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Psychological Capital among Public Secondary School Teachers: Dimensions and Predictive Factors

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Abstract: Teachers work in increasingly complex educational environments that require not only professional knowledge and instructional competence but also psychological resources that enable them to pursue goals, respond positively to difficulties, and recover from workplace challenges. Psychological capital (PsyCap), comprising work self-efficacy, optimism, hope, and resilience, provides a useful framework for examining these positive psychological resources. This study examined the level and dimensions of psychological capital among public secondary school teachers in Antique, Philippines, and which teacher and school characteristics substantially predicted it. A descriptive-correlational design was used. The participants were 332 randomly selected public secondary school teachers. An adapted 24-item Psychological Capital Questionnaire assessed work self-efficacy, optimism, hope, and resilience. At the 05 level of significance, linear regression and multinomial logistic regression examined predictive factors, while means and standard deviations described psychological capital. Teachers had strong psychological capital. High optimism, hope, work self-efficacy, and resilience. Sex predicted job self-efficacy, while class size predicted optimism and hope. Position, education, and school type greatly predicted several dimensions. Public secondary school instructors showed optimism and hope. However, differences in chosen variables by professional and school factors suggest that work environments shape PsyCap.

Keywords: Psychological Capital; Professional Knowledge; Instructional Competence; Pursue Goals; Linear Regression; Multinomial Logistic Regression; Educational Attainment; Psychological Resources.

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1. Introduction

Teaching requires educators to perform multiple professional roles while responding to changing curricular expectations, diverse learner needs, administrative responsibilities, and demanding organizational environments. Beyond technical competence, teachers need psychological resources that help them pursue goals, stay positive when faced with difficulties, and recover from setbacks. These resources matter because teacher well-being affects not only individual functioning but also the quality and sustainability of educational work. One construct that captures these positive psychological resources is psychological capital (PsyCap). PsyCap is commonly conceptualized through four positive psychological capacities: hope, self-efficacy, resilience, and optimism. Recent research continues to identify PsyCap as an important personal resource associated with employee well-being and positive organizational outcomes. A recent systematic review of PsyCap antecedents likewise emphasizes the importance of examining how personal and contextual factors interact in developing psychological resources. For example, Zhang et al. [10] synthesized evidence on PsyCap antecedents and proposed an integrative perspective on its development. PsyCap is particularly relevant to teachers because teaching involves continuous goal pursuit, problem solving, adaptation, and emotional demands [12].

A recent scoping review examining PsyCap and teacher well-being found positive associations between PsyCap and teacher well-being. It highlighted PsyCap's potential as a resource for supporting teachers' occupational functioning. Similarly, a 2024 meta-analysis of teacher well-being identified psychological capital as one of the strongest positive predictors of overall teacher well-being. Evidence also suggests that PsyCap relates to teachers' work experiences. For example, research among public-school teachers found positive relationships involving self-efficacy, resilience, optimism, prosocial behavior, and job satisfaction. More recent evidence among special and general education teachers likewise found that higher PsyCap was associated with higher job satisfaction and lower burnout. Philippine evidence is also emerging. Alutaya and Guhao [1], a study of 402 public-school teachers in the Davao Region, reported very high PsyCap and found significant relationships between PsyCap and other indicators of teachers' work experience. Despite this growing evidence, it remains valuable to examine the specific dimensions of PsyCap within particular public-school contexts [13]. This study addresses this need by focusing on public secondary school teachers in the Schools Division of Antique [14]. Rather than treating PsyCap as a generalized positive attribute, the study examines its four dimensions and determines whether selected teacher and school characteristics predict particular dimensions [15].

2. Literature Review

2.1. Psychological Capital as a Multidimensional Psychological Resource

Psychological capital (PsyCap) has increasingly gained attention in educational research as a positive psychological resource that helps teachers manage professional demands and sustain positive functioning. PsyCap is generally conceptualized through four interrelated dimensions: self-efficacy, hope, optimism, and resilience. Self-efficacy refers to confidence in one's ability to accomplish work-related tasks; hope concerns goal-directed motivation and the perceived ability to identify pathways toward desired goals; optimism reflects positive expectations regarding present and future outcomes; and resilience involves the capacity to recover and adapt when confronted with difficulties or setbacks [5]; [9].

The multidimensional nature of PsyCap is particularly relevant in teaching because teachers face multiple, changing demands that require different psychological resources. Confidence in performing instructional tasks may depend on self-efficacy, while maintaining professional goals may require hope. Similarly, optimism can help teachers maintain positive expectations, whereas resilience becomes particularly important when teachers face stress, heavy workloads, student-related difficulties, or organizational challenges. Thus, examining PsyCap as an overall construct while also considering its individual dimensions provides a more comprehensive understanding of teachers' psychological resources. Recent evidence further reinforces the importance of treating PsyCap as a multidimensional rather than undifferentiated construct.

Bellibaş et al. [4], in a study involving 991 teachers across 97 schools, examined self-efficacy, hope, resilience, and optimism as distinct dimensions of teacher psychological capital. Their findings demonstrated significant positive associations between school leadership practices and all four dimensions, suggesting that the psychological resources represented by PsyCap may respond differently to conditions within schools. This multidimensional perspective is particularly important for the present study because the results indicate that PsyCap predictors are dimension-specific rather than uniform. The finding that sex predicted work self-efficacy, class size predicted optimism and hope, and position and school type predicted resilience suggests

that treating PsyCap only as a single overall score may obscure meaningful differences among its constituent psychological resources.

2.2. Psychological Capital and Teacher Well-Being

Teacher well-being has become an important concern in educational research because teachers' psychological functioning is closely connected with their capacity to remain effective and engaged in their profession. Within this context, PsyCap has emerged as a potentially important personal resource for sustaining teacher well-being. Bertieaux et al. [5] conducted a scoping review specifically examining the relationship between psychological capital and teacher well-being. Their review identified positive, significant links between PsyCap and teacher well-being and emphasized PsyCap's relevance in educational research. The authors further noted that research on the relationship between PsyCap and teacher well-being remains comparatively limited, indicating the need for additional empirical investigation of how teachers' psychological resources operate in educational settings. The relationship between PsyCap and teachers' occupational functioning is also evident in research examining job satisfaction and burnout. Liran and Vizer [6] examined PsyCap among teachers in special and general education and found that PsyCap was associated with both job satisfaction and burnout. Their study conceptualized PsyCap through the same four resources—hope, self-efficacy, resilience, and optimism—and demonstrated its importance in understanding teachers' occupational experiences. Similarly, Gördesli and Sünbül [2] examined 372 public-school teachers and tested a model linking PsyCap to job satisfaction through prosocial behavior. Their findings indicated that self-efficacy, resilience, and optimism were positively associated with prosocial behaviors, which in turn were positively related to job satisfaction. The adjusted model explained 20% of the variance in teacher job satisfaction. These findings suggest that PsyCap is not merely a psychological characteristic with implications for teachers' personal well-being. Rather, its dimensions may contribute to how teachers experience, respond to, and function within their professional environment. Consequently, identifying the characteristics associated with specific PsyCap dimensions may provide useful evidence for teacher-development and organizational-support programs.

2.3. Psychological Capital, Teacher Self-Efficacy, and Professional Functioning

Self-efficacy represents one of the most important components of PsyCap because teaching requires teachers to continually exercise judgment, solve instructional problems, manage classrooms, and respond to diverse learner needs. Recent evidence indicates that PsyCap is closely related to teachers' professional self-efficacy. Zhang and Zhang [9] examined the longitudinal relationship between PsyCap, emotion regulation, and teacher self-efficacy among 606 Chinese primary-school teachers, including a three-wave longitudinal subsample of 412 teachers. Their results showed that PsyCap positively predicted emotion regulation and teacher self-efficacy, while emotion regulation also positively predicted teacher self-efficacy. The longitudinal analysis further indicated that PsyCap at an earlier time point predicted subsequent emotion regulation and later teacher self-efficacy, supporting a temporal relationship among these psychological resources. This finding is particularly relevant to the present study's focus on work self-efficacy. It suggests that self-efficacy should not necessarily be viewed in isolation from the broader psychological resources represented by PsyCap. Rather, hope, optimism, resilience, and self-efficacy may interact in helping teachers respond adaptively to professional demands. Burke and O’Brien [7] likewise show how PsyCap dimensions differentially contribute to teachers' professional experiences. In their study of 320 teachers, optimism made the strongest unique contribution to teacher morale, followed by hope and resilience. Their findings show that the individual components of PsyCap may contribute differently to teacher outcomes rather than functioning the same way. The emerging evidence therefore supports examining individual PsyCap dimensions separately. This is consistent with the present study, where different predictors were associated with different dimensions rather than with PsyCap as a whole.

2.4. Psychological Capital and Organizational Context

Although PsyCap involves individual psychological resources, recent studies increasingly emphasize that these resources operate within organizational environments. School leadership, professional roles, working conditions, and organizational relationships may provide contexts that support or challenge teachers' psychological resources. Bellibaş et al. [4] provide particularly relevant evidence. Their study of 991 teachers across 97 schools found significant positive associations between principals' social justice leadership and transformational leadership practices and all four dimensions of teacher PsyCap. Their findings suggest that teachers' self-efficacy, hope, resilience, and optimism are not solely individual attributes but are also connected with leadership practices within schools. This organizational perspective is reinforced by Wang et al. [8], who examined resilient leadership and teacher job thriving among Chinese teachers. Their study found that principal resilient leadership directly enhanced teacher job thriving and that teacher PsyCap fully mediated the relationship between resilient leadership and teacher thriving. The findings indicate that psychological capital may function as an important mechanism through which supportive leadership conditions translate into positive teacher outcomes. These findings have important implications for understanding PsyCap in relation to position and school type. If psychological resources are responsive to organizational and leadership conditions, then differences associated with teachers' professional positions or school contexts

warrant empirical examination. The present study contributes to this line of inquiry by examining whether position and school type predict specific PsyCap dimensions, particularly resilience.

2.5. Professional Characteristics and Dimension-Specific Psychological Capital

The literature suggests that PsyCap should not necessarily be expected to vary uniformly across teacher characteristics. Rather, particular characteristics may be associated with particular psychological resources. Evidence from teacher research indicates that the four PsyCap dimensions can relate differently to professional outcomes. Sünbül and Gördesli [3], for example, found that self-efficacy, resilience, and optimism were significantly related to prosocial behavior, whereas hope did not remain in the final model. Similarly, Burke and O'Brien [7] found that optimism, hope, and resilience contributed differently to teacher morale. These findings reinforce the idea that PsyCap dimensions should not automatically be assumed to operate in identical ways. More recent longitudinal evidence from Zhang and Zhang [9] further shows that PsyCap can predict later teacher self-efficacy through emotion regulation, suggesting that the relationship between PsyCap and professional functioning may involve specific psychological mechanisms rather than a simple direct association. This dimension-specific perspective provides a useful theoretical basis for examining characteristics such as sex, class size, position, and educational attainment. Rather than asking only whether a characteristic predicts overall PsyCap, examining which dimension it predicts can reveal more precise implications for teacher development.

2.6. Class Size and the Context of Teachers' Psychological Resources

Class size represents an important working condition because teachers' professional experiences are partly shaped by the number of learners they manage and the complexity of their classroom responsibilities. Although the corroborated literature does not establish a direct causal relationship between class size and PsyCap, research on teacher well-being and organizational conditions provides a basis for examining working conditions as potential correlates of psychological resources. The findings of Bertieaux et al. [5] emphasize that teacher PsyCap relates to well-being in educational environments, while Bellibaş et al. [4] show that school-level leadership conditions are associated with all four dimensions of PsyCap. Together, these findings suggest that PsyCap should be considered within the conditions under which teachers perform their work. This perspective is particularly relevant when interpreting class size. If teachers' psychological resources are partly responsive to workplace conditions, differences in classroom demands may plausibly correspond with differences in optimism, hope, self-efficacy, or resilience. However, because the existing literature does not establish a definitive causal pathway from class size to PsyCap, empirical studies examining this relationship remain important. The present study addresses this need by explicitly examining class size as a predictor of teacher PsyCap dimensions. Its finding that class size significantly predicted optimism and hope adds a more specific dimension to the literature by suggesting that classroom conditions may be associated with teachers' positive expectations and goal-directed psychological resources.

2.7. Educational Attainment and Professional Development

Educational attainment may be another potentially relevant characteristic because teachers with different levels of formal education may differ in professional knowledge, confidence, opportunities for advancement, and exposure to professional learning. However, the literature does not support the assumption that higher academic qualifications necessarily correspond to uniformly higher PsyCap. The multidimensionality of PsyCap suggests that formal educational qualifications may relate more strongly to some psychological resources than others. Zhang and Zhang [9], for example, demonstrated that PsyCap is closely associated with teacher self-efficacy and that psychological resources can develop through psychological processes such as emotion regulation. This supports the broader view that professional psychological resources are not reducible to formal qualifications. Likewise, Bellibaş et al. [4] emphasized the role of school leadership and organizational conditions in relation to the four PsyCap dimensions, suggesting that professional context may be at least as important as individual credentials in understanding teachers' psychological resources. Thus, examining educational attainment as a predictor of specific PsyCap dimensions may provide a more nuanced understanding than assuming a simple positive relationship between degree level and psychological capital.

2.8. Philippine Evidence on Teachers' Psychological Capital

Philippine evidence provides important contextual support for examining PsyCap among public-school teachers. Alutaya and Guhao [1] examined 402 public-school teachers in the Davao Region using structural equation modeling. The researchers found very high psychological capital, together with high levels of academic job satisfaction, emotional intelligence, and work engagement. Their analysis also showed significant relationships among PsyCap, academic job satisfaction, emotional intelligence, and work engagement. The study is particularly relevant because it demonstrates that high PsyCap is evident within the Philippine public-school context. It also provides evidence that PsyCap is connected with important teacher-related outcomes and can be considered in the development of teacher advancement programs and educational policies. However, the

Davao study primarily examined PsyCap within a broader structural model involving job satisfaction, emotional intelligence, and work engagement. The present study takes a different approach by examining PsyCap levels and the specific teacher and school characteristics that predict its individual dimensions. This distinction matters because Philippine evidence remains comparatively limited in identifying whether characteristics such as sex, class size, professional position, educational attainment, and school type are associated with specific PsyCap resources. The present study therefore extends Philippine research by examining these characteristics among public secondary school teachers in the Schools Division of Antique.

2.9. Synthesis

The reviewed literature establishes several important points. First, PsyCap is a multidimensional psychological resource consisting of self-efficacy, hope, optimism, and resilience [3]. Recent studies emphasize that these dimensions may contribute differently to teachers' professional functioning and well-being [7]. Second, PsyCap is consistently associated with positive teacher outcomes, including well-being, job satisfaction, morale, self-efficacy, and work-related functioning [5]; [6]. Third, recent evidence indicates that PsyCap is not exclusively an individual psychological attribute. School leadership and organizational conditions shape teachers' psychological resources, particularly resilience, hope, optimism, and self-efficacy [4]; [8]. Fourth, emerging longitudinal evidence suggests that PsyCap can affect subsequent teacher self-efficacy, reinforcing the importance of understanding PsyCap as a potentially developable psychological resource rather than simply a fixed individual characteristic [9]. Finally, although Philippine research has documented high levels of PsyCap among public-school teachers, more focused examination is needed to identify which teacher and school characteristics predict particular PsyCap dimensions. Alutaya and Guhao [1] provide important Philippine evidence of very high PsyCap. Still, their structural model focused on relationships among PsyCap, job satisfaction, emotional intelligence, and work engagement rather than the predictive contribution of teacher and school characteristics. Accordingly, the present study addresses a meaningful gap by examining psychological capital among public secondary school teachers in Antique, not only at the overall level but also across its dimensions of optimism, work self-efficacy, resilience, and hope, while determining whether selected demographic, professional, and school characteristics significantly predict these dimensions. This dimension-specific approach matters because the literature suggests that the four components of PsyCap do not necessarily respond uniformly to individual or organizational conditions.

2.10. Purpose of the Study

The study examined the level of psychological capital among public secondary school teachers in the Schools Division of Antique and determined which selected teacher and school characteristics significantly predicted its dimensions.

2.10.1. Research Questions

The study specifically sought to answer the following questions:

- What is the level of teachers' psychological capital in terms of work self-efficacy, optimism, resilience, and hope when taken as a whole and when they are grouped according to age, sex, class size, position, highest educational attainment, and school type?
- Which selected teacher and school characteristics significantly predict the dimensions of psychological capital?

3. Methodology

The study employed a descriptive-correlational research design. Descriptive statistics were used to determine teachers' psychological capital levels, while regression procedures were used to identify which selected characteristics significantly predicted particular PsyCap dimensions. The original study used an alpha level of .05 and two-tailed inferential testing. The study was conducted among public secondary school teachers in the Schools Division of Antique, Philippines. The population consisted of 2,422 secondary school teachers. A sample of 332 teachers was determined using the Raosoft sample-size calculator. Stratified random sampling was used to ensure representation across school classifications, followed by proportionate sampling and systematic sampling within schools. Psychological capital was measured using a 24-item Psychological Capital Questionnaire adapted from Huang and Wang [11]. The instrument consisted of four dimensions, with six items per dimension (Table 1).

Table 1: Dimensions and number of items in the psychological capital scale

Dimension	Items
Work self-efficacy	6
Optimism	6

Hope	6
Resilience	6
Total	24

Operationally, work self-efficacy refers to teachers' confidence in solving problems and functioning under pressure; optimism concerns positive expectations about work and future outcomes; hope concerns goal pursuit and pathways toward goals; and resilience concerns the capacity to manage difficulties and recover from stressful work situations (Table 2).

Table 2: Responses were recorded using a four-point Likert scale

1	—	Strongly	Disagree
2	—	—	Disagree
3	—	—	Agree
4	Strongly Agree	—	—

Means and standard deviations were used to describe the level of psychological capital. Linear regression was used to examine the predictive contribution of selected two-category profile variables, while multinomial logistic regression was used for profile variables with more than two categories. Statistical significance was evaluated at $\alpha = .05$.

4. Results and Discussions

4.1. Level of Psychological Capital Among Public Secondary School Teachers

4.1.1. Overall Psychological Capital Among Public Secondary School Teachers

The results indicate that public secondary school teachers demonstrated a very high overall level of psychological capital (M = 3.30, SD = 0.31). Among the four dimensions, optimism obtained the highest mean (M = 3.47, SD = 0.41), followed by hope (M = 3.33, SD = 0.38), both interpreted as very high. Work self-efficacy (M = 3.25, SD = 0.36) and resilience (M = 3.12, SD = 0.35) were interpreted as high. Pasted text (Table 3).

Table 3: Level of psychological capital among public secondary school teachers

Psychological Capital Dimension	M	Sd.	Interpretation
Optimism	3.47	0.41	Very High
Work self-efficacy	3.25	0.36	High
Resilience	3.12	0.35	High
Hope	3.33	0.38	Very High
Overall Psychological Capital	3.30	0.31	Very High

The very high overall PsyCap indicates that teachers generally possess substantial positive psychological resources for managing their professional responsibilities. In practical terms, the result suggests that teachers tend to approach their work with positive expectations, maintain confidence in accomplishing work-related goals, and retain the capacity to manage professional challenges. The particularly high rating for optimism suggests that teachers generally maintain favorable expectations concerning their work and future outcomes. Similarly, the very high level of hope indicates a strong orientation toward goal pursuit and a perceived ability to identify ways to achieve desired professional outcomes. In contrast, although still high, resilience had the lowest mean. This is an important finding because it suggests that positive expectations do not necessarily mean teachers have equally strong capacities to recover from setbacks, prolonged stress, or difficult workplace experiences. Thus, the results point to a potentially important distinction between being positive about one's work and being able to recover effectively when work becomes difficult.

This finding aligns with recent research conceptualizing PsyCap as a multidimensional positive psychological resource comprising self-efficacy, hope, optimism, and resilience. A 2024 scoping review of research on teachers found positive links between PsyCap and teacher well-being, supporting PsyCap's relevance as a resource in educational settings. This finding is also consistent with Alutaya and Guhao [1], a Philippine study of 402 public-school teachers in the Davao Region, which reported very high levels of psychological capital. Similarly, Bellibaş et al. [4], using data from 991 teachers across 97 schools, demonstrated that the four PsyCap dimensions are meaningfully associated with school leadership conditions, emphasizing the importance of the organizational context in developing teachers' psychological resources. Thus, the present finding provides

further Philippine evidence that public-school teachers can possess substantial psychological resources. At the same time, the comparatively lower resilience score identifies a dimension that may merit targeted professional and organizational support.

4.1.2. Psychological Capital Among Secondary School Teachers by Age

Young teachers obtained a very high overall PsyCap (M = 3.31, SD = 0.29), while older teachers likewise demonstrated a very high overall level (M = 3.27, SD = 0.33). For both groups, optimism was the highest-rated dimension, while resilience was the lowest. Young teachers recorded very high optimism, work self-efficacy, and hope, with high resilience. Old teachers also reported very high optimism and hope, with high work self-efficacy and resilience. The results suggest strong psychological capital across age groups. The small difference between young and old teachers indicates considerable similarity rather than a pronounced descriptive gap. Consistently high optimism and hope across both groups suggest that teachers at different career stages maintain positive expectations and goal-directed orientations (Table 4).

Table 4: Level of psychological capital among secondary school teachers by age

Dimension	Young			Old		
	Mean	**Sd.**	**Desc.**	**Mean**	**Sd.**	**Desc.**
Optimism	3.50	0.39	Very High	3.44	0.42	Very High
Work self-efficacy	3.26	0.34	Very High	3.24	0.38	High
Resilience	3.14	0.32	High	3.09	0.38	High
Hope	3.35	0.37	Very High	3.31	0.41	Very High
Overall Mean	3.31	0.29	Very High	3.27	0.33	Very High

Meanwhile, the high—but comparatively lower—resilience in both groups indicates that coping with setbacks may remain an area for continued strengthening regardless of age. From an administrative perspective, this means that PsyCap development does not need to be viewed exclusively as a concern of either beginning or experienced teachers. Professional-development programs may instead address resilience and coping across the teaching workforce. The findings align with contemporary research that treats teacher PsyCap as a set of developable psychological resources rather than a fixed personal characteristic. Bertieaux et al. [5] highlighted PsyCap's relevance to teacher well-being, while Bellibaş et al. [4] showed that organizational leadership conditions can be associated with all four PsyCap dimensions. Importantly, this descriptive result should not be interpreted as evidence that young teachers have greater PsyCap than older teachers. The mean difference is descriptive; the inferential analysis reported in the study did not identify age as a significant predictor of PsyCap.

4.1.3. Psychological Capital Among Secondary School Teachers by Sex

Male teachers obtained a very high overall PsyCap (M = 3.30, SD = 0.29), while female teachers likewise obtained a very high level (M = 3.29, SD = 0.32). Female teachers scored slightly higher in optimism and hope, whereas male teachers scored slightly higher in work self-efficacy and resilience (Table 5).

Table 5: Level of psychological capital among secondary school teachers by sex

Dimension	Male			Female		
	Mean	**Sd.**	**Desc.**	**Mean**	**Sd.**	**Desc.**
Optimism	3.43	0.39	Very High	3.49	0.41	Very High
Work self-efficacy	3.31	0.37	Very High	3.22	0.35	High
Resilience	3.15	0.37	High	3.11	0.34	High
Hope	3.31	0.32	Very High	3.34	0.41	Very High
Overall Mean	3.30	0.29	Very High	3.29	0.32	Very High

The results indicate that both male and female teachers possess strong psychological resources. The near-identical overall means suggest that sex does not produce a substantial descriptive difference in overall PsyCap in this sample. The dimension-level pattern is nevertheless informative. Female teachers reported slightly stronger optimism and hope, whereas male teachers reported slightly stronger work self-efficacy and resilience.

This suggests that different PsyCap dimensions may manifest differently across groups even when overall PsyCap remains nearly identical. The finding reinforces the multidimensional nature of PsyCap. Research involving teachers has shown that optimism, hope, resilience, and self-efficacy can contribute distinctively to teacher outcomes rather than operating as

completely interchangeable resources. For example, Burke and O'Brien [7] found that optimism, hope, and resilience were particularly relevant to teacher morale.

4.1.4. Psychological Capital Among Secondary School Teachers by Class Size

Teachers handling small classes demonstrated very high overall PsyCap (M = 3.31, SD = 0.29), while teachers handling big classes also demonstrated very high PsyCap (M = 3.29, SD = 0.32). Small-class teachers obtained higher means in optimism, work self-efficacy, and hope, whereas big-class teachers obtained a slightly higher resilience mean (Table 6).

Table 6: Level of psychological capital among secondary school teachers by class size

Dimension	Small			Big		
	Mean	**Sd.**	**Desc.**	**Mean**	**Sd.**	**Desc.**
Optimism	3.57	0.41	Very High	3.42	0.40	Very High
Work self-efficacy	3.26	0.37	Very High	3.25	0.35	High
Resilience	3.01	0.30	High	3.17	0.36	High
Hope	3.38	0.34	Very High	3.31	0.40	Very High
Overall Mean	3.31	0.29	Very High	3.29	0.32	Very High

The results indicate that teachers maintain substantial psychological resources regardless of class size. However, the dimension-level pattern is noteworthy. Teachers handling smaller classes reported stronger optimism, work self-efficacy, and hope. Conversely, teachers handling larger classes reported slightly stronger resilience. One possible interpretation is that larger-class environments may require teachers to continually mobilize coping resources to manage more learners and competing classroom demands. This should be treated as an interpretation rather than a causal conclusion, because the descriptive table does not directly measure the mechanisms underlying the differences. Research on teacher PsyCap supports the view that psychological resources can help teachers cope with demanding professional environments. Liran and Vizer [6], for example, found that higher PsyCap was associated with greater job satisfaction and lower burnout among teachers. The present study provides a more specific organizational perspective because class size significantly predicted optimism and hope ($\beta = -0.325$, $p = .001$; $\beta = -0.196$, $p < .001$, respectively). Pasted text: This strengthens the argument that teacher PsyCap should be examined not only as an individual resource but also in relation to working conditions.

4.1.5. Psychological Capital Among Secondary School Teachers by Position

Master Teachers obtained the highest overall PsyCap (M = 3.52, SD = 0.37) and were the only position group rated very high across all four dimensions. Teacher 1 obtained an overall mean of 3.30, Teacher 3 obtained 3.27, and Teacher 2 obtained 3.25. Teacher 1 and Teacher 3 were very high overall, whereas Teacher 2 was high (Table 7).

Table 7: Level of psychological capital among secondary school teachers by position

Dimension	Teacher 1			Teacher 2			Teacher 3			Master Teacher		
	Mean	**Sd.**	**Desc.**	**Mean**	**Sd.**	**Desc.**	**Mean**	**Sd.**	**Desc.**	**Mean**	**Sd.**	**Desc.**
Optimism	3.46	0.42	Very High	3.45	0.40	Very High	3.52	0.33	Very High	3.57	0.40	Very High
Work self-efficacy	3.24	0.36	High	3.23	0.32	High	3.24	0.44	High	3.48	0.40	Very High
Resilience	3.16	0.32	High	3.00	0.36	High	3.04	0.20	High	3.50	0.37	Very High
Hope	3.33	0.40	Very High	3.31	0.37	Very High	3.26	0.22	Very High	3.53	0.44	Very High
Overall Mean	3.30	0.31	Very High	3.25	0.30	High	3.27	0.22	Very High	3.52	0.37	Very High

The most notable finding is the consistently very high PsyCap among Master Teachers. Unlike the other position groups, Master Teachers were very high not only in optimism and hope but also in work self-efficacy and resilience. This pattern may indicate that advanced professional responsibilities and accumulated professional experiences are accompanied by stronger psychological resources. Master Teachers may have had greater opportunities to develop confidence in handling complex teaching situations, solving problems, making professional decisions, and managing difficult circumstances. However, position

should not be interpreted as the cause of higher PsyCap based on descriptive data alone. Recent research supports the importance of professional and organizational environments in strengthening teacher PsyCap. Bellibaş et al. [4], in a large study involving 991 teachers, found positive associations between social-justice and transformational leadership practices and all four PsyCap dimensions.

4.1.6. Psychological Capital Among Secondary School Teachers by Highest Educational Attainment

Teachers with master's degrees obtained the highest overall PsyCap (M = 3.35, SD = 0.28), followed by bachelor's-degree holders (M = 3.28, SD = 0.32) and doctorate-degree holders (M = 3.25, SD = 0.22). The bachelor's and master's groups were rated very high overall, whereas the doctorate group was rated high. Resilience was consistently high across all three educational-attainment groups (Table 8).

Table 8: Level of psychological capital among secondary school teachers by highest educational attainment

Dimension	Bachelors			Masters			Doctorate		
	Mean	Sd.	Desc.	Mean	Sd.	Desc.	Mean	Sd.	Desc.
Optimism	3.46	0.41	Very High	3.54	0.42	Very High	3.33	0.28	Very High
Work self-efficacy	3.27	0.35	Very High	3.18	0.41	High	3.33	0.28	Very High
Resilience	3.11	0.36	High	3.19	0.32	High	3.11	0.10	High
Hope	3.30	0.40	Very High	3.48	0.30	Very High	3.22	0.19	High
Overall Mean	3.28	0.32	Very High	3.35	0.28	Very High	3.25	0.22	High

The results do not demonstrate a simple pattern in which PsyCap increases progressively with higher educational attainment. Instead, the master's group obtained the highest overall mean, while the doctorate group obtained the lowest overall mean. This indicates that academic qualification alone should not be treated as a direct proxy for psychological capital. PsyCap encompasses psychological resources that may be shaped by professional experiences, workplace conditions, leadership, interpersonal relationships, and coping experiences in addition to formal educational qualifications. The consistently high resilience scores across the three groups also indicate that the comparatively lower resilience observed in the overall sample is not restricted to teachers with a particular educational background. This finding aligns with contemporary PsyCap research emphasizing that psychological capital is shaped by both personal and contextual resources. Bellibaş et al. [4] demonstrated that leadership practices are positively associated with all four PsyCap dimensions, reinforcing the idea that PsyCap cannot be understood solely through individual credentials.

4.1.7. Psychological Capital Among Secondary School Teachers by School Type

Teachers in TVL schools obtained the highest overall PsyCap (M = 3.45, SD = 0.37), followed by teachers in regular schools (M = 3.30, SD = 0.29). Teachers in schools with special programs obtained the lowest overall mean (M = 3.23, SD = 0.29). TVL and regular-school teachers were rated very high overall, whereas teachers in schools with special programs were rated high. TVL teachers were the only school-type group to obtain very high ratings in all four dimensions, including resilience (M = 3.35, SD = 0.50). Regular-school teachers also had high resilience (M = 3.09, SD = 0.31), as did special-program teachers (M = 3.08, SD = 0.28) (Table 9).

Table 9: Level of psychological capital among secondary school teachers by school type

Dimension	Regular			Special Programs			TVL		
	Mean	Sd.	Desc.	Mean	Sd.	Desc.	Mean	Sd.	Desc.
Optimism	3.49	0.40	Very High	3.37	0.39	Very High	3.63	0.41	Very High
Work self-efficacy	3.26	0.38	Very High	3.22	0.33	High	3.31	0.34	Very High
Resilience	3.09	0.31	High	3.08	0.28	High	3.35	0.50	Very High
Hope	3.35	0.36	Very High	3.24	0.39	High	3.48	0.44	Very High
Overall Mean	3.30	0.29	Very High	3.23	0.29	High	3.45	0.37	Very High

The results suggest that school context may shape how teachers' psychological resources manifest. The TVL group demonstrated the strongest profile, particularly in resilience, work self-efficacy, and hope. The especially high resilience among TVL teachers is noteworthy. This may indicate that teachers in this setting see themselves as capable of coping with the demands of their instructional responsibilities. However, because the study did not directly measure school resources, workload, student characteristics, leadership practices, or organizational climate as mechanisms, these possible explanations should not

be presented as established causes. The lower overall rating among special-program teachers also suggests an area for organizational attention, particularly strengthening resilience, work self-efficacy, and hope. Recent evidence supports the importance of organizational context in teachers' psychological capital. Bellibaş et al. [4] found significant positive relationships between leadership practices and all four dimensions of teacher PsyCap, suggesting that psychological resources are responsive to features of the school environment.

4.1.8. Predictors of Psychological Capital

The regression analyses identified seven statistically significant predictor relationships involving five teacher characteristics and four dimensions of psychological capital. Specifically, sex significantly predicted work self-efficacy ($\beta = -0.278$, $p = .043$). Class size significantly predicted optimism ($\beta = -0.325$, $p = .001$) and hope ($\beta = -0.196$, $p < .001$). In the multinomial logistic regression analysis, position significantly predicted resilience ($\chi^2 = 23.814$, $p < .001$), while educational attainment significantly predicted work self-efficacy ($\chi^2 = 9.853$, $p = .007$) and hope ($\chi^2 = 7.151$, $p = .028$). School type also significantly predicted resilience ($\chi^2 = 11.062$, $p = .004$). Among the significant relationships, the strongest statistical evidence was observed for position as a predictor of resilience ($\chi^2 = 23.814$, $p < .001$), followed by school type as a predictor of resilience ($\chi^2 = 11.062$, $p = .004$) and educational attainment as a predictor of work self-efficacy ($\chi^2 = 9.853$, $p = .007$). Notably, the significant predictors were dimension-specific. No single profile variable significantly predicted all PsyCap dimensions. Instead, different characteristics were associated with different psychological resources: sex with work self-efficacy; class size with optimism and hope; position and school type with resilience; and educational attainment with work self-efficacy and hope (Table 10).

Table 10: Significant predictors of psychological capital dimensions

PsyCap Dimension	Predictor	β / χ^2	p	Interpretation
Work self-efficacy	Sex	−0.278	.043	Significant
Optimism	Class size	−0.325	.001	Significant
Hope	Class size	−0.196	<.001	Significant
Resilience	Position	$\chi^2 = 23.814$	<.001	Significant
Work self-efficacy	Educational attainment	$\chi^2 = 9.853$	.007	Significant
Hope	Educational attainment	$\chi^2 = 7.151$	.028	Significant
Resilience	School type	$\chi^2 = 11.062$	.004	Significant

The pattern of significant predictors suggests that psychological capital among public secondary school teachers is multidimensional and context-sensitive. Rather than being uniformly associated with a single demographic or professional characteristic, different teacher characteristics are linked to specific PsyCap resources. The significant relationship between sex and work self-efficacy indicates that work-related confidence varies significantly according to the sex category used in the analysis. However, because the β coefficient is negative and the table does not specify the reference category or coding scheme, the direction of the relationship should not be interpreted as one sex having inherently higher or lower work self-efficacy. Instead, the finding indicates that sex significantly contributed to predicting work self-efficacy. Similarly, class size significantly predicted optimism and hope. This finding is particularly relevant because optimism and hope represent teachers' positive expectations and goal-directed psychological resources. The result suggests that the classroom environment, as represented by class size, may be associated with teachers' capacity to maintain positive expectations and pursue work-related goals. This does not mean that class size directly causes optimism or hope; rather, it indicates that class size is a statistically significant predictor within the model. The strongest finding involving position was its significant predictive power for resilience. This suggests that teachers' professional position is associated with differences in their capacity to cope with and recover from workplace challenges. This result is consistent with the descriptive findings in which Master Teachers demonstrated very high resilience ($M = 3.50$, $SD = 0.37$), while Teacher 1, Teacher 2, and Teacher 3 teachers were classified as high in resilience.

The significant effects of educational attainment on work self-efficacy and hope further indicate that formal academic qualification is associated with selected psychological resources but not necessarily with PsyCap as a whole. This matters because the descriptive results did not show a simple linear pattern across educational levels. Master's-degree holders had the highest overall PsyCap, whereas doctorate holders had the lowest overall mean among the three groups. Finally, school type significantly predicted resilience. This finding suggests that the institutional or instructional context in which teachers work may affect their capacity to cope with challenges. This is particularly noteworthy because TVL teachers recorded very high resilience ($M = 3.35$, $SD = 0.50$), whereas teachers in regular schools and special-program schools recorded high resilience ($M = 3.09$ and 3.08, respectively). Overall, the findings imply that interventions intended to strengthen teacher PsyCap should not use a one-size-fits-all approach. For example, initiatives targeting resilience may be particularly relevant to professional-position and school-context considerations. At the same time, programs designed to strengthen work self-efficacy and hope

may need to consider teachers' professional and educational characteristics. The present findings align with recent scholarship that conceptualizes teacher psychological capital as a multidimensional psychological resource shaped by both individual and organizational conditions. Bellibaş et al. [4], using data from 991 teachers across 97 schools, found significant positive associations between school leadership practices and all four dimensions of teacher PsyCap—self-efficacy, hope, resilience, and optimism. Their findings show that teachers' psychological resources are not solely individual attributes but also relate to the organizational conditions in which teachers work.

This evidence provides a useful basis for interpreting the present finding that position and school type significantly predicted resilience. Although the current study examined teacher characteristics rather than leadership practices, both studies point toward the importance of the professional and organizational context in understanding teachers' resilience. The findings are also consistent with Wang et al. [8], who found that resilient leadership enhanced teacher job thriving and that teacher psychological capital mediated the relationship between resilient leadership and thriving. Their findings further support the proposition that PsyCap operates within an organizational context and can be strengthened through supportive leadership conditions. Similarly, a recent longitudinal study of teachers reported that psychological capital was positively associated with teacher self-efficacy and highlighted the importance of psychological resources such as hope, optimism, resilience, and efficacy in teachers' adaptation to professional demands. This provides conceptual support for the present finding that particular teacher characteristics are associated with specific—not necessarily all—dimensions of PsyCap. The Philippine context also provides corroborating evidence. Alutaya and Guhao [1], studying 402 public-school teachers in the Davao Region, found very high psychological capital and significant relationships between PsyCap and other work-related variables, reinforcing PsyCap's relevance in Philippine public-school settings. These studies support the present finding that teacher PsyCap should be understood not simply as a stable personal characteristic but as a multidimensional resource whose particular components may be associated with demographic, professional, and organizational conditions.

5. Conclusion

Public secondary school teachers in the Schools Division of Antique demonstrated a very high overall level of psychological capital, with particularly strong manifestations of optimism and hope. Work self-efficacy and resilience were also favorable but comparatively less pronounced. The findings further demonstrate that PsyCap is multidimensional and that selected teachers and school characteristics predict dimensions. Sex predicted work self-efficacy; class size predicted optimism and hope; while position, educational attainment, and school type were associated with selected dimensions through multinomial logistic regression. The findings suggest that strengthening teachers' psychological capital should involve both individual development and attention to workplace conditions.

5.1. Implications

School administrators may develop professional development activities that strengthen teachers' resilience and work self-efficacy while sustaining existing strengths in optimism and hope. Teacher-development programs may incorporate resilience-building activities; goal setting and pathways planning; professional coaching; mentoring; problem-solving activities; stress-management strategies; and supportive supervisory practices. Because class size predicted selected PsyCap dimensions, school leaders and education policymakers should also consider workload and classroom-management conditions when designing teacher-support interventions.

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