

Pamantasan ng Cabuyao's Teaching Personnel's Psychological Capital and Engagement in Responsive Instruction

Ma. Gloria G. Greganda¹, Marilou Rimas-Tayao², Hanzen M. Reyes³

^{1,2,3}Pamantasan ng Cabuyao, Cabuyao, Laguna

ABSTRACT: This study sets out to ascertain the psychological capital and level of engagement of the teaching personnel about responsive instruction, the relationship between the respondents' psychological capital and their engagement with responsive instruction, and to put out a plan of action to address issues and concerns. The correlational research design was used in this study engaging the 149 teaching personnel of Pamantasan ng Cabuyao. The researchers created a self-made questionnaire to collect primary data for the study, specifically the level of psychological capital and engagement in responsive instruction. The data were gathered via Google Forms; the weighted mean was used to calculate the level of psychological capital and engagement on responsive instruction, and Pearson r moment correlation was used to determine the significant relationship between the two variables. The teaching personnel's psychological capital in terms of self-efficacy, hope, optimism, and resilience was very high, and engagement in responsive instruction in terms of establishing inclusion, developing attitude, increasing meaning, and engendering competence was very high and showed a significant relationship between the two variables. The results showed that teaching personnel had very high psychological capital and engagement in responsive instruction. Encourage them to persevere in carrying out their responsibilities to the best of their ability to show resilience, hope, optimism, and self-efficacy despite facing various challenges at work. Cultivating supportive and helpful relationships with teaching personnel at work as practicing and empowering approaches through holistic seminars and workshops to acquire relevant and up-to-date teaching styles that will help them to engage with diverse students. The results of this study will help the university plan and emphasize the significance of the professors' involvement in the organization's success as one of the most significant resources of the institution.

KEYWORDS: Psychological Capital, Engagement in Responsive Instruction, Self-efficacy, Hope, Optimism, Resilience, establishing inclusion, developing attitude, increasing meaning, Engendering competence

INTRODUCTION

Professionals from every sector, including corporate and governmental institutions, struggled mightily to deal with the catastrophic impacts of house quarantine for a longer time to prevent the transmission of infectious viruses during the height of the pandemic. Since learners of grade levels were restricted from attending school and teachers were barred from holding in-person lessons, the educational system has been one of the areas that have faced challenges.

Effective management of human resources is essential in today's environment of constant challenge, yet it comes with various management philosophies and approaches. With the attributes of self-efficacy as self-reliance while dealing with challenges, optimism as positive expectations for future success, hope as being full of determination, and resilience as an accomplishment despite obstacles and challenges, psychological capital is a positive situation for personal development. Cavus et al. (2015).

Effective management will give a company a competitive advantage. An organization's success and potential to realize its goals depend on the psychological and physical engagement of its people's resources (workers, employees, managers, and others). According to Keles (2011), people are moving their expectations for self-realization and self-development from their personal lives to their professional lives, hence, the quality of one's work life is becoming more important.

The main characteristics required to create a psychological capital structure are the four core traits of psychological capital (self-efficacy, hope, optimism, and resiliency). According to Lupsa et al. (2019), optimism is an optimistic anticipation. It is, therefore, less related to or connected to a person's real skill than efficacy, which is a sense of belief about one's talents. So,

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according to Snyder et al. (2019), hope is connected to one's mental attitude or way of thinking, which impacts how well one does at work. Positive adaptability and the capacity to overcome hardship are aspects of resilience.

Culturally responsive teaching (CRT) imparts knowledge, skills, and attitudes to students that empower them intellectually, socially, emotionally, and politically. G. Ladson-Billings (2021). Likewise, it is a student-centered teaching style in which students' unique cultural strengths are identified and cultivated to improve student accomplishment and a sense of well-being about their cultural role in the world. The institutional, personal, and instructional dimensions are the three functional dimensions of culturally responsive pedagogy.

Thus, this study attempted to assess the level of psychological capital and engagement in responsive instruction and, addressed issues and concerns of the teaching personnel's psychological capital and engagement in responsive instruction, and served as a guideline and reference for the Pamantasan ng Cabuyao's administrators in the policy-making and establishing faculty development programs and activities in maintaining and improving teaching personnel's psychological capital and engagement in responsive instruction while achieving the university's mission, vision, and quality objectives.

METHODS

Research Design

To address a variety of what, when, and how questions about a specific community or group, descriptive research was utilized in this study to define the features of a population (Durmus et al., 2022). To be more precise, the correlational research design is the most suitable research model for this specific investigation. The study examined the psychological capital and level of engagement of the teaching personnel at Pamantasan ng Cabuyao regarding responsive education. Using this research strategy, the scientists investigated the importance of a relationship between two or more attributes or factors (Polka, 2018).

Participants of the Study

The study aimed to determine the psychological capital and engagement of Pamantasan ng Cabuyao's teaching personnel in responsive instruction. There are 229 total teaching personnel in Pamantasan ng Cabuyao. The sample size was taken using Slovin's formula. Based on the calculation, 149 teaching personnel were chosen to engage using systematically stratified random sampling. These are fifty-one (51) from the College of Education, fourteen (14) from the College of Engineering, eleven (11) from the College of Business Administration and Accountancy, thirty-seven (37) from the College of Health and Allied Sciences, sixteen (16) from the College of Arts and Sciences, and seven (7) from Senior High School department. All these teaching personnel were teaching full-time, part-time, regular, temporary, or contract and are currently engaged in Pamantasan ng Cabuyao Academic Year 2023-2024.

Data Analysis

The researchers created a self-made questionnaire to collect primary data for the study, specifically the level of psychological capital and engagement in responsive instruction. In addition, the researchers adapted and modified the questionnaires used by Rhodes, C. (2017) and King, R.B. et al. (2020). This was divided into two sections. Part I was focused on the respondents' level of psychological capital along with resilience, hope, optimism, and self-efficacy. However, part II concentrated on the respondent's level of engagement in responsive instruction as they relate to establishing inclusion, developing attitude, enhancing meaning, and engendering competence. The six-point Likert scale was used as the statistical scale of measurement.

Since the questionnaire was self-made, a team of statistics, education, psychology, and research specialists evaluated its face and content validity. A few adjustments and additions were made. It was presented and discussed for final approval prior to distribution. Additionally, dependability was assessed using Cronbach's Alpha. Permission to continue collecting data was granted to the researchers following the presentation of the results.

RESULTS AND DISCUSSION

This presents the analysis and interpretation of the data gathered in this study. The course of the analysis and interpretation was guided by the problems presented in Chapter 1.

1. Respondents' Level of Psychological Capital

Table 1. Level of Psychological Capital of the Respondents in terms of Self-efficacy

Indicators	Mean	Verbal Interpretation
I am confident in my ability to analyze a long-term issue and identify a solution.	5.15	Very High
I can focus on dealing with people by talking about issues and problems.	5.21	Very High

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I have confidence in my abilities to do the extra work or committee assignments that my superiors (Dean, Dept. Chair) have given me.	5.03	High
I am confident in my ability to operate and work well under pressure and difficult circumstances.	5.01	High
I have faith that I can meet my professional objectives and work goals.	5.33	Very High
I am convinced I can learn new things from this approach even if the institution adopts a new, challenging working structure.	5.26	Very High
Overall Mean	5.17	Very High

As shown in Table 1, the level of the psychological capital of the respondents in terms of self-efficacy is **Very High**, which has an overall mean of **5.17**, which implies that the teaching personnel are confident in their ability to analyze long-term issues and can identify a solution, as well as convinced that they can learn new things from this approach even if the university adopts a new, and challenging working structure.

The result of the study supports the findings of Chen, P.L. et al. (2023) that teachers with high self-efficacy tend to be more motivated and persistent in helping students succeed. In addition, they also create a positive learning environment, which fosters student confidence and engagement. Moreover, Mudhar, Gunita, et al. (2023) mentioned that teachers who have confidence in their capacity to teach and lead a class are more likely to use creative teaching techniques, hold themselves to high standards, and persevere in trying circumstances. However, in a similar study, teachers with low self-efficacy reported the lowest level of emotional support, collective efficacy, and collegial collaboration.

Table 2. Level of Psychological Capital of the Respondents in terms of Hope

Indicators	Mean	Verbal Interpretation
I am currently working hard to achieve my professional objectives.	5.40	Very High
I have numerous options to fulfill the task aim and work goal.	5.16	Very High
I attempt to try better whenever my performance is below par so that I may start stronger.	5.32	Very High
I believe I have the energy I need right now to complete the task at hand.	5.09	High
I will be focused on achieving the tasks/goals anytime I set and intend to work toward them.	5.19	Very High
I strive to achieve the objectives established by the saying "Where there is a will, there is a way."	5.23	Very High
Overall Mean	5.23	Very High

Table 2 shows that the level of psychological capital in terms of hope is **Very High**, with an overall mean of **5.23**, which implies that the teaching personnel have the energy to complete the task at hand and strive to achieve the objectives established by the saying "Where there is a will, there is a way."

The findings support Waters L. et al. (2021) study that hope and optimism are significant adaptive phenomena that promote well-being, quality of life, and psychological adjustment in the general population and particular groups. Similarly, they have stated that people with high hopes are optimistic, can overcome obstacles, and have a decreased risk of having problems. Moreover, they can display healthier behavior and report feeling happier in life. However, in the study conducted by Ebrahimi, N. et al. (2023), there was a substantial connection between students' hopes at various stages of their academic careers and their academic period that academic accomplishment had the strongest correlation with academic hope since hope is characterized by a desire or expectation for a specific result or a better future that something positive can occur despite difficulties.

Table 3. Level of Psychological Capital of the Respondents in terms of Optimism

Indicators	Mean	Verbal Interpretation
In terms of work, I have high hopes for what the future holds for me.	5.36	Very High
I always find that all issues at work have a solution.	5.42	Very High
I feel that all the challenges arising at work always have a bright side.	5.35	Very High
Every time I'm in a challenging situation, I feel that everything will eventually improve.	5.32	Very High
I believe that success in the ongoing work will come about in the future.	5.36	Very High

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I feel calm and look forward whenever I am stuck with a problem I cannot manage.	4.93	High
Overall Mean	5.29	Very High

Table 3 summarizes the respondents' level of psychological capital regarding optimism. The overall mean of **5.29** and a verbal interpretation of **Very High** revealed that teaching personnel of Pamantasan ng Cabuyao believed that success in the ongoing work will come about in the future; they feel calm and look forward whenever they are stuck with the problems that they cannot manage and every time that they are in challenging situations, they feel that everything will eventually improve.

The study's findings support the study conducted by Eva et al. (2020) that career optimism is the propensity for people to focus on the greatest possible outcome or the most positive parts of one's future career development, like the teaching career. In addition, people confident in their job potential are enthusiastic about the career they envision for the future. Moreover, in the study by Rand et al. (2020), educators and academics are becoming more interested in student well-being. Thus, there is a connection between psychological health and improved academic and future career achievement. Finally, optimism is a better predictor of the negative components of subjective well-being, and it mentioned that developing career optimism can be done through various mechanisms such as training, mentoring, and developmental assessments, as well as by increasing an individual's self-efficacy through interventions.

Table 4. Level of Psychological Capital of the Respondents in terms of Resilience

Indicators	Mean	Verbal Interpretation
I typically find ways to deal with challenges at work.	5.24	Very High
I can handle challenging situations at work normally.	5.13	High
I will work harder to succeed in my endeavors when I fail on my first try.	5.36	Very High
I can still succeed in my work obligations despite being overburdened with job responsibilities.	5.01	High
I am bold and prepared to deal with various challenges at work.	5.02	High
I recovered quickly when I stumbled and encountered disappointment at work.	5.01	High
Overall Mean	5.13	High

As presented in Table 4, the average weighted mean obtained of 5.13 revealed that the teaching personnel of Pamantasan ng Cabuyao has a High level of Psychological Capital in terms of Resilience, which means that they recovered quickly when they stumbled and encountered disappointment at work, can still succeed in their work obligations despite being overburdened with job responsibilities, and find ways to deal with challenges at work.

The findings support the studies conducted by Fisher et al. (2018). Hartmann et al. (2019), Manning et al. (2019), and Vos et al. (2021) that resilience is referred to as the capacity to bounce back rapidly from challenging situations and experiences. Thus, finding a purpose in life can help people cope with disaster; this may entail getting involved in the community, developing their faith, or engaging in worthwhile activities. In addition, resilience has been measured in teachers based on quantitative work and included resilience in the workplace is built on the principles of positive psychology, which emphasizes human strengths and is described as a dynamic process that encompasses successful adaptation in the face of considerable adversity. Moreover, Kahn et al. (2018) believed that the development of organizational resilience at the individual and team levels can be encouraged by sharing good feelings that individual resilience may benefit team resilience.

2. Respondents' Level of Engagement in Responsive Instruction

Table 5. Level of Engagement in Responsive Instruction of the Respondents in terms of Establishing Inclusion

Indicators	Mean	Verbal Interpretation
I include lessons that all my students can participate in despite having varied ethnicities, religious views, and customs.	5.40	Very High
I try to learn more about the families and backgrounds of my students.	4.94	High
I can encourage my students to speak up and address the matter every time they need clarification on something.	5.45	Very High
I can learn about and get to know my students on a more personal level.	4.93	High
I can incorporate teachings on prejudice or discrimination.	4.85	High

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I can utilize a combination of languages and gender-fair language to help the students comprehend the courses I am teaching and the directions for group projects.	5.29	Very High
Overall Mean	5.14	High

As shown in Table 5, the level of respondents' engagement in responsive instruction in terms of establishing inclusion is **High**, with an overall mean of **5.14**, which implies that teaching personnel includes lessons that all students can participate despite having varied ethnicity, religious views, and customs; utilize a combination of languages and a gender-fair language to help students comprehend the courses they are teaching and the directions for group projects and can incorporate teachings n prejudice or discrimination.

The result of this study agreed with the study conducted by Muttaqin, L. H. et al. (2023) that giving children with disabilities access to education in conventional classroom settings and promoting sustainable, inclusive practices must highlight how important it is to establish an inclusive culture in schools using the Index for Inclusion as a guide. In addition, the study emphasizes the strategies that will address the difficulties in fostering acceptance and inclusivity among stakeholders, including educators, parents, and students. Raising awareness, educating the public, collaborating with partners, and creating an inclusive school climate are among those. Moreover, in a similar study conducted by O'Leary E. S. et al. (2020), they mentioned that higher education institutions would be expected to give their faculty members resources that are inclusive as they work to successfully assist a student body that is becoming more diverse, especially challenges encountered by students or students who are socioeconomically disadvantaged backgrounds as well seminars to raise their understanding of issues about race and ethnicity that impact classroom culture, ability, religious affiliation and LGBTQ status and other social identities.

Table 6. Level of Engagement in Responsive Instruction of the Respondents in terms of Developing an Attitude

Indicators	Mean	Verbal Interpretation
I can look over the course materials for visuals and ideas appropriate for my students' diverse cultures, religious beliefs, and views.	5.33	Very High
I can directly enquire about my students' preferences in the classroom.	5.13	High
I can elicit students' points of view and ideas during the motivational activities.	5.32	Very High
I can incorporate into the lessons the topics that inspire and motivate them to have a positive outlook in life.	5.46	Very High
I can help my students develop a growth mindset by embracing the idea that they can learn and grow from failures.	5.49	Very High
I can celebrate small victories by acknowledging and celebrating their school accomplishments, whether small or simple.	5.40	Very High
Overall Mean	5.35	Very High

As shown in Table 6, the Respondent's level of engagement in responsive instruction is Very High, with an overall mean of 5.35, which implies that teaching personnel can look over the course materials for visuals and ideas that are appropriate for their students' diverse cultures, religious beliefs, and views; they can directly enquire about students' preferences in the classroom and can incorporate in the lessons the topics that can inspire and motivate them to have a positive outlook in life.

The result of the study supports the study made by Agbacioglu, C.S. et al. (2020) that the concentration of students from ethnic minorities in the classroom was related to teachers' attitudes, their capacity for perspective-taking, and their ability to teach in a culturally sensitive manner, using the multi-cultural attitudes which include the ideas that teachers have the responsibility to be aware of their students' cultural backgrounds. The study also shows the importance of educators who showed more affirmative attitudes toward diversity and greater aptitude for gaining new perspectives being employed in institutions where minority students predominated. Moreover, in a similar study conducted by Ozudogru (2018), practicing teachers can more effectively show culturally responsive instruction by establishing a comprehension that students can learn about subjects they are passionate about and feel that way about them as accurate to their locality. Thus, developing a positive attitude is essential for personal growth, well-being, and success in various aspects of life.

Table 7. Level of Engagement in Responsive Instruction of the Respondents in terms of Enhancing Meaning

Indicators	Mean	Verbal Interpretation
I ask my students to contrast their own family's culture with other families to analyze their differences.	4.64	High

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I include lessons regarding current local and societal issues in the curriculum to see how students investigate the scenario.	5.21	Very High
I encourage students to make cross-cultural comparisons when evaluating materials.	5.01	High
I meaningfully connect theory and practice by relating academic ideas to students' personal experiences.	5.31	Very High
I instill in my students a sense of multicultural awareness and positive attitudes toward everyone.	5.35	Very High
I teach my students the importance of respecting each other's cultural heritage.	5.51	Very High
Overall Mean	5.17	Very High

Table 7 displays the respondents' level of Engagement in Responsive Instruction in terms of Enhancing Meaning is **Very High** which has an overall mean of **5.17**, which implies that teaching personnel meaningfully connect theory and practices by relating academic ideas to students' personal experiences, instilling with the students a sense of multicultural awareness, positive attitudes toward everyone, and teach the students the importance of respecting each and one's cultural heritage.

The result of this study agreed with the studies conducted by Lynch, M. (2021), Mangiwa, S. J, and Amani J. (2023) that engagement in culturally responsive teaching promotes enhancing meaning as a student-centered teaching approach that identifies and develops students' unique abilities to improve student achievement and a sense of fulfillment in the world. In addition, culturally responsive instruction improves teachers' classroom instruction practices. Moreover, this approach has far-reaching benefits for students, such as academic success, personal growth, and developing essential skills for the 21st century. It empowers students to become empathetic, culturally competent, and socially responsible citizens.

Table 8. Level of Engagement in Responsive Instruction of the Respondents in terms of Engendering Competence

Indicators	Mean	Verbal Interpretation
I can employ a range of educational activities that are related to my students' various learning preferences.	5.29	Very High
I can employ student-led discussions or peer tutoring.	5.19	Very High
I can allow students to work on their own, choosing their own educational pursuits.	5.25	Very High
I can ask for student input when planning lessons and activities.	5.07	High
I can provide students' progress updates and rubrics.	5.31	Very High
I can set aside time for post-activity evaluations so that students know their performance and where they need to grow and improve.	5.26	Very High
Overall Mean	5.23	Very High

Table 8 presents the summary of the respondents' level of Engagement on Responsive Instruction in terms of Engendering Competence with an overall mean of **5.23**, which is **Very High** which revealed that teaching personnel in Pamantasan ng Cabuyao can employ a range of educational activities that are related to students' various learning preferences, can set aside time for post activity evaluations. Hence, students are aware of their performance and where they need to grow and improve and provide students' progress updates and rubrics.

Since engendering competence and responsive instruction are critical aspects of effective education, the result of the study showed similarity to the study conducted by Elmassah S. et al. (2020) that competency encourages schools to determine competency using improved indicators that gauge actual results rather than test results. In addition, these are personal qualities based on knowledge, experience, attitudes, and dispositions that enable the efficient performance of a particular work in a given organization. Moreover, the study agreed that a responsive instructional approach acknowledges and addresses individual differences, fosters competence, and motivates students to actively participate in their learning journey, which could lead to more effective and inclusive education. Similarly, in the study, Caingoy et al. (2022) concluded that this proficiency is significant for practice instructors, specifically those who work and deal with learners from various backgrounds during their internships.

3. Is there a significant relationship between the respondents' level of psychological capital and engagement in responsive instruction?

Table 9. Relationship Between the Level of Psychological Capital and Engagement in Responsive Instruction of the Respondents

Variables	N	p-value	Pearson Correlation	Decision	Interpretation
Psychological Capital Engagement in Responsive Instruction	149	.000	.759	Reject Ho	Significant

Decision Rule: If the computed p-value is less than 0.05, $p < 0.05$, reject H_0 .

Table 9 shows a significant relationship between the level of psychological capital and engagement in responsive instruction of the teaching personnel of Pamantasan ng Cabuyao with the generated Pearson r correlation value of $p = .000$, which is less than 0.05 interpreted as **significant**. This means that teaching personnel's dimensions of psychological Capital in terms of self-efficacy, hope, optimism, and resilience and engagement on responsive instruction in terms of establishing inclusion, developing attitude, enhancing meaning, and engendering competence were significant at the 0.05 level of significance. Therefore, it rejected the null hypothesis. Furthermore, this implies that the higher the teaching personnel's psychological level, the higher their engagement in responsive instruction. In general, there was a link between teaching personnel's level of psychological capital and their engagement in responsive instruction.

The findings support the study made by Carmona-Halthy, M. et al. (2021) that finds that good emotions and academic achievement are mediated by academic psychological capital and academic achievement. In addition, the study mentioned that fostering good emotions in pupils is a relevant task for educators, parents, and principals seeking to develop academic psychological capital and academic engagement, which may result in improved academic achievement. Similarly, in the study conducted by Wirawan H. et al. (2020), job satisfaction acted as a complete mediating factor on the impact of psychological capital and authentic leadership of work engagement. However, the link between psychological capital and professional engagement was only partially mediated by job satisfaction. Moreover, Cholewa B. et al. (2014) also mentioned that culturally responsive instruction education could foster environments where marginalized students can flourish both intellectually and psychologically, as CRE practices may function as psychological interventions linked to lower levels of psychological distress and higher levels of psychological well-being in students of color and this can display positive traits which include zest, empowerment, connection, clarity, and self-worth and which can enhance psychological wellbeing. Finally, Donahue-Keegan D. et al. (2019) mentioned that the lesson learned should serve as a guide for anyone that it is crucial to incorporate culturally responsive teaching (CRT) practices and principles into teacher education since this ultimately assists all students in engaging in academic rigor and developing strong socio-emotional and civic skills. Thus, Psychological capital can positively influence student and teacher engagement in responsive instructions, as when students and educators possess higher levels of psychological capital, they are more likely to engage in the learning process.

CONCLUSIONS

Based on the findings mentioned above in the study, the following conclusions were drawn.

That the teaching personnel of Pamantasan ng Cabuyao had a very high level of psychological capital in terms of self-efficacy, hope, optimism, and resilience since they have very high confidence in their abilities to do the extra work or committee assignments that their superiors (Dean, Dept. Chair) have given to them, attempt to try better whenever their performance was below par so that they may start stronger, every time that they are in a challenging situation, they feel that everything will eventually improve, and typically find ways to deal with challenges at work. In addition, the teaching personnel of Pamantasan ng Cabuyao had a very high level of engagement in responsive instruction in terms of establishing inclusion, developing attitude, enhancing meaning, and engendering competence since they can encourage the students to speak up and address the matter every time they need clarification on something, can help students to develop growth mindset by embracing that they can learn and grow from failures, instill in their students a sense of multicultural awareness, positive attitudes toward everyone, and can employ a range of educational activities that are related to my students' various learning preferences. Furthermore, the results showed a significant relationship between teaching personnel's psychological capital and engagement in responsive instruction. Furthermore, the more highly engaged and involved teachers are in responsive instruction, the higher their psychological capital. Therefore, there is a need to continuously implement the action plan to improve, sustain, and maintain the teaching personnel's level of psychological capital and engagement in responsive instruction.

FUTURE DIRECTIONS

The investigation, however, has some limitations, most notably the sample size, which was limited to the faculty of Pamantasan ng Cabuyao during the Academic Year 2023-2024. It is proposed that future researchers conduct a similar study with

such a larger number of respondents to optimize generalization. Other employees of the local university, as well as other variables, may be considered for a more comprehensive picture of the interplay of the variables. On a practical level, the study's findings have important impacts for faculty, therefore, encourage the teaching personnel to persevere in carrying out their responsibilities to the best of their ability and to show resilience, optimism, hope, and self-efficacy in the face of various personal and professional challenges. Cultivating supportive and helpful relationships with teaching personnel at work as practicing and empowering approaches through conducting holistic, personal, social, and emotional support programs that can immensely enhance the teaching personnel managing struggles and other forms of stress and anxiety as well as improving good relationships with the colleagues, coworkers, immediate superiors as well as students. Furthermore, the results of this research may be of basis for the institution to conduct to the community and other stakeholders as part of the community extension programs by providing similar programs and activities for improving, maintaining and sustaining psychological capital that can be used in their everyday lives. Finally, future researchers may find use for the study's results and conclusions, and they may also serve as an inspiration for similar studies utilizing additional variables like interpersonal relationships, psychological well-being, organizational dedication, ethnicity, religious affiliations, and others.

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