



RESEARCH ARTICLE

Psychological Capital Related to Well-being among Teachers: A Systematic Literature Review

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ARTICLE INFO	ABSTRACT
Received: Aug 16, 2024 Accepted: Oct 11, 2024	This systematic literature review explores the relationship between psychological capital (PsyCap) and teacher well-being. The review aims to investigate how PsyCap influences well-being in the educational context, drawing from studies conducted between 2014 and 2024. A total of 38 studies were selected from four major databases: Web of Science, Scopus, ERIC, and PsycINFO (EBSCO). The review spans a period of nearly 10 years, from 2014 to 2024. Studies were included based on their examination of the relationship between psychological capital and well-being, with specific attention to PsyCap's role in education and its impact across different countries, cultural contexts, and geographical regions. The analysis was performed by identifying common themes, outcomes, and gaps in the literature. The findings demonstrate that improving psychological capital has a positive impact on teacher well-being: Teachers with higher PsyCap reported greater job satisfaction. Reduced job burnout: Higher levels of PsyCap were associated with lower levels of job-related stress and burnout. The review concludes that psychological capital plays a critical role in fostering teacher well-being and offers significant potential for enhancing professional satisfaction and reducing burnout.
Keywords	
Teacher Well-being	
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INTRODUCTION

Psychological capital is an important internal psychological resource that helps individuals cope with challenges, adapt to changes and achieve personal goals (Fredrickson&Losada,2005). s. Then, Luthans et al.(2007) defined psychological capital as "an individual's ability to cope with difficulties and challenges with a positive mental state", and pointed out that psychological capital consists of four elements: hope, optimism, self-efficacy and resilience. Together, these factors constitute an individual's psychological capital, helping people get ahead in life and positively impacting individual well-being, work development and relationships. (Luthans&Youssef, 2004; Luthans et al., 2007).

Research has shown that specialized training in daily life can effectively enhance psychological resources, thereby improving people's life well-being and actively coping with challenges at work (Salam, 2017). In addition, a study on the research group of college students also found that training entrepreneurial psychological capital and emotional intelligence can help college students solve difficulties in entrepreneurship (Cui, 2021). Therefore, in educational institutions, psychological capital can also not be ignored, through professional training, can improve employees' innovative behavior and work efficiency. For example, a study of university teachers found that psychological

capital significantly enhanced teachers' psychological resilience and innovative teaching behavior (Mutonyi, 2021; Assaf et al., 2024). At the same time, by strengthening the psychological capital of student leaders, academic leadership education programs also improve the inner psychological resources of students, laying a foundation for coping with future career challenges (Goertzen & Whitaker, 2015). In addition, Zhou et al. (2021) also studied that when workers face work-family conflicts, psychological capital also reduces the impact on individual well-being. These findings highlight the important role of psychological capital in educational settings, which is important for both individual and collective development.

Therefore, psychological capital is significantly correlated with workplace well-being and teachers' overall well-being, and positive psychological resources are needed in the educational environment (Kun & Gadanez, 2022; Zewude & Hercz, 2022; Riouch et al., 2024).

1.1 Research Question

In recent years, psychological capital has begun to appear in research in the field of education, with many studies confirming the link between psychological capital and teacher well-being. However, comprehensive and systematic reviews summarizing the achievements of the last decades and identifying prospective research needs are still lacking. In light of this knowledge deficit, the aim of this systematic review is to provide an exhaustive and up-to-date (2014-2024) overview of the empirical knowledge on psychological capital and its relationship with student academic well-being. The research question is:

RQ1: What are the emerging trends in the research on psychological capital and its impact on teacher well-being over the past decade?

RQ2: On what key themes and pressing issues do extant literature focus?

The remainder of this thesis partially follows the following format: The methodology outlines the study design and describes the structured process used to identify and narrow down the literature for review based on predefined assessment criteria. Results provide descriptive statistics and a comprehensive analysis identifying themes. The discussion explores gaps in the current literature, suggests potential areas for future research, and discusses the implications of the study. Finally, the conclusion section provides findings.

2. METHODS

This study uses the systematic literature review method to ensure that future scholars can repeat the research. Research results of the experiment. In order to answer the question, we reviewed the literature, including Retrieval and analysis of preliminary data collected from related databases. The literature is conducted in accordance with the system evaluation preferred reporting project.

2.1 Search Strategy and Data Source

To comprehensively collect research literature on psychological capital and its impact on teacher well-being, we conducted systematic searches across multiple electronic databases. The specific databases used include Web of Science (WOS), Scopus, ERIC, and the EBSCO. These databases were selected because they cover a wide range of high-quality academic journals in the fields of education and psychology. We devised a series of search keywords to ensure coverage of all aspects of the research topic. All retrieved articles must be peer-reviewed journal articles, and the literature search was restricted to the past ten years, from 2014 to 2024, to ensure the timeliness and relevance of the research. Additionally, we limited the language of the literature to English to facilitate analysis and interpretation. Different keywords were adopted: (1) psychological capital, PsyCap and psychological functioning. (2) well-being, well-being, mental health and job satisfaction. The keywords were matched through the Boolean operators AND or OR. A string was adopted in four databases (Table 1). To

ensure the assessment was comprehensive, we also used backward and forward snowball search techniques.³⁶ The four focal databases were then mined for a total of 1353 articles.

Table 1. Search String

Search builder	Search String
Psychological capital	"Psychological capital" OR "Psycap"OR"psychological functioning"
Well-being	"well-being"OR"well-being"OR"mental health"OR"job satisfaction"
Context	"teacher"OR"educator"

This combination is designed to ensure that relevant literature is captured from different perspectives and contexts. All retrieved articles must be peer-reviewed journal articles, and the literature search was restricted to the past ten years, from 2014 to 2024, to ensure the timeliness and relevance of the research. Additionally, we limited the language of the literature to English to facilitate analysis and interpretation.

After the initial data collection, we will screen out literature not directly related to the research topic and then conduct a more in-depth quality assessment and data extraction for the eligible articles. This process will follow the predefined inclusion and exclusion criteria to ensure the rigor and scientific integrity of the research results.

2.2 Inclusion\exclusion Criteria for Studies

According to the research theme, the inclusion and exclusion criteria are established to provide the research of psychological capital and well-being among teachers. To be included in the review, the paper must first meet the relevant standards: empirical research in the English language and review journal articles. The article includes the discussion of the influence of psychological capital on teachers' well-being, and it is clearly studied in the educational environment. The study covers various dimensions of psychological capital (such as self-efficacy, hope, resilience, and optimism) and explores how they affect teacher well-being. The excluded criteria were : the publication type is "essay, book review, letter, opinion or anecdotal article".

Non-correlated studies, and sample populations include adults, primary and secondary school students, non-education workers, sick students.

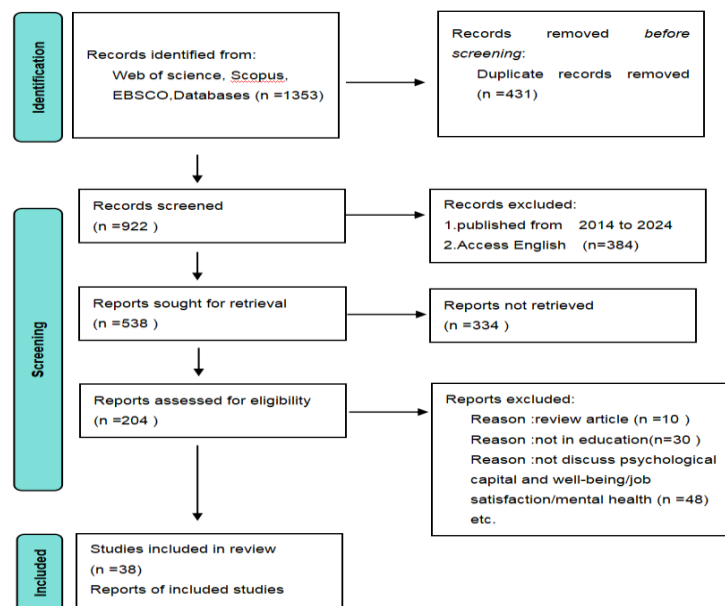


Figure 1. Reporting items for Systematic Reviews (PRISMA) flow chart

To aid our understanding, the authors categorized the selected journal articles separately according to their subject matter. Selected publications were reviewed on the basis of year, location, journal, research objectives, methodology and significant findings. This paper describes in detail the empirical studies on teachers' psychological capital and well-being, the details of which are presented in Table 2.

2.3 Contexts and Characteristics of the Studies

As shown in Figure 2, from 2014 to 2016, there were virtually no publications on the application of psychological capital in the field of teaching, indicating that this research topic received relatively little attention during this period. However, the scenario began to change in 2017, with one relevant paper being published. Subsequently, in 2018, the number of publications increased to two, demonstrating a growing interest in this area of study. By 2019, the volume of literature had significantly increased to eight papers, indicating that research on psychological capital in the teaching field was gaining widespread attention and that the field was entering a period of rapid development. Although the number of publications slightly decreased in 2020 and 2021, stabilizing at five, the year 2022 saw a rise again to ten publications, marking a peak in research activity. This surge may be related to changes in the global educational environment and an increased emphasis on teacher mental health. Overall, research on the application of psychological capital in the teaching sector has shown a clear upward trend since 2017, reaching its peak in 2022. This underscores the growing recognition among educational researchers and policymakers of the importance of fostering psychological capital within educational settings, particularly in terms of enhancing teacher job satisfaction and alleviating work-related stress.

Examining the geographical distribution of research subjects, over the past decade, researchers in China have shown the highest level of engagement with the concept of psychological capital in the teaching domain, publishing a total of 23 papers. This indicates a strong regional focus on this theme. Following China, Pakistan has produced 4 papers, demonstrating significant interest in the study of teacher psychological capital within the country. Figure 4 illustrates that India and Türkiye each have published 2 papers, which may reflect these nations' gradual recognition and exploration of psychological capital within the spheres of education and mental health. Additionally, Hungary, Jordan, sub-Saharan Africa, New Zealand, and Germany each contributed one paper, suggesting that the application and study of psychological capital are slowly proliferating across the global teaching sector.

This uneven distribution and publication volume reveal the hotspots and disparities in psychological capital research across different countries and regions. The leadership shown by China and Pakistan suggests that these countries may have more developed research infrastructures or that this theme enjoys specific educational policy support and academic attention locally. In contrast, while other countries show lower levels of focus, their research initiatives indicate a common global interest and demand in the educational community for enhancing teacher psychological well-being. These research trends highlight the potential value of psychological capital in sustaining teacher careers and enhancing educational outcomes, and they suggest that future studies could further explore how to implement and optimize strategies for cultivating psychological capital across diverse cultural and educational systems.

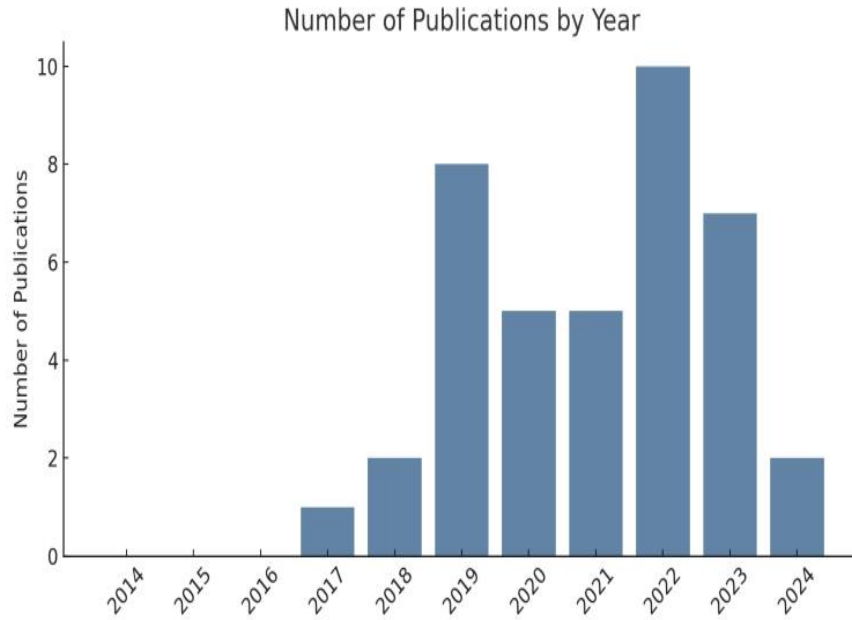


Figure 2. Publications arranged by publication year.

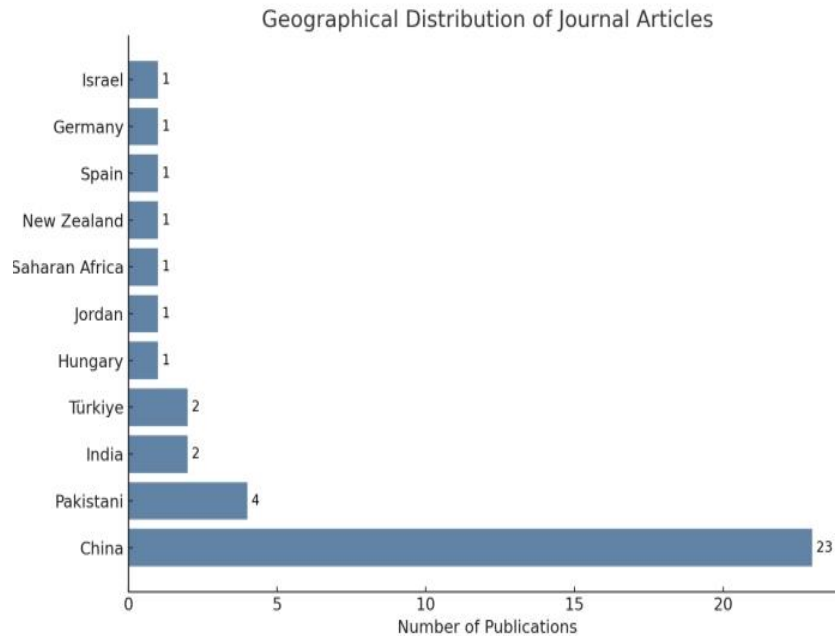


Figure 3. Geographical distribution of journal articles

2.4 Themes

The findings of the 38 selected studies related to 1) Types of studys remains; 2) the antecedents and 3) consequences and 4) The variable played by teachers' psychological capital that emerged from the thematic analysis(Figure4).

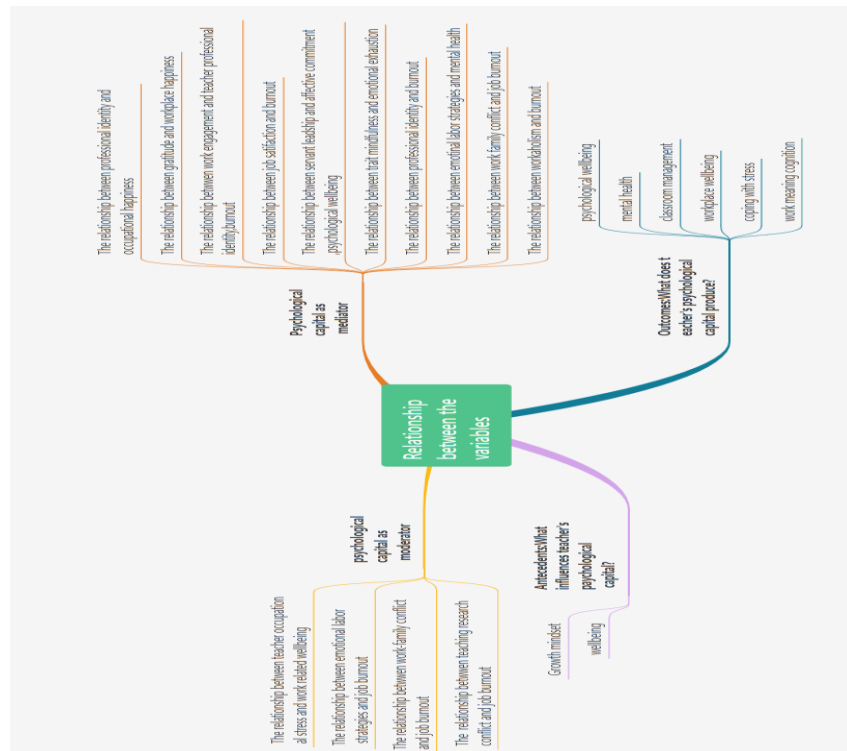


Figure4. Key themes and sub themes in the literature on psychological capital related to well-being among teachers.

2.5 Types of study remains

In a systematic literature review of the relationship between psychological capital and teacher well-being, three main research designs were retained and analyzed, covering a total of 38 studies. This includes a longitudinal study that tracks changes in psychological capital among teachers and a time series of their effects on teacher well-being, and a hybrid study that combines both quantitative and qualitative methods. In addition, the vast majority (36) used cross-sectional designs, and the diversity of these studies increased the breadth and depth of their conclusions, providing a comprehensive perspective for understanding the role of psychological capital in teacher well-being. Complete information on the psychological capital measures can be viewed in Table 2.

Table2. The Characteristics of 38 studies

Authors (Year) Country	Participant	variables	Method	Main findings
Kun&Gadanez 2019 Hungary	297 teacher	IV:Psycap DV: wellbeing	Mix method	The well-being that teachers feel is not only dependent on individual psychological state, but also deeply affected by work environment and work content. Well-being and well-being in the workplace are linked to internal psychological resources.

Zhen&Liu 2023 China	209 teachers (including full-time teachers and managers)	IV:professional identity DV:occupational well- being Mediating variable:psychological capital	cross- sectional	There is a positive correlation between teachers' professional identity and professional well-being. Psychological capital plays an intermediary role between teachers' professional identity and professional well-being.
Al-Dalaeen et al.,2023 Jordan	390 university lecturer and staff	IV:psychological capital Challenge-and- Hindrance Stressors DV:Mental Health	cross- sectional	The study concluded that psychological capital, mental health, and stressors related to difficulties and challenges had a significant impact on the psychological well-being of academics and staff at Jordan University.
Wu et al., 2022 China	560 English teacher	IV : psychological capital DV: Classroom Management Mediating variable:wellbeing(PE RMA)	cross- sectional	English teachers' well-being plays a significant mediating role between psychological cap and classroom management.
Sun et al.,2022 China	1388 primary and secondary school teachers	IV : Psychological Capital DV:Workplace Well- being Mediating variable:Work- Meaning Cognition	cross- sectional	Teachers' psychological capital positively predicts workplace well-being
Garg et al.,2022 India	726 university staff	IV:Gratitude DV:Workplace well- being Mediating Variables:Social Capital; Psychological Capital;Spiritual Climate	cross- sectional	Psychological capital and social capital play a significant role in mediating.
Zhang et al.,2021 China	617 Chinese university teachers	IV: Core Self-Evaluation social comparison Philosophies of Human Nature psychological capital DV:occupational well- being Mediating variable: psychological harmony	cross- sectional	Psychological harmony plays a partial mediating role between psychological capital and occupational well-being.

Zewude&Hercz 2021 sub-Saharan Africa	836 teachers	IV:psychological capital Mediating variable:coping with stress DV:teacher wellbeing	cross-sectional	The result shows that psychological cap and core stress coping strategies have a positive impact on teacher well-being, and use them as a resource for thriving teachers' working lives
Soykan et al., 2019 New Zealand	1502 Teachers	IV:Psychological capital Mediating variable:Challenge appraisal Task-focused coping DV: wellbeing	cross-sectional	In this study, the relationship between psychological capital and stress and well-being was largely independent of assessment and coping.
Neslihan&Ayse Ottekin 2019 Türkiye	384 teachers	IV:psychological capital DV:job satisfaction DV:psychological wellbeing	cross-sectional	Teachers' psychological capital perception positively affects their job satisfaction and psychological well-being, and has a significant predictive effect on them.
Guo et al.,2022 China	615 Chinese special education teachers	IV:psychological capital moderating variable:work engagement DV:occupation wellbeing	cross-sectional	Psychological cap was positively correlated with occupational well-being and job engagement.
Hu et al.,2022 China	573 primary school and secondary school teachers .	IV : psychological capital DV:career well-being,career commitment Mediating variable:gratitude	cross-sectional	Psychological capital has a significant positive predictive effect on teachers' career commitment in both ethnic and non-ethnic areas.
Chen et al.,2019 China	1384 teachers	IV:Growth mindset Well-being DV:psychological capital	cross-section	Growth mentality and well-being have significant positive predictive effect on teachers' psychological capital.
Li&Zhang,2019 China	615 kindergarten teacher	IV:Kindergarten Teachers' Occupational Stress Moderating variable: psychological capital Moderating variable:social support DV:work related well-being	cross-sectional	The result shows that the occupational stress not only affects the job well-being directly, but also influences the job well-being through the mediating effect of psychological capital. Kindergarten teachers with high (relatively low) psychological capital.

Sun et al., 2022 China	2220 female teachers	IV:work engagement teacher professional identity DV:burnout Mediating variable:teacher psychological capital	cross- sectional	When job engagement and psychological cap play roles separately, there is a partial mediating relationship between teachers' professional identity and job burnout.
Pan&Hu 2020 China	190 teacher	IV:psychological capital DV:job burnout	cross- sectional	The higher the psychological capital, the lower the job burnout, the two are correlated.
Adil&Kama l 2019 Pakistani	500 university teachers	IV:Authentic Leadership DV:Work Engagement Burnout psychological capital	cross- sectional	PsyCap buffered the negative effects of overload on performance and well-being
Zhang et al.,2019 China	386 teachers from primary and secondary schools in China	IV:psychological capital Occupational Stress Teaching Experience DV:Teacher Burnout Mediating variable:Positive Communication Style Negative Communication Style	cross- sectional	This study shows that psychological capital plays a protective role in teacher burnout, while occupational stress plays a risk role in teacher burnout
Demir 2018 Türkiye	335 teachers	IV : psychological capital DV:Stress anxiety Burnout,Job Satisfaction	cross- sectional	Psychological capital has a negative effect on teachers' anxiety through the full mediating effect of stress.
Freire et al., 2020 Spain	1379 teachers	IV:psychological capital DV:burnout Mediating variable:flourishing	cross- sectional	The results suggest that prosperity partially mediates the negative effects of psychological capital
Hazan- Liran & Karni-Vizer 2023 Israel	123 teachers	IV: job satisfaction DV:burnout Mediating variable:psychological capital	cross- sectional	The results showed that higher levels of PsyCap were associated with higher job satisfaction and lower burnout among all teachers.
Yin 2023 China	434 teachers	IV:Emotional Labor Strategies DV:job burnout Moderating Variables:psychologica l capital	cross- sectional	The results showed that for teachers with low psychological capital, surface performance was significantly correlated with burnout.

Liu&Du 2024 China	387 Chinese English as a Foreign Language (EFL) educators.	IV : Psychological Capital) DV:Teacher Burnout Mediating Variables Mindfulness	cross-sectional	There is a significant direct negative correlation between psychological capital and teacher burnout.
Clarence 2021 India	1,120 teachers	IV:servant leadership DV:affecetive commitment psychological well-being Mediating variable:psychological capital	cross-sectional	The results show that service-oriented leadership has an indirect impact on emotional commitment and mental health through three elements: hope, effectiveness and resilience, which together constitute the personal psychological capital resources of counselors.
Arnold 2021 Germany	776 novice teachers	IV:Health-Oriented Leadership DV:Mental Health Mental Health : psychological capital	Longitudinal research method	Psychological capital plays an intermediary role between health-oriented leadership and class members.
Bi&Ye 2021 China	815 frontline university faculty	IV:trait mindfulness DV:emotional exhaustion Mediating variable:psychological capital work engagement	cross-sectional	Psychological capital and work engagement have significant interlocking mediating effect between trait mindfulness and emotional exhaustion
Xie et al., 2022 China	357 university teachers	IV:work family conflict DV:job burnout Moderating variable:psychological capital	cross-sectional	The results showed that work-family conflict and psychological capital were significantly correlated with job burnout
Sun et al., 2022 China	2220 female teachers	IV:professional identity DV:burnout mediating variable:work engagement psychological capital	cross-sectional	Work engagement and psychological capital can reduce job burnout. Job order completely mediates job identity and job burnout
Zhang et al., 2024 China	3147 primary and secondary school teachers	IV:professional identity DV:burnout Mediating variable:work engagement psychological capital	cross-sectional	work engagement and psychological capital play mediating roles between professional identity and job burnout.
Xue et al., 2023 China	3991 teachers	IV:psychological capital DV:tacher burnout Mediating variable:PsyCap's Bridge Symptoms	cross-sectional	The bridge symptoms of psychological cap have a negative impact on teacher burnout

Zhao et al.,2023 China	3,300 teachers	IV:career calling DV:burnout Mediating variable:work engagement teacher psychological capital	cross- sectional	Career calling can be regarded as a protective factor to prevent burnout, and there is a mediating relationship between job involvement and teachers' psychological capital.
Makhdoom et al., 2022 Pakistani	1008 university teachers	IV:workaholism DV:burnout Mediating variable:psychological capital	cross- sectional	Workaholism is not directly related to job burnout, but is negatively related through psychological capital, and this mediating relationship is stronger among university employees.
Hong et al.,2022 China	411 preschool teachers	IV:emotional Labor Strategies DV:mental health Mediating Variables:psychologica l capital	cross- sectional	The psychological capital of preschool teachers has a complete mediating effect between natural emotion expression and mental health, deep behavior and mental health
Pu et al.,2017 China	357 university teachers	IV:work family conflict DV:job burnout Moderating /mediating variable:psychological capital	cross- sectional	Work-family conflict and psychological capital are significantly correlated with job burnout.
Adil&Kamal 2018 Pakistani	500 university teachers	IV:authentic Leadership DV:burnout Mediating variable:Promotive Psychological Ownership PreventatIve Psychological Ownership	cross- sectional	Psychological capital and perceived authentic leadership have negative effects on job burnout.
Sarwar et al., 2020 Pakistani	450 public sector faculty members	IV:job demands job resources DV:Work-Family Balance ,Satisfaction Mediating variable:Psychological Capital Work to Family Conflict	cross- sectional	It is found that psychological capital, as a developable personality resource, and situational factors jointly shape the outcome of work and family.
Heng et al.,2020 China	488 university teachers in China.	IV:Teaching-Research Conflict DV:job burnout Moderating variable:Teaching- Research Conflict psychological capital	cross- sectional	Psycap moderates the influence of teaching and research conflict on three dimensions of job burnout

Li et al.,2020 China	150 rural teachers Guangming Primary School	IV:work stress DV:job burnout healthy psychology	cross-sectional	There is a significant negative correlation between rural teachers' health psychology and work stress, that is, the higher the degree of mental health, the lower the work stress
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2.6 Psychological capital as Moderator

In recent years, psychological capital in the teaching profession (PsyCap) has been studied as a moderating variable in multiple groups. Through the analysis of teachers in different countries and education stages, it is found that psychological capital has a significant impact on regulating job satisfaction and coping with occupational stress. A survey of 615 kindergarten teachers in China found that psychological capital has a significant moderating effect on the relationship between occupational stress and work well-being (Li and Zhang, 2019). At the same time, the study also highlights the role of social support in improving well-being. At the same time, a longitudinal study of primary school teachers identified the personal characteristics of the group with high job stability. The study believed that PsyCap and professional identity were crucial to career stability, and hoped that schools could take these resources as intervention measures to reduce the turnover rate of employees (Xie et al.,2022). Pu et al. (2017) examined the link between work-family conflict and job burnout in a study of 357 university teachers. Studies have found that PsyCap plays a moderating role in this relationship, suggesting that PsyCap also plays an important role in the face of work-family conflict. Heng et al. (2020) studied 488 Chinese university teachers to explore the impact of teaching and research conflict on career satisfaction. Studies have found that PsyCap, combined with perceived social support, can effectively alleviate burnout symptoms and improve individual well-being. In addition, studies from other cultural backgrounds have also found that teachers with high job satisfaction have lower levels of job burnout. For example, Yin (2023) evaluated the effect of PsyCap on job satisfaction and job burnout of 123 Israeli teachers.

In conclusion, these studies emphasize the important role of psychological capital in regulating stress and job burnout, and advocate that intervention measures should be taken to strengthen psychological resources at work to improve teachers' well-being.

2.7 Psychological capital as Mediator

The body of research on psychological capital (PsyCap) consistently underscores its pivotal mediating role in educational settings, particularly regarding teacher outcomes. For instance, A study in China has shown that PsyCap plays a significant mediating role between occupational identity and occupational well-being, emphasizing the positive impact of psychological resources on educators' well-being.(Zhen&Liu,2023). Similarly, Garg et al.,(2022) highlights PsyCap's mediating effect, showing how gratitude fosters workplace well-being among university educators, reinforcing the essential role of psychological resources in educational environments. In another noteworthy study, Sun et al.,(2022) reveals PsyCap's mediating role in reducing burnout among female teachers, thus affirming the importance of enhancing psychological capital to prevent burnout.

In addition to acting as a moderating variable, a large number of studies have shown that PsyCap plays an mediating variable to improve teachers' career well-being and job satisfaction. By analyzing teacher groups in different education stages and environments at home and abroad, the key role of teachers' psychological resources is emphasized.

PsyCap's mediating role between job resources and work-family balance satisfaction(SSarwar et al.,2020). A Chinese study showed that psychological capital plays an important mediating role between occupational identity and occupational well-being (Zhen&Liu, 2023). Hong et al. (2022) conducted an in-depth study of emotional labor strategies in preschool Settings, revealing the mediating role of PsyCap on mental health outcomes. Garg et al. (2022) also highlighted the mediating effect of PsyCap, showing that gratitude can promote workplace well-being of university educators,

and also highlighted the important role of psychological resources in the educational environment. In a study on gender differences, psychological capital was also found to be mediating in reducing burnout among female teachers (Sun et al., 2022), and this view was also confirmed in different cultural contexts in different countries, such as among Israeli teachers. There is a positive correlation between PsyCap, job satisfaction, and reduced burnout (Hazan-Liran & Karni-Vizer, 2023). Bi & Ye (2021) explores the interaction between trait mindfulness and emotional exhaustion. This paper reveals the important mediating effect between psychological capital and job engagement. Clarence (2021) included leadership style in the study and found that different leadership styles also have an important impact on the cultivation of employees' psychological ability. And Adil & Kamal (2018) emphasized that psychological capital also plays a mediating role in linking authentic leadership, psychological ownership, and job burnout. Makhdoom et al. (2022) expanded the scope of the study, mainly focusing on job burnout caused by workaholism, and confirmed the mediating role of PsyCap in alleviating job burnout by strengthening psychological resources. Moreover, studies have also confirmed that when psychological cognition is combined with job engagement, job burnout can be effectively reduced (Sun et al., 2022; Zhang et al., 2024)

In summary, these studies affirm the role of PsyCap in mediating the influence of educators and its significance in improving job satisfaction and alleviating job burnout.

2.7 Outcomes: What does teacher's psychological capital produce?

Multiple studies in different contexts have demonstrated that psychological capital (PsyCap) plays a key role in promoting the well-being of education professionals and reducing stress and burnout. A study in New Zealand found that mental cap was associated with reduced stress and increased well-being, and also suggested that supportive teaching environments played an important role (Soykan et al., 2019). In Jordan, Al-Dalaeen et al. (2023) highlighted PsyCap's significant impact on mental health and the importance of addressing workplace stress. Similarly, Zewude and Hercz (2021) highlight the significant direct impact of psychological cap on well-being and coping with occupational stress in sub-Saharan Africa. Neslihan and Ayse Ottekin (2019) in Türkiye found that PsyCap positively influences job satisfaction and psychological well-being, reinforcing the value of targeted interventions. In China, Guo et al. (2022) linked PsyCap to work engagement and well-being among special education teachers. Pan and Hu (2020) also demonstrated a negative correlation between PsyCap and burnout among teachers, suggesting the importance of enhancing PsyCap. Further reinforcing this, Zhang et al. (2019) showed that positive coping styles significantly mediate the relationship between PsyCap and burnout, highlighting its protective role. Flourishing mediates PsyCap's effect on burnout symptoms to some extent, emphasizing the importance of personal resources (Freire et al., 2020). Finally, Xue et al. (2023) suggested that PsyCap reduces tuberculosis symptoms through optimism and hope.

Together, these studies emphasize the universal importance of psychological capital in fostering well-being, enhancing personal and professional outcomes, and mitigating stress and burnout in educational settings.

3 DISCUSSION

The main purpose of this review is to conduct a comprehensive analysis of the relationship between psychological capital (PsyCap) and teacher well-being. Using the PRISMA method, we reviewed the literature and extracted 38 articles from four databases. We analyzed the different roles of psychological capital in education and its relationship to teacher well-being, as well as how to apply it in educational practice. By incorporating the antecedents, outcomes, and mediation or moderation processes related to teacher psychological capital into a diagram, we adopted a broad and comprehensive approach to studying teacher psychological capital and well-being.

Research indicates that PsyCap significantly impacts teacher well-being, resilience, and coping mechanisms. Among educators, higher levels of PsyCap are associated with improved well-being, reduced burnout, and increased job satisfaction. These findings are evident across different educational levels and geographic regions, highlighting the universal benefits of PsyCap. This review identifies PsyCap as a moderator, mediator, and independent variable influencing various aspects of teacher outcomes, emphasizing its multifaceted role in educational settings.

PsyCap enhances teachers' ability to manage stress, increases resilience, and supports their well-being, regardless of their educational background. PsyCap can enhance positive coping strategies and reduce burnout, suggesting its potential to improve educational environments. These findings align with the broader literature emphasizing the importance of psychological resources in professional settings. The reviewed research reinforces the idea that developing PsyCap can significantly influence how educators perceive and handle occupational challenges, leading to improved personal and professional outcomes.

Compared to earlier research, these findings align with the established understanding of the crucial role of psychological resources in well-being and stress management. Research focusing on female teachers and the impact of work stress highlights the influence of psychological capital on emotional states, job dissatisfaction, health, motivation, personal achievement, performance, and, consequently, the efficacy of educational institutions (Skaalvik & Skaalvik, 2023). Teachers with elevated levels of psychological capital demonstrate enhanced stress coping abilities, motivation, and effectiveness in challenging scenarios (Corpuz, 2023). The presence of psychological capital in teachers is pivotal for augmenting performance in educational organizations and positively influences the entire school community. Teachers with diminished psychological capital exhibit lower energy for goal setting and achievement, reduced positive causal attributions and optimistic success expectations, and impaired resilience, correlating with higher burnout levels. Conversely, those with robust psychological capital exhibited minimal burnout (Ferradás et al., 2019).

However, this review extends previous research by providing more nuanced insights into the specific effects of PsyCap in educational contexts. The studies reviewed reveal more detailed mechanisms through which PsyCap operates, emphasizing its moderating and mediating roles. This contributes to a deeper understanding of how PsyCap influences teacher well-being, moving from generic discussions into more specific contexts.

Several clear limitations are evident in the reviewed studies. The strengths of cross-sectional designs limit the ability to establish causality between PsyCap and well-being outcomes. Sample biases, such as focusing on specific regions or types of educational institutions, limit the generalizability of findings. Moreover, restricting the search scope to English-language studies and including only English and Chinese publications further narrows our findings to English-language research. Additionally, the variability in measurement tools and methodologies across studies complicates comparisons and may lead to inconsistencies in understanding PsyCap's impact. To enhance the quality of the literature, research reports and conference papers were not included.

4 CONCLUSION

The systematic literature review highlights the crucial role that psychological capital (PsyCap) plays in influencing teacher well-being across various educational contexts. The findings underscore the multifaceted nature of PsyCap, which serves as an independent variable, moderator, and mediator in determining teachers' psychological outcomes. Elevated levels of PsyCap are consistently associated with enhanced resilience, improved coping mechanisms, and greater job satisfaction, contributing to reduced burnout and improved well-being among teachers. However, the review also recognizes some limitations in the current literature, such as the advantages of cross-sectional design, sample bias, and variability of measurement tools, all of which require caution in interpreting the findings. Future studies should employ longitudinal studies to better establish causality, and extend the investigation

to different educational backgrounds to improve the generality of the findings. The findings have significant implications for educational policy and practice. Developing strategies to enhance PsyCap among educators can improve well-being, reduce burnout, and increase job satisfaction. This underscores the need for professional development programs that focus on resilience, optimism, and self-efficacy. Policymakers should consider incorporating PsyCap development into teacher training curricula to foster healthier, more productive educational environments.

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