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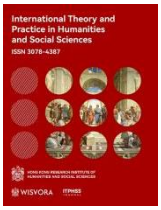

The Relationship Between Psychological Capital And Teacher Well-Being Among Middle School Music Teacher In Shandong, China

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Abstract

This study aims to investigate the relationship between psychological capital and well-being among middle school music teachers in Linyi, China, and to examine how demographic variables and teaching experience influence teacher well-being. Data were collected through questionnaire surveys, and correlation analysis, independent sample t-tests, and one-way ANOVA were employed to systematically examine the associations and group differences in teacher well-being and psychological capital. Correlation analysis revealed that all four dimensions of psychological capital—self-efficacy, hope, optimism, and resilience—were significantly positively associated with teacher well-being. Independent t-tests indicated significant differences in well-being and psychological capital across demographic variables such as gender and educational background. One-way ANOVA demonstrated significant variations by teaching experience: teachers with less than five years of experience reported the highest well-being. Teacher well-being is shaped not only by individual psychological resources but also by career stage, workload, and educational policy environment. It is recommended that educational administrators enhance the development of teachers' psychological capital, provide systematic psychological support, and create professional growth opportunities to improve well-being and ensure sustainable educational quality.

1. Introduction

Recent scholarship emphasizes that teacher well-being represents not only the aggregate of positive experiences teachers derive from their professional roles but also the emergent outcome of interactions between personal psychological resources and workplace contexts (Dreer, 2023). In secondary education, music teachers occupy a distinctive pedagogical position: beyond delivering arts instruction they contribute to students' holistic development and the cultural life of schools. Empirical studies indicate that psychological capital—operationalized as self-efficacy, hope, resilience, and optimism—shows robust positive associations with teacher well-being, enhancing professional adaptability and job satisfaction (Guo et al., 2022; Zhou, Slemp, & Vella-Brodrick, 2024). Moreover, organizational factors such as a supportive school climate and opportunities for sustained professional development, together with individual psychological resources, have been identified as central determinants of teacher well-being (Collie, Shapka, & Perry, 2012). Within this framework, the present study targets secondary-school music teachers in Linyi: it aims to examine the relationship between psychological capital and teacher well-being

and to identify practical challenges and implications for local school management.

2. Literature Review

2.1 Teacher Well-Being and Psychological Capital

Teacher well-being has become a central focus in educational research due to its strong association with instructional quality, teacher retention, and student learning outcomes (Schleicher, 2018). Conceptually, teacher well-being reflects not only teachers' subjective experiences of job satisfaction and emotional fulfillment but also their ability to balance personal and professional demands (Day & Qing, 2009). Studies have highlighted that a supportive organizational climate, opportunities for professional development, and effective school leadership play crucial roles in fostering teacher well-being (Collie, Shapka, & Perry, 2012). In addition, research in cross-cultural contexts has demonstrated that teacher well-being contributes to broader goals of educational equity and sustainable school improvement (McCallum & Price, 2016). Thus, understanding the determinants of teacher well-being is essential for designing interventions that can support both teacher performance and student achievement.

Psychological capital is defined as an individual's positive psychological state, consisting of self-efficacy, hope, resilience, and optimism (Luthans, Youssef, & Avolio, 2007). Within the field of education, psychological capital has been shown to enhance teachers' professional adaptability, intrinsic motivation, and capacity to cope with stress (Avey, Reichard, Luthans, & Mhatre, 2011). For instance, teachers with higher levels of psychological capital are more likely to display greater commitment to their profession and maintain positive attitudes toward pedagogical challenges (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). Moreover, Psychological capital has been linked to job satisfaction and reduced burnout among teachers, highlighting its role as a protective resource in demanding school environments (Sweetman & Luthans, 2010). These findings underscore the importance of examining psychological capital as a key determinant of teacher well-being in diverse educational contexts.

Furthermore, the relationship between psychological capital and teacher well-being warrants particular attention in the context of secondary school music teachers, who often face distinctive pedagogical and emotional demands. Unlike teachers of other subjects, music teachers are required to balance formal instruction with extracurricular commitments such as performances, competitions, and cultural events, which intensify both workload and emotional investment (Ballantyne & Zhukov, 2017). This professional complexity renders them especially vulnerable to stress and burnout but also offers unique opportunities for cultivating resilience and creativity through psychological capital. Recent empirical studies suggest that interventions aimed at developing psychological capital—such as strengths-based training, mindfulness practices, and resilience-building programs—can significantly enhance teacher well-being and organizational commitment (Luthans & Youssef-Morgan, 2017; Fiol-Roque et al., 2021). Importantly, such interventions not only improve teachers' psychological resources but also contribute to more supportive school climates, thereby reinforcing a positive feedback loop between individual well-being and collective educational outcomes (Collie et al., 2015). In this regard, psychological capital should be regarded as both an individual asset and a systemic lever for sustainable educational development. Exploring its role among music teachers in secondary education therefore holds theoretical significance and practical implications for strengthening teacher well-being, professional identity, and instructional effectiveness.

2.2 The Specificity of Music Teachers in Secondary Education

Music teachers occupy a distinctive position in secondary education due to the dual nature of their role: they are responsible not only for teaching technical musical knowledge but also for promoting cultural transmission and emotional expression (Miksza, 2013). Research has shown that music teachers often face unique challenges, such as performance-related pressure, heavy workloads due to extracurricular activities, and the need to constantly adapt to evolving curricular demands (Ballantyne & Zhukov, 2017). At the same time, music teaching has been associated with high levels of intrinsic motivation and opportunities for creativity, which can positively affect well-being (Hargreaves & Marshall, 2003). Given these particularities, music teachers represent a critical group for studying the interplay between psychological capital and teacher well-being, as they may experience both heightened stressors and heightened resources in their professional lives.

Moreover, the literature suggests that psychological capital, which encompasses self-efficacy, hope, optimism, and resilience, functions as a vital personal resource for coping with professional demands in education (Luthans et al., 2007). These dimensions are particularly relevant for music teachers, whose work involves continuous performance evaluation, public exposure, and emotional engagement. Empirical studies have demonstrated that higher levels of psychological capital are significantly linked to increased well-being, job satisfaction, and reduced burnout among educators (Avey, Reichard, Luthans, & Mhatre, 2011; McLennan, 2019). In the specific context of music education, cultivating psychological capital may not only buffer the negative effects of occupational stress but also amplify positive teaching experiences, thereby enhancing both teacher well-being and educational outcomes. This highlights the importance of examining music teachers as a unique professional group when exploring the relationship between psychological capital and well-being in secondary education.

3. Methodology and Procedures

In this study, a survey and structured questionnaire design were employed to examine the influence of psychological capital on the well-being of secondary school music teachers in Linyi. A combination of stratified sampling and simple random sampling was adopted to ensure representativeness. Specifically, nine schools were randomly selected from a total of 153 secondary schools in the city, and teachers were further categorized by gender and age through stratified sampling. The research instrument consisted of Likert-type scales designed to assess teachers' experiences related to psychological capital and well-being. After data collection, all responses were systematically processed using SPSS version 27. Statistical analyses, including independent sample t-tests, one-way analysis of variance (ANOVA), and Pearson's correlation coefficient, were applied to investigate the associations between psychological capital and teacher well-being.

3.2 Questionnaire Design

3.2.1 Well-being Scale

This study employed the PERMA-Profiler Well-being Scale, which was developed by Butler and Kern (2016) based on Seligman's (2011) PERMA model of well-being. The instrument has been validated across diverse cultural contexts and has demonstrated robust psychometric properties in effectively assessing subjective well-being, thus making it widely adopted in both domestic and international research. In the present study, the PERMA-Profiler was utilized as the primary tool to measure the well-being of middle school music teachers in Linyi City. The scale consists of five core dimensions—Positive Emotion, Engagement, Relationships, Meaning, and

Accomplishment—with a total of 15 items. Each item was rated on a five-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. Higher scores indicate greater levels of overall well-being among teachers.

3.2.2 Psychological Capital Questionnaire

This study employed the Psychological capital questionnaire as the primary measurement tool. Originally developed by Luthans et al. (2007), the instrument has undergone multiple revisions and cross-cultural validations, demonstrating strong psychometric properties in assessing individuals' core positive psychological states. The Psychological capital questionnaire comprises four key dimensions—self-efficacy, hope, optimism, and resilience—with a total of 24 items. Each item was rated on a five-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. Higher scores indicate higher levels of psychological capital. Given its well-established reliability and validity, the Psychological capital questionnaire has been widely applied in educational and organizational research. In this study, it was utilized to assess the psychological capital of middle school music teachers in Linyi City, thereby examining its relationship with teacher well-being.

3.3 Questionnaire Sampling Methods

To ensure the scientific rigor and validity of the study, a multi-stage sampling strategy was employed, combining simple random sampling with stratified random sampling.

In the first stage, a comprehensive and up-to-date sampling frame was established, which included a complete roster of all secondary school music teachers in Linyi City. This approach minimized the risks of omission and systematic bias, thereby ensuring the accuracy and completeness of the data. Using simple random sampling, nine schools were selected from the total of 153 secondary schools. Each school was assigned a unique identification code, and a computer-based random number generator was utilized to ensure fairness and randomness in the selection process, thereby enhancing the reliability and robustness of the findings.

In the second stage, stratified random sampling was implemented to account for demographic characteristics such as gender and age. Within the nine selected schools, detailed and accurate teacher lists were compiled, and participants were stratified into groups according to gender (male/female) and age categories. Random sampling was then conducted independently within each stratum to guarantee proportional representation and demographic balance. Ultimately, a total of 390 valid teacher responses were obtained.

By integrating simple and stratified random sampling within a multi-stage framework, this study ensured sample diversity, methodological rigor, and representativeness, thereby strengthening the reliability and generalizability of the research outcomes.

4. Results and Discussion

4.1 Reliability and Validity Analysis

Table 1.1: Cronbach Reliability Analysis

Dimensions	Number of terms	Cronbachα coefficient
Psychological Capital Questionnaire	24	0.856

Self-Efficacy	6	0.839
Hope	6	0.839
Optimism	6	0.833
Resilience	6	0.838

Table 1.2: Cronbach Reliability Analysis

Dimensions	Number of terms	Cronbachα coefficient
PERMA-Profiler Well-being Scale	15	0.861
Positive Emotion	3	0.846
Engagement	3	0.83
Relationships	3	0.82
Meaning	3	0.835
Accomplishment	3	0.811

As shown in the table, the two instruments utilized in this study encompassed teacher well-being and psychological capital, covering nine dimensions: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Self-efficacy, Hope, Optimism, and Resilience. The reliability analysis indicated that the Cronbach's α coefficients for all dimensions exceeded 0.80, with the lowest value reported as 0.811, thereby demonstrating strong internal consistency. Moreover, the overall reliability coefficients of the two scales were 0.856 and 0.861, respectively, both of which surpass the conventional 0.70 threshold widely recognized in academic research. Taken together, these findings suggest that the instruments employed in this study exhibit high reliability and internal consistency, providing a sound methodological foundation for subsequent empirical analyses.

Table 1.3: KMO and Bartlett Tests

Dimensionality	KMO	Bartlett sphericity test		
	value	Approximate chi-square	df	p value
Psychological Capital Questionnaire	0.864	10687.359	780	0.000
Self-Efficacy	0.866	2481.460	45	0.000

Hope	0.866	2469.197	45	0.000
Optimism	0.865	2669.410	45	0.000
Resilience	0.863	2470.967	45	0.000

Table 1.4: KMO and Bartlett Tests

Dimensionality	KMO value	Bartlett sphericity test		
		Approximate chi-square	df	p value
PERMA-Profiler Well-being Scale	0.869	11145.073	780	0.000
Positive Emotion	0.866	2795.384	45	0.000
Engagement	0.865	2511.289	45	0.000
Relationships	0.867	2790.886	45	0.000
Meaning	0.866	2352.108	45	0.000
Accomplishment	0.863	2292.134	45	0.000

As shown in the table, the dimensions of the Teacher Well-being Questionnaire—positive emotions, sense of achievement, interpersonal relationships, life meaning, and self-growth—and the dimensions of the Psychological Capital Questionnaire—self-efficacy, hope, resilience, and optimism—exhibited KMO values all above 0.80, with the minimum value recorded at 0.857. This indicates that the data collected in the study were highly suitable for factor extraction and further confirms that both instruments demonstrate satisfactory structural validity and research applicability in the context of secondary school music teachers in Linyi.

4.2 Demographic Profile

Table 1.4: Demographic Profile

Demographic Category	**Frequency**	**Percentage**
Age Group		
20-30	53	13.58%
31-40	46	11.79%
41-50	251	64.35%
51-60	31	7.94%
61 and above	9	2.30%
Gender		
Male	178	45.64%
Female	212	54.35%

Educational Qualification		
High School	89	22.82%
Bachelor's	172	44.10%
Master's	121	31.03%
Doctorate	8	2.05%
Years of work Experience		
0-5 years	89	22.82%
6-10 years	25	6.41%
Above 10 years	276	70.76%

An analysis of the demographic characteristics of the sample highlights the diversity and complexity of middle school music teachers in Linyi City. In terms of age distribution, the 41–50 age group constituted the largest proportion (64.35%), representing mid-career educators with substantial teaching experience and sustained professional engagement. This cohort plays a pivotal role in maintaining educational quality and advancing subject development. Meanwhile, teachers aged 20–30 accounted for 13.25%, signifying the entry of early-career educators who bring innovation, technological adaptability, and fresh perspectives to music education. Although teachers aged 61 and above comprised only 2.30% of the sample, their accumulated expertise and value in preserving educational traditions remain significant within the broader educational ecosystem.

Regarding gender composition, male teachers accounted for 45.64% (n=178), while female teachers represented 54.35% (n=212), marking the first time that female educators outnumbered their male counterparts. This structural shift aligns with global trends in the professionalization of women in education, driven by policy reforms, supportive workplace practices, and changing gender roles.

Educational attainment exhibited a polarized pattern. Teachers holding a high school diploma accounted for 22.82%, reflecting the growing integration of vocational training and continuing education. In contrast, doctoral degree holders were scarce, representing only 2.05% of the sample, indicating a structural mismatch in the academic labor market. Bachelor’s degree holders remained dominant at 44.10%, underscoring their role as the primary qualification in music education.

Teaching experience revealed a bimodal distribution. Early-career teachers with 0–5 years of experience comprised 22.82%, whereas those with more than 10 years of service represented 70.76% of the sample. Notably, the 6–15 years cohort was underrepresented, suggesting a generational gap in professional development. This phenomenon may result from accelerated entry of younger teachers, delayed retirement of senior educators, and attrition among mid-career teachers, thereby raising concerns about potential discontinuities in knowledge transmission and generational succession within the teaching workforce.

Table 1.4：Results of Independent Samples t-test on Well-being by Gender

Variable	Levene's Test for Equality of Variances		*t*-test for Equality of Means			95% CI of the Difference
	F	Sig.	*t*	df	*p*	Mean Difference
Teacher well-being	1.992	.159	-0.296	388	.767	-0.012

Independent samples t-test was conducted to examine gender differences in teacher well-being. Levene's test indicated no violation of the assumption of homogeneity of variance, F(1, 388) = 1.992, p = .159. The results revealed that there was no significant difference in teacher well-being scores between male and female teachers, t(388) = -0.296, p = .767, 95% CI [-0.093, 0.069]. These findings suggest that gender does not significantly influence teacher well-being among secondary school music teachers in Linyi.

Table 1.5：Descriptive Statistics of Teacher Well-being Across Teaching Experience Groups

Teaching Experience	N	M	SD
≤ 5 years	89	2.92	0.28
6–10 years	25	2.88	0.31
> 10 years	276	2.85	0.29
Total	390	2.88	0.30

Table 1.6: One-way ANOVA Results for Teacher Well-being by Teaching Experience

Source	SS	df	MS	F	p
Between Groups	0.75	2	0.375	4.23	.015
Within Groups	34.38	387	0.089		
Total	35.13	389			

A one-way ANOVA was conducted to examine the effect of teaching experience on teacher well-being among secondary school music teachers in Linyi. Results revealed a significant main effect of teaching experience, $F(2, 387) = 4.23$, $p = .015$, $\eta^2 = .021$, indicating small effect size. Descriptive statistics (Table 1.5) showed that teachers with ⩽5 years of experience reported the highest well-being ($M = 2.92$, $SD = 0.28$), followed by those with 6–10 years ($M = 2.88$, $SD = 0.31$), and >10 years ($M = 2.85$, $SD = 0.29$). Post hoc Tukey HSD comparisons indicated that the ⩽5 years group scored significantly higher than the >10 years group ($p = .022$), while no significant differences were found between other groups. As illustrated in Table 1.5, teacher well-being tends to decline as teaching experience increases.

Table 1.7: Well-being Correlation Analysis

	HO	SE	OP	RE	PC	WB
HO	1.0					
SE	0.573**	1.0				
OP	0.541**	0.516**	1.0			
RE	0.541**	0.495**	0.525**	1.0		
PC	0.637**	0.606**	0.594**	0.583**	1.0	
WB	0.479**	0.472**	0.65**	0.658**	0.625**	1.0

* p<0.05 ** p<0.01

Table 1.7 presents the correlation coefficients among hope (HO), self-efficacy (SE), optimism (OP), resilience (RE), psychological capital (PC), and teacher well-being (WB). The results indicate that all variables are significantly and positively correlated. Specifically, psychological capital exhibited a strong correlation with teacher well-being ($r = .625$, $p < .01$), suggesting that teachers with higher levels of psychological capital tend to report higher well-being. Among the individual dimensions, optimism showed the strongest association with well-being ($r = .650$, $p < .01$), highlighting its potential role as a key predictor of teacher well-being. Furthermore, each sub-dimension of psychological capital (HO, SE, OP, RE) was significantly correlated with PC ($r = .583–.637$, $p < .01$), supporting the structural validity of the construct. Overall, the findings provide empirical evidence for the theoretical linkage between psychological resources and teacher well-being in the context of secondary school music education in Linyi.

5. Conclusion and Suggestion

5.1 Independent Samples t-Test and Research Implications

In recent years, research on teacher well-being and psychological capital has increasingly

attracted scholarly attention. Based on survey data from secondary school music teachers in Linyi, this study employed independent samples t-tests to examine potential gender differences in well-being scores. The results indicated that there was no statistically significant difference between male and female teachers. This finding aligns with prior studies suggesting that gender is not a decisive factor in determining teachers' levels of well-being (Zhang & Li, 2023).

Further analysis revealed that teachers' well-being is more strongly influenced by components of psychological capital, including self-efficacy, hope, resilience, and optimism. These psychological resources enable teachers to cope effectively with occupational stress and maintain positive professional experiences, irrespective of gender. Among music teachers in Linyi, both male and female participants demonstrated a balanced sense of professional identity, emotional connectedness, and psychological safety, which may account for the non-significant gender differences observed.

Importantly, this result underscores the central role of psychological capital in fostering teacher well-being, while gender appears to be a relatively minor factor. Unlike some job satisfaction studies that report higher scores among female teachers, the current findings indicate that the well-being of secondary school music teachers largely depends on the level of psychological resources rather than demographic variables such as gender. This suggests that enhancing psychological capital may serve as a more effective strategy for improving teacher well-being than focusing on gender-based distinctions.

Future research could extend this investigation by exploring whether the gender-neutral pattern persists across different educational levels (primary, secondary, tertiary) and cultural contexts, as well as examining the mechanisms by which psychological capital contributes to teacher well-being across diverse settings.

5.2 Stage-Specific Characteristics of Teacher Well-Being Across Career Tenure

The relationship between teaching experience and teacher well-being has long been a central topic in the field of education. Teachers with different lengths of service perceive well-being differently due to variations in professional experiences, career expectations, and stages of career development. According to the findings of this study, there are significant differences in teacher well-being across years of teaching experience. Specifically, teachers with more than ten years of experience generally report the lowest levels of well-being. At this stage, teachers often encounter heavier workloads, increased family responsibilities, and heightened pressure related to career advancement. In contrast, early-career teachers with less than five years of experience tend to exhibit higher levels of well-being. These teachers are often enthusiastic, motivated, and willing to embrace challenges, which can buffer the negative effects of stress.

In recent years, numerous studies have explored the association between teaching experience and teacher well-being. Some findings suggest that experienced teachers may hold reservations about educational policy reforms or maintain higher expectations for improvements in the educational environment, which may negatively affect their perceived well-being (Skaalvik & Skaalvik, 2018; Yin et al., 2019). Thus, the factors influencing teacher well-being are multifaceted, involving not only teaching experience but also working conditions, educational policy, salary, and welfare support (Collie, Shapka, & Perry, 2012).

Particular attention should be directed to teachers aged 30 to 40, as this group often occupies a critical stage in their professional careers. By this time, teachers typically accumulate rich teaching experience, acquire solid professional knowledge, and develop strong instructional competencies, enabling them to take on greater responsibilities and more complex tasks. However,

this period also coincides with substantial challenges, including family obligations and professional development pressures. Many teachers must simultaneously provide financial support for their families, care for children's education, and attend to elderly parents, while also shouldering extensive emotional and domestic labor, which significantly consumes their time and energy.

From a professional perspective, mid-career teachers frequently experience confusion or stress regarding promotion, job adjustment, or career planning. The lack of clarity about future directions often heightens anxiety and uncertainty. At the same time, this cohort tends to pursue self-growth, aiming for advancements in teaching quality, research productivity, and leadership skills. Nevertheless, these aspirations may be hindered by work-related pressures, leaving many teachers physically and emotionally exhausted, and in some cases, leading to pronounced professional burnout (Johnson et al., 2020).

If adequate support is not provided during this stage—whether in terms of career development guidance, psychological health services, or work–family balance initiatives—teachers' well-being is likely to decline significantly. Reduced well-being not only undermines teachers' personal happiness and mental health but also jeopardizes teaching quality, work efficiency, and ultimately the overall sustainability of the educational environment. Therefore, both society and schools should devote greater attention to the needs of teachers in their thirties and forties, offering tailored support and interventions. Such efforts are essential to maintaining their positive professional attitudes, encouraging continued growth, and ensuring they remain capable of delivering high-quality education for students.

5.3 Psychological Capital Pathways for Enhancing Teachers' Well-Being

The findings of this study demonstrate that all four dimensions of psychological capital—self-efficacy, hope, optimism, and resilience—are significantly and positively associated with the well-being of middle school music teachers in Linyi. Teachers with higher levels of psychological capital are more likely to experience positive emotions and enhanced well-being in their professional lives, highlighting the essential role of psychological capital in sustaining teacher mental health and career longevity.

First, self-efficacy was found to be a strong predictor of teacher well-being. Teachers with greater self-efficacy feel more confident in their ability to manage teaching challenges, which directly enhances both job satisfaction and well-being.

Second, hope plays a central role by motivating teachers to set clear goals and mobilize resources, thereby fostering a stronger sense of achievement and well-being.

Third, optimism enables teachers to maintain a positive outlook even under stressful conditions. Optimistic teachers are less prone to burnout and are more engaged in their teaching, resulting in higher well-being.

Finally, resilience serves as a protective factor, allowing teachers to recover quickly from setbacks, maintain stability, and sustain their professional engagement and happiness.

These results are consistent with previous research (Luthans et al., 2007; Snyder et al., 1991; Carver & Scheier, 2002; Fredrickson, 2001), confirming the applicability of psychological capital theory in studies of teacher well-being.

In summary, this study emphasizes that psychological capital is a crucial determinant of teacher well-being. The well-being of middle school music teachers is shaped not only by external working conditions but also by the richness of their internal psychological resources. Enhancing psychological capital empowers teachers to adopt a positive professional attitude, thereby improving their overall well-being and the quality of education.

To further enhance the well-being of middle school music teachers in Linyi, this study proposes the following practical recommendations. First, schools and educational authorities should establish a systematic mechanism for cultivating psychological capital. For instance, regular mental health training programs, positive psychology workshops, and team-building activities can help strengthen teachers' self-efficacy, hope, optimism, and resilience (Luthans et al., 2007). Second, personalized psychological support services, such as counseling rooms or hotlines, should be provided to help teachers cope with occupational stress and challenges in a timely manner (Fredrickson, 2001). In addition, schools should foster a more inclusive and positive campus culture that encourages collaboration and emotional support among teachers, thereby reinforcing their sense of belonging and overall well-being (Diener et al., 1999). Finally, at the policy level, greater investment in teachers' professional development should be prioritized, offering more opportunities for advanced training and career growth. Such initiatives will sustain teachers' psychological capital and happiness, while also contributing to the long-term improvement of educational quality (Seligman, 2011).

Based on the findings, the following recommendations are proposed:

1.Integrate psychological capital into teacher training: Educational administrators should incorporate training modules on psychological capital, such as positive psychology workshops, to strengthen teachers' self-efficacy and hope.

2.Establish psychological support systems: Schools should provide counseling services, group workshops, and stress management programs to enhance optimism and resilience.

3.Foster a positive school climate: Team-building activities, effective communication, and incentive mechanisms should be developed to cultivate positive emotions among teachers.

4.Policy-level initiatives: Policymakers should consider including psychological capital indicators in teacher evaluation and promotion systems to support long-term well-being and sustainable professional development.

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