persona that helps them to overcome challenges that they might face later in life.

Notably, hope is a powerful emotion that can have a big impact on someone's life as well as the world at large. It can inspire people to pursue their goals, persevere through hardships, and possess the strength and resilience to overcome setbacks and setbacks. Thus, to battle stress and other obstacles at work and at home, it is crucial that teachers cultivate the idea and belief of hope (Miles, 2023). Teachers became helpful individuals after the experiences that they have experienced in teaching as well as in life. The lessons that they had with the experiences has been integrated with them and become a positive attribute.

On the other hand, the variable resilience got the lowest mean score of 3.30 (SD=0.68), interpreted as Very High. This means that the respondents need to work more on appraising their level of resilience so that they can be much stronger in solving their challenges. This suggests that the respondents need assistance and guidance to improve their believe in themselves in being able to rise and conquer their challenges so that they can reach their goals and aspirations in life.

In particular, resilient people may be better equipped to stave against mental health problems like hopelessness and anxiety. Furthermore, it can help a person cope with events like trauma or bullying that increase their chance of developing mental health illnesses. A resilient person may find it easier to manage their mental health issues. Because resilience allows people, organizations, and institutions to thrive in the face of adversity, manage stress and uncertainty, and continue to change and improve over time, resilience is essential (Sutton, 2019). Cultivating resilience within oneself indicates that an individual has become a strong-willed person who is ready to whatever problem they might face in life or at work.

Table 2 presents the summary distribution of the respondents' overall level of stress with an overall mean of 2.17 (SD=0.88), interpreted as Slightly Stressed. This means that the respondents' level of stress at school is very low.

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Table 2. Summary distribution of respondents level of stress

Variable	Mean	SD	Interpretation
Learner Behavior	1.84	0.82	Slightly Stressed
Employee-Administrative Relationship	1.56	0.61	Not at all Stressed
Teacher-Teacher Relationship	3.05	1.02	Stressed
Parent-Teacher Relationship	2.18	0.94	Slightly Stressed
Time Management	2.23	0.99	Slightly Stressed
Overall	2.17	0.88	Slightly Stressed

**Legend: 3.26 – 4.00 At All Times /Very Stressed 2.51 – 3.25 Most of the Time/Stressed
1.76-2.50 Sometimes/Slightly Stressed 1.00 – 1.75 Never/Not at All Stressed**

This implies that the respondents have adjusted to the nature of work, duties, and responsibilities that they need to perform as teachers and as second parents to their pupils, which was supported by Apdian and Valle (2023), where they stated in their study that teachers' stress levels, both connected to an unrelated to their jobs, were moderate.

The variable, Employee-Administrative Relationship, achieved the highest mean score of 1.56 (SD=0.61), interpreted as Not at all Stressed. This means that the respondents are not stressed in terms of employee-administrative relationships at school. This implies that there is no issue between school administrators and teachers at school and that they are treated equally and with respect.

According to Gameda and Lee (2020), better collaboration and communication are likely to arise from knowing one's own leadership style and having the flexibility to adapt to changing conditions. Because they are aware of the preferences of their administrators, teachers can take measures that will not get them into trouble.

Moreover, Costa et al. (2023), a harmonious workflow requires instructors and school administrators to know each other extremely well so that each party is aware of their boundaries and may make necessary modifications. As a result, there will be less discomfort and distrust between people. In order to provide school operations and functions calmly and effectively, it is critical that all sides get along well.

On the other hand, the variable Teacher-Teacher Relationship had the lowest mean score of 3.05 (SD=1.02), interpreted as Slightly Stressed. This means that the respondents feel a little stressed when conflict or misunderstandings exist between their co-teachers. This implies that the working relationship between teachers can affect their work and functions at school.

According to Cabaron and Oco (2023), there are situations in which a teacher's sense of fulfillment is impacted by a poor rapport with their fellow educators. It is imperative for school administrators to endeavor to mediate conflicts between parties in order to address misunderstandings, as this can have a detrimental effect on teachers' performance, which in turn can impact the educational achievements of the school.

Moreover, Scott (2022) states that school administrators need to support teachers and reassure them that there is always hope, no matter what circumstances they face. Eventually, despite conflicts and miscommunications, everything will be cleared up and in a better state. As a result, they should not give up on having or maintaining open lines of communication.

Table 3. Summary distribution of respondents attitude towards work

Variables	Mean	SD	Interpretation
Curriculum and Lesson Planning Development	3.62	0.54	Very Positive
Preparation of Instructional Devices	3.66	0.48	Very Positive
Student's Inability to Read, Write, and Arithmetic	3.62	0.49	Very Positive
Overall	3.63	0.50	Very Positive

**Legend: 3.26 – 4.00 At All Times /Very Positive 2.51 – 3.25 Most of the Time/Positive
1.76-2.50 Sometimes/Negative 1.00 – 1.75 Never/Very Negative**

Table 3 presents the summary distribution of respondents' overall attitude towards work with the registered mean of 3.63 (SD=0.50) interpreted as Very Positive. Moreover, the majority of the variables are rated with very positive levels. This means that the respondents have maintained a positive attitude towards their work despite the challenges that they encounter. This implies that the respondents have a positive mindset when fulfilling their duties.

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According to Abante (2022), although they are happy with their jobs, instructors are anticipating further professional development opportunities to further their own development as educators.

Moreover, the variable, Preparation of Instructional Devices obtained the highest mean score of 3.66 (SD=0.48), interpreted as Very Positive. This means that the participants acknowledged the significance of creating educational resources for the purpose of instructing and learning. This implies that the respondents are happy and loving the things that they do, like making the needed instructional materials.

Tang and Hu's (2022) study suggests that to prevent potential risks to students' motivation, school managers or administrators should monitor teachers' attitudes and education methods. It is advised that administrators train teachers to use supportive teaching techniques and have a positive outlook. In this approach, students' problems and discontent with the teaching style may be addressed, ultimately increasing their motivation and production.

Moreover, based on Cardino and Ortega-Dela Cruz (2020), teachers can create a variety of tactics to assist students in improving their learning for improved performance by taking into account the learning styles of their pupils. They should also look at alternative methods of assisting pupils who need more time and concentration to fully comprehend the subject or subjects they are having difficulty with.

On the other hand, the variable, Curriculum and Lesson Planning Development got the lowest mean score of 3.62 (SD=0.54), interpreted as Very Positive. This means that the teachers sometimes feel challenged in making or crafting their daily lesson plans. This implies that sometimes, there are required details to be seen in the lesson plan that challenge the teachers to comply.

The turn-out of Alghamdy's (2023) study proved that to foster a supportive learning environment in the classroom, English teachers need to be proficient in the critical skill of lesson preparation. Additionally, the results show that most teachers have favorable views regarding the part lesson planning plays in classroom management. Lastly, it suggests a strong and positive correlation between instructors' proficiency in lesson planning and their capacity to foster a positive learning environment in the classroom. If these two factors meet the standards, then it is expected that teachers will display a very evident manifestation that they are well-versed with their work and are reliable in the field of teaching.

Meanwhile, Zhao et al. (2023) found tests and classroom instruction activities have higher cognitive demands than curriculum requirements and teaching objectives. Teaching skills must be aligned with the curriculum requirements for the learning competencies to be met. Simultaneously, teaching concerns were not given much attention in the classroom, and there were deficiencies in both material and cognitive skills in every facet of the instructional implementation. The main causes of the three instructional elements on the noncompliance with curriculum requirements, according to the study, are teachers' ignorance of modern teaching methods and the features of project-based learning in the classroom. Contemporary teaching must be introduced and mastered by teachers for them to catch up with the trend in teaching for learners to be persuaded to learn and ignite their eagerness to learn.

IV. CONCLUSIONS

From the findings of the study, the following conclusions are derived: overall, respondents' level of psychological capital was very high, with the majority of the variables rated at very high. The respondents' level of stress was at slightly stressed, with the majority of the variables rated as slightly stressed. The respondents' level of attitude towards work was very positive, with the majority of the rated as very positive. All psychological capital registered a strong positive relationship towards the level of stress. Thus, the null hypothesis is rejected. Also, all psychological capital variables registered a strong positive relationship towards attitude towards work as well as all levels of stress variables registered a strong positive relationship to attitude towards work. Thus, the null hypotheses are rejected. At high psychological capital and low stress among teachers, it result to positive attitude towards work.

V. RECOMMENDATIONS

This study has contributed to understanding the respondents' level of psychological capital, level of stress and attitude toward work. It recommendations that:

1. Teachers may provide Professional Learning Engagements (PLE's) like training and seminars and School Learning Action Cells (SLAC) that will improve teachers' resilience and coping mechanisms.
2. School heads may monitor teacher-to-teacher disagreements and make necessary adjustments and efforts to resolve them as teachers believe that it affects their mindset towards their work.
3. School heads and teachers may develop, adopt, or create activities that will help improve the numeracy and literacy of learners.

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4. School heads may give attention, importance, and consideration to all Professional Learning Engagements (PLE's) that promote collaboration between teachers, parents, and other stakeholders.
5. School heads may provide tested, proven effective, and ready-made instructional materials that promote the literacy and numeracy of learners.

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