

Psychological Capital and Genuine Job Satisfaction of Public School Elementary Teachers in IGACOS Division

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Abstract: Teaching is more than a profession; it is a calling that demands resilience, optimism, and unwavering commitment. This study explored how psychological capital (PsyCap)—a combination of self-efficacy, hope, resilience, and optimism—relates to genuine job satisfaction among public elementary teachers in the IGACOS Division. Using a descriptive-correlational research design, 120 teachers participated by completing the Psychological Capital Questionnaire (PCQ) and the Minnesota Satisfaction Questionnaire (Short Form). Results revealed that teachers generally possessed moderate to high levels of PsyCap, with self-efficacy emerging as the most prominent dimension. Job satisfaction was also found to be moderate to high. Statistical analysis demonstrated a significant positive correlation between PsyCap and genuine job satisfaction ($r = 0.63$, $p < 0.01$). Regression analysis identified self-efficacy and hope as the strongest predictors of job satisfaction, emphasizing the importance of teachers' confidence and goal-oriented motivation in enhancing professional fulfillment. These findings highlight the value of nurturing positive psychological resources to sustain teacher well-being and improve educational outcomes.

Keywords: *Psychological Capital, Job Satisfaction, Elementary Teachers, Teacher Well-Being, IGACOS Division.*

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I. INTRODUCTION

Teaching has long been recognized as one of the most challenging yet rewarding professions. In the Philippines, public school teachers often navigate a myriad of responsibilities: managing large classrooms, preparing lessons, attending administrative duties, and supporting students' diverse needs. While the pressures of the job can lead to stress and burnout, many teachers still find joy and fulfillment in their work. Understanding what contributes to this satisfaction is critical, not only for the teachers themselves but for the students they guide and the communities they serve.

One factor that may explain why some teachers thrive despite challenges is psychological capital (PsyCap). Coined by Luthans and colleagues (2007), PsyCap encompasses four positive psychological resources: self-efficacy, the belief in one's ability to achieve goals; hope, the motivation to pursue goals despite obstacles; resilience, the capacity to bounce back from setbacks; and optimism, the expectation that good things

will happen. Teachers with strong PsyCap can better manage stress, stay motivated, and find satisfaction in their roles.

Job satisfaction is more than a paycheck or benefits; it reflects the intrinsic fulfillment teachers experience when their skills, effort, and dedication are recognized and appreciated. Genuine job satisfaction arises when teachers feel competent, supported, and connected to their students' growth. Studies have shown that higher PsyCap is associated with greater job satisfaction, lower burnout, and improved performance (Avey et al., 2011).

Despite the growing recognition of PsyCap, limited research has explored its influence on elementary teachers in specific Philippine contexts, such as the IGACOS Division. This study seeks to fill that gap by examining how PsyCap contributes to genuine job satisfaction among public elementary teachers, offering insights that can inform school leadership, professional development, and teacher support programs.

➤ *Research Questions*

- What is the level of Psychological Capital among public elementary teachers in IGACOS Division?
- What is the level of genuine job satisfaction of these teachers?
- Is there a significant relationship between Psychological Capital and genuine job satisfaction?
- Which PsyCap dimensions predict job satisfaction?

II. METHODS

A. *Research Design*

This study employed a descriptive-correlational design, allowing the researchers to describe levels of PsyCap and job satisfaction and explore how these variables are related. This design is ideal because it not only identifies trends but also examines connections between psychological factors and professional fulfillment.

B. *Participants*

A total of 120 public elementary school teachers from the IGACOS Division participated in the study. Participants were selected using stratified random sampling, ensuring representation across various grade levels and schools. Teachers ranged in age, teaching experience, and educational background, reflecting the diversity of the teaching population in the region.

C. *Instruments*

➤ *Two Standardized Instruments were Used:*

Psychological Capital Questionnaire (PCQ) – Measures four dimensions of PsyCap: self-efficacy, hope, resilience, and optimism (Luthans et al., 2007). Teachers rated statements such as, “I feel confident in representing my school in important meetings” on a 5-point Likert scale.

Minnesota Satisfaction Questionnaire (Short Form) – Measures intrinsic and extrinsic job satisfaction (Wright & Cropanzano, 2000). Sample items included, “I am satisfied with the way I contribute to my students’ growth.”

D. *Data Collection*

Surveys were administered both online and in person, following ethical guidelines for research. Participants were assured of confidentiality, and their consent was obtained prior to participation.

E. *Data Analysis*

Data were analyzed using SPSS software. Descriptive statistics (mean, standard deviation) described levels of PsyCap and job satisfaction. Pearson correlation tested the relationship between PsyCap and job satisfaction. Multiple regression analysis identified which PsyCap dimensions predicted job satisfaction.

III. RESULTS AND DISCUSSIONS

➤ *Psychological Capital*

Teachers reported moderate to high levels of PsyCap overall (M = 3.82, SD = 0.54). Among the dimensions, self-efficacy scored highest (M = 4.01), suggesting teachers were confident in their teaching abilities and decision-making. Optimism scored the lowest (M = 3.65), indicating some uncertainty about outcomes beyond their control.

➤ *Job Satisfaction*

Teachers’ overall job satisfaction was moderate to high (M = 3.79, SD = 0.50). Many teachers expressed fulfillment in contributing to students’ learning and personal growth, though challenges such as workload and resources were noted as potential stressors.

➤ *Relationship Between PsyCap and Job Satisfaction*

A significant positive correlation was found between overall PsyCap and job satisfaction ($r = 0.63$, $p < 0.01$). Each PsyCap dimension also showed positive correlations with job satisfaction, with self-efficacy ($r = 0.57$) and hope ($r = 0.54$) demonstrating the strongest associations.

➤ *Predictors of Job Satisfaction*

Multiple regression analysis revealed that self-efficacy ($\beta = 0.34$, $p < 0.01$) and hope ($\beta = 0.28$, $p < 0.05$) were significant predictors of job satisfaction. Resilience and optimism, while positively correlated, did not significantly predict job satisfaction in this sample.

This study highlights the crucial role of psychological capital in fostering genuine job satisfaction among public elementary teachers. Teachers with high self-efficacy felt confident in their abilities to manage classrooms, plan lessons, and respond to student needs, which translated to higher satisfaction in their work. Hope, the ability to envision goals and persist despite obstacles, also played a significant role, emphasizing that motivation and goal-directed thinking are central to teacher fulfillment.

The moderate scores for optimism and resilience suggest areas for support. Teachers may benefit from professional development that strengthens coping strategies, reinforces positive outlooks, and builds resilience in the face of systemic challenges, such as large class sizes or limited resources.

These findings are consistent with prior research showing that positive psychological resources are linked to job satisfaction, motivation, and reduced burnout (Avey et al., 2011; Luthans et al., 2007). Practically, school administrators can leverage these insights by:

- Conducting workshops to enhance self-efficacy through mentorship and skill-building.

- Encouraging goal-setting and hopeful thinking to sustain motivation.
- Creating supportive environments that nurture resilience and optimism.

In essence, teachers' psychological strengths are not just personal assets; they are institutional assets that contribute to a positive school climate, improved teaching quality, and better student outcomes.

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