The Role of Positive Psychological Capital in the Prediction of Teachers Well-Being mediated by Motivation: A Systematic Review

The main aim of this review of the literature concerns the role of positive psychological capital and teachers' well-being; to propose a new teacher well-being model applicable in an educational context and based on the recommendation of earlier studies using a positive psychology capital. This study analyses based on some of the prominent suggested critiques in teachers' well-being, the construct, and its assessment. It reviews the literature from wide-ranging and diverse studies on teachers’ welfare in elementary and secondary school focused on the pathological lens and healing specific disorders under a variety of life course threatening conditions across cultural contexts. Seligman and colleagues criticized that psychologists gave much prominence to mental disorders and pathologies, overlooking two crucial missions of the field of psychology: (a) helping healthy people to be happier and more productive and (b) actualizing human potential. Despite its full acceptance of using, the notion of 'teacher well-being' remains elusive; has different meanings; and used in a plethora of different ways in varied fields such as business administration, organization science, management, structure behavior, health, psychology, sociology education and launched a sort of paradigm shift in these fields. The workplace and educational institutions have been greatly influenced by this paradigm shift beyond other areas and positive psychology. Depending on this purpose, and based on the literature gap and relevance of the issues, this study used a theoretical model of Luthans; Youssef & Avolio (2007) Psychological capital; hedonism well-being of E. Diener (2009a); and Collie R., Shapka, J., Perry, N., & Martin(2015) work-related well-being. Depending on this review’s purpose, the first section provides different empirical evidence on positive psychological capital (hope, self-efficacy, resilience, and optimism) on teachers’ well-being highlighted. The third section focuses on psychological Capital, and each component is stated. The fourth section emphasizes the mediation role of motivation. The fifth section provides the link between Psychological capital and teachers’ well-being is discussed in terms of relevant research findings. Six, the theoretical framework of this study is presented. Overall, the positive psychological structure is an inclusive model that includes theoretical and practical aspects developed for different organizations and can be considered a potential enhancement mechanism of different psychological and work-related problems in the workplace. Lastly, the present study contributes to further developing a solid theory on comprehensive teachers’ well-being, which has been lacking, and suggestions for implications for educational practice.

Keywords: teacher well-being, teacher-student relationship, work-related dimension, organizational dimension, subjective well-being, positive psychological Capital, hope, self-efficacy, resilience, optimism, motivation.
Introduction

The teaching profession is affected by countless problems and its problems directly or indirectly associated with the quality of education and well-being of teachers. For example, in organizational Psychology literature, the most significant issues affecting teachers’ are the psychological Capital of teachers with meaning in life (Y. Li, 2018), the positive psychology interventions for enhancing employee well-being and performance (Meyers, van Woerkom, & Bakker, 2013), psychological capital on the subjective well-being of teachers (Soykan, Gardner, & Edwards, 2019), teacher well-being relationship with quality of work-life and relationships with students (OECD, 2013; McCallum, Price, Graham, & Morrison, 2017).

What defines and what brings teacher well-being hot and debatable topic for a century, ones that have engaged many of the world’s great thinkers (e.g., Ryan & Deci, 2001; Ryff & Singer, 2008; Ryan & Deci, 2011; Collie, Shapka, Perry, & Martin (2015). The scientific study of well-being and the positive aspects of mental health has dramatically expanded in recent years (Kashdan, Biswas-Diener, & of King, 2008; Cooke et al., 2016). However, well-being is not a finite entity or an end in itself but an open-ended potential that unlocks other benefits and is promoted like a good investment(Ereaut, G., & Whiting, 2008). Research findings that develop an understanding of well-being among teachers are essential not only for teachers but also for students, schools, and the nation at large (Duckworth, Quinn, & Seligman, 2009; Pakarinen & Kiuru, 2010; Collie, Shapka, Perry, & Martin, 2015).

Global research result shows that, e.g., in Sub Saharan Africa; Abebe & Tassew, 2013; Asia; Pillay, Goddard, & Wills, 2005; in North America; Collie, Shapka, Perry, & Martin (2015) teachers do not report a sense of well-being. Besides, in the West and Australia, findings show that teachers' well-being is influenced by personal matters (self-efficacy, hope, optimism, resilience, motivation), environmental factors, and their interactions (Luthans; Youssef & Avolio, 2007; Williams & Smith, 2018). Mattern & Bauer (2014) found that many teachers left the profession in the USA when they compared their training and knowledge to other private sector opportunities. Also, McCallum, Price, & Graham, (2017), in U.K. schools, focus on intervention strategies to enhance teacher well-being.

Besides, many commonly listed influential factors affect teachers' work-life in the established scientific works of literature. For example, feelings of existential fulfillment in teachers burnout (Loonstra, Brouwers, & Tomic, 2009); academic performance(Alejandro Adler, 2016); the policy-practice well-being schools(Powell & Graham, 2017), teachers efficacy (Mehdinezhad, 2012); meaning in life (Y. Li, 2018); school climate (Lester & Cross, 2015); stress and burnout, personality (Kokkinos, 2007; Klassen, Foster, Rajani, & Bowman, 2010; Kyriacou, 2010); collective self-esteem (Bissessar, 2014); perception of leaders towards teachers (Konu, Viitanen, & Lintonen, 2010); stress and lack of job satisfaction (Klassen, Foster, Rajani, & Bowman, 2010); physical health, life satisfaction, and professional thriving (Kern, Waters,
Traditionally, teacher well-being has primarily been examined by focusing on the pathological aspect (Spilt, Koomen, & Thijs, 2011). Nowadays, the positive psychology movement inspired contemporary researchers to emphasize what is right with people and what contributes to human flourishing and growth potential (Seligman & Csikszentmihalyi, 2000; Carver & Scheier, 2002; Snyder & Lopez, 2009; Csikszentmihalyi, 2014). However, the previously established models did not address and precisely measured employees’ well-being (Collie, Shapka, Perry, & Martin, 2015). For instance, Diener (2009) call researchers to be specific in defining and limiting their research concept in line with work-related well-being using positive psychological Capital (Ilmarinen, Juhani, Gould, Järvisalo, & Koskinen, 2008; Mangundjaya, 2012; Siu, Cheung, & Lui, 2015; Youssef-Morgan, 2015; Alfonso, Jana, Valdez, & Datu, 2016; Gibson & Hicks, 2018).

To sum up, the newly emerging concept in various fields of psychology is known as Positive psychological Capital (PsyCap). Nowadays, researchers and experts increasingly recognized to the role and function of psychological Capital and are believed to have the potential to attain optimal flourishing in workplaces (Luthans, Avolio, Avey, & Norman, 2007). The practical utility of the workplace model continues to grow (Görgens-Ekermans & Herbert, 2013).

Only in the past few years, teacher well-being is the research agenda of experts and professionals using positivism psychology and domain-specific well-being or work-related well-being as an individuals’ positive evaluations of and healthy functioning in their work environment (Horn, Taris, Schaufeli, & Schreurs, 2004). Therefore, special attention must be paid to teachers' perceptions of their work-related well-being (Collie, Shapka, Perry, & Martin, 2015). To answer, this study the following questions were used to frame to create a clear and explicit focus on the collection of articles,

1. How have Positive psychological Capital, teacher wellbeing, and motivation been defined, assessed, and investigated in the research literature?
2. Does motivation mediate the relationship between psychological capitals and the Well-being of the University teachers?
3. What role psychological Capital plays, together with motivation, in predicting the teacher's well-being of higher education teachers?
4. What gap found from various well-being kinds of literature on the domain-specific professions?
5. What are the implications for studying teacher well-being for schools, teachers themselves, the policymakers, the students, and the possible roles for Educational Psychology?
Before discussing well-being importance for teachers, it is essential to clarify what we mean by well-being and identify its different forms and constructs. Over the years, well-being has been conceptualized in various ways (e.g., Huppert, F.A., & Ruggieri, n.d.; Deci & Ryan, 2008; Ryan & Deci, 2011b). What is it that makes a good life desirable? What determines a high quality of well-being? E. Diener (2009c) answers to these questions is that a person feels and thinks his or her life is beneficial regardless of how others see it is called subjective well-being (E. Diener, 2009c). Another answer to this question is that well-being has been defined and explored according to two broad psychological and historical traditions but distinct perspectives. The eudemonic view of well-being assesses how well people live in connection to their true selves (Ryff & Singer, 2008). In contrast, the hedonic view (Subjective well-being) equates well-being with happiness and is often operationalized as the balance between positive and negative affect (Ryan & Deci, 2001) and longer and healthier life (Ryan & Deci, 2011; Diener, Ed, Shigehiro & Lucas, 2015). Subjective well-being is outlined as a broad class of phenomena that features people's emotional responses, domain satisfaction, and global life satisfaction judgments (E. Diener, 2009a). Diener's work was focused on trying to describe who is happy broadly? A different review of his work depicted the happy person as a "young, healthy, well-educated, well-paid, extroverted, optimistic, worry-free, religious, married person with high self-esteem, high job morale, modest aspirations, and of either sex" (Ed Diener, 2009b; E. Diener, 2009c). However, experts also noticed that "happiness" is not a single entity but can be broken down into its element (E. Diener, 2009). As a result of the topic of teachers' well-being, different investigators targeted on teacher stress (Collie, 2014; Collie R., Shapka, J., Perry, N., & Martin, 2015). For instance, three regularly examined factors are work-related stress (relating to workload), organizational-level stress (relating to school-level issues), and student-related stress (relating to student behaviour; Collie R., Shapka, J., Perry, N., & Martin, 2015), and three well-validated subjective well-being constructs (life satisfaction, positive affect, and negative affect, E. Diener, 2009c). Aelterman et al. (2007), empirical studies support that work stress, organizational-level stress, and student-related stress factors are also relevant for teacher well-being. However, Collie R., Shapka, J., Perry, N., & Martin's (2015) model did not reflect the overall teacher's satisfaction in their life rather than focused on work-related stress. As a result, for present purposes, we adopt the approach taken in the well-established six-component model (E. Diener, 2009c; Collie R., Shapka, J., Perry, N., & Martin, 2015). This binding model can be built upon previous theoretical and empirical work to determine the complex nature of teachers' work-related stress and the overall satisfaction of their life.
Teacher Well-Being: Theoretical and Conceptual Framework

There has been a continual struggle within the diverse areas to accept and integrate scientifically viable evidence on well-being into policy and practice (Huppert, F.A., & Ruggieri, n.d.). Several theorists have argued that well-being is best characterized as a profile of indicators across multiple domains (Collie, R.J., Shapka, J.D., Perry, N.E., & Martin, 2015). For example, as noted above, Seligman (2011) suggests five components. On the other hand, Ryff and Keyes (1995) proposed six domains of well-being, whereas Horn et al. (2004) distinguished four parts of well-being. Similarly, Saaranen et al. (2007) determined four areas (Working conditions, Worker and work, Working community, and Professional competence). Seligman’s (2011) PERMA model includes five dimensions (positive emotions, engagement, relationships, meaning, accomplishment), and Huppert and So (2013) include ten flourishing items. Even though, at the schools’ context, Saaranen, Tossavainen, Turunen, Kiviniemi, & Vertio (2007) has created the Teachers well-being includes the four (4) dimensions: the pupil/student, health care services, cooperation between school and homes and the occupational well-being of school staff. In this paper, we tend to depend upon E. Diener, (2009a) three-dimensional models (Life satisfaction, Positive affect, Negative affect) and Collie R., Shapka, J., Perry, N., & Martin, (2015) three work-related and teacher-specific well-being model (Student interaction well-being, Organizational well-being, Workload well-being) as an associate in teachers real and work-life well-being. Therefore, the present study draws on research that proposes that a combination of both perspectives is more accurate and gives a complete picture of teachers well-being that encompasses both work-related well-being and hedonic aspects of well-being (E. Diener, 2009c; Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, 2015).

The Emergence of Teachers Well-Being and Significance

Once considered vital for well-being, earlier research has proven insufficient for attaining sustainable sources of competitive advantage and maintaining the welfare of humans across the lifespan. Recently, scholars believed that the profession of teaching by its complex nature affected by many potential factors, and the central theme of investigation is their status is wellness (E. Diener, 2009a; E. Diener, 2009b; E. Diener, 2009c; Ho M.Y; Cheung F.M & Shu F.C, 2010) based on positive intervention (Luthans, Youssef, & Avolio, 2007). Therefore, Well-being expresses positive psychology proposed the significant determinants and countless advantages of investing, controlling, developing, and managing psychological Capital (Luthans, Youssef, & Avolio, 2007). Thus this new psychological capital approach to gaining a decisive advantage and harmony between major environmental factors on the one hand and psychological capitals (resources) of teachers on the other. Recently scholars in positive psychology, mental health, and behavioral sciences field
focusing on teachers' wellbeing as a whole area of investigation (Collie, 2014; Author). Nowadays, teacher well-being as an area of inquiry has several reasons. Firstly, it adds to the understanding of teachers' well-being helping to know factors that are of great concern to teachers to create conducive school contexts and enhance their well-being (Hamre & Pianta, 2010). Secondly, by examining the most satisfying and rewarding for teachers, a better understanding of their attitudes toward school reforms and affirmative psychological intervention programs can be gained (Horn et al., 2004; Youssef-Morgan & Luthans, 2015). Thirdly, academics square measure vital adults in children's scholastic lives, and there is some proof that teacher well-being, a minimum of indirectly, has critical effects on children's socio-emotional adjustment and tutorial performance (Malmberg & Hagger, 2009; Hamre & Pianta, 2010). Fourthly, in a current global world, teachers' well-being plays a significant role in enhancing the current problem of teacher attrition is an ongoing issue in education contexts (Acton, R., & Glasgow, 2015). Finally, knowing teacher well-being is critical for teachers and students, there are still several gaps in the literature (R. J. Collie, 2014).

Teachers' well-being: Integration and Extension of models

Collie's (2014) conceptualization of teacher well-being is somewhat more comprehensive and domain-specific than that of E. Diener (2009a, 2009c), focusing not only on general individual life well-being but also it includes specific behavior of teacher work dimensions. Collie (2014) approach has the significant advantage that it focuses explicitly on teachers' well-being. However, despite these differences, and although the labels attached to particular concepts differ, Collie and E. Diener's conceptualizations substantially proposed different dimensions. As both approaches would seem valuable in conceptualizing teacher well-being, it is better to combine both models. We distinguished among six dimensions that may give a holistic picture of teachers' work and overall life.

Teacher-student relationships

As Spilt, Komen, & Thijs (2011), stress is typically experienced when goals are threatened and of great concern to individuals. On the other hand, events that facilitate realizing a highly valued goal tend to elicit pleasant emotions, contributing to positive well-being. Besides, relationships with students can only be harmful or beneficial to teachers' well-being when teachers have a need/desire for personal relationships with students (Day & Leitch, 2001; Spilt, Komen, & Thijs, 2011). Besides, the adult attachment model of reciprocal caregiving and care-seeking is a more appropriate lens to view the teacher-student relationship. This is the standard attachment model applied to education: teacher as caregiver and student as care seeker (Riley,
The authors' added teacher-student relationships characterized by conflict and mistrust have harmful effects on children's learning. What is more, there is little recognition of the internal needs that teachers themselves may have for positive, personal relationships with individual students (Hamre & Pianta, 2010).

**Work-Related Dimension**

Currently, known experts have been an increasing call for examining well-being in different domain-specific contexts such as work-related domain (E. Diener, 2009c; Collie R., Shapka, J., Perry, N., & Martin, 2015). For instance, a study conducted in the U.K. (2017) found 3,750 teachers or one in every 83 teachers were 'signed off' work on long-term sick leave due to anxiety and mental illness caused by work, and 76% of education professionals have experienced behavioral, psychological or physical symptoms due to their work (Stanley, 2018). The teacher well-being index (2008) report shows that even in the U.K., there are three main potential risk factors, which has been mentioned multiple times (Stanley, 2018):

1. **high workload** (professionals dislike working in education);
2. **high levels of stress** (more than two-thirds (67%) of education professionals describe themselves as stressed);
3. **The need for a better work/life balance** (more than half of (58%) the education professionals typically work more than their contracted hours and experience difficulty with achieving good work. The fact shows that plenty of studies across different nations result indicated that in Australia, 41%, in the U.K. 67 %, and the United States, 46% of 7,200 teachers report high levels of occupational stress(Cross, 2018).

Therefore, its reduction is the main issue that would most improve or enhance the teaching profession's well-being. Significant evidence from the substantial body of scientific literature shows one of the most remarkable features in psychology and educational psychology is work-related well-being, the most powerful at determining overall life quality, essential for individuals’ outcomes at work, and positively correlated with life experiences (Rath & Harter 2010; Collie, Shapka, Perry, & Martin, 2015).

**Organisational Related Dimension**

Organizational well-being is defined as issues relating to teachers and teachings, relations and communications among staff and administrators, administrators' recognition, and participation in decision-making(Collie, Shapka, Perry, & Martin, 2015). The study by Collie (2014) generally felt that their work's organizational-level aspects influenced their well-being positively.
Furthermore, the Collie’s found that administrators could improve teachers' well-being by creating a positive atmosphere in the school, ensuring teachers have input in decision-making, ensuring appropriate and constructive rules (R. J. Collie, 2014).

**Subjective Well-Being (SWB)**

Researchers, for instance, have in recent decades used the term Subjective well-being is defined as the quality of an individual’s life concerning both the presence and relative frequency of positive and negative emotions over time and one’s overall level of life satisfaction (Diener, 2000; E. Diener, 2009b; Ed Diener, 2013; Diener, Ed, Shigehiro & Lucas, 2015). Thus, there square measure variety of divisible parts of SWB( life satisfaction positive affect and low levels of negative affect components are independent and that they are influenced by different causes (Diener, 2000; E. Diener, 2013). Fidelia Ntombifuthi Mbatha (2016) indicated a positive relationship between psychological Capital and subjective well-being, and high levels of Psychological Capital are associated with high levels of subjective well-being. On the other hand, Fidelia Ntombifuthi Mbatha (2016) found a significant positive correlation between hope and subjective well-being, hope and resilience, and Subjective well-being and resilience.

**Measuring Teacher well-being**

The most contemporary approach in well-being research of hedonic well-being, based on Diener's work, has two components, an affective part, and a cognitive element, SWLS (E. Diener, 2009a). Although Diener (2001) wrote there square measure many ways to gauge the pleasure/pain time in human expertise, most analysis at intervals the new indulgent scientific discipline has used subjective well-being assessment (SWB). SWB has three significant components, including two affective (positive and negative affect) and one cognitive (life satisfaction) (Ed Diener & Chan, 2011). SWB researchers believe that happiness is, primarily, an indoor state that represents a spread of subjective evaluations regarding the standard of one’s life, broadly speaking outlined. As in all, a method for measuring teacher well-being by global appraisals of assessment such as Satisfaction with Life scale, positive affect, and negative affect (PANAS) scale coined by Ed Diener & Chan, 2011). R. J. Collie, 2014 found that PANAS instruments provide researchers with an overall score of participants’ well-being that can be used to understand their overall emotion. However they do not provide information about what specific aspects of the individual’s life influenced his or her score of well-being, nor do they give an understanding of well-being specifically related to work.
A second method for measuring teacher well-being is examining the impact of teachers’ experiences at work on their well-being using positive psychology. Collie R., Shapka, J., Perry, N., & Martin (2015) teacher well-being model with strong psychometric evidence involves asking teachers to rate the extent to which different aspects of their teaching workload affect their well-being, and also provides an advanced method for gaining insight into the core aspects of teaching work life. An essential feature of this type of measure is that it highlights tangible factors that administrators and schools can address to better support teacher well-being (R. J. Collie, 2014). What is more, Collie R., Shapka, J., Perry, N., & Martin (2015) research findings suggest that there may be yield in examining teacher well-being through a multi-dimensional lens. The authors providing proof of the inner structure of the size, our analyses even have practical implications. Collie R., Shapka, J., Perry, N., & Martin (2015) recommended future research involves examining whether efforts designed to improve teacher well-being may give rise to changes in other teacher and student motivation) outcomes.

**Potential role of Positive Psychological Capital (PsyCap): HERO Model**

What will make a real change in having a true highway advantage in the “teaching profession” and “teachers’ well-being”? How can teaching organizations and individual teachers themselves achieve enhance complex problems in their profession and personal life? This literature pointed out a newly emerging positive flourishing theory to gain a decisive advantage for teachers, and the teaching profession is called Positive Psychological Capital. The terms psychological Capital and positive psychological Capital are used by various authors and sources synonymously. As stated, PsyCap has been demonstrated conceptually (Luthans; Youssef & Avolio, 2007) and empirically (Luthans et al., 2007) to be a core construct. Psychological Capital defined as “an individual’s positive psychological state of development characterized by (hope) redirecting paths to goals to succeed, and persevering toward goals and when necessary; (efficacy) having the confidence to take on and put in the effort required to succeed at challenging tasks; (resilience) when beset by troubles and adversity, sustaining and bouncing back and even beyond to attain success; and (optimism) by making a positive attribution about succeeding now and in the future (Youssef-Morgan & Luthans, 2015; Luthans; Youssef & Avolio, 2007). Luthans (2002), also defined as psychological Capital, is the study and application of positively oriented psychological capacities and human resource strengths that can be measured, developed, and effectively managed for performance improvement in today’s workplace. The psychology movement initiated by Dr. Martin Seligman inspired psychological Capital due to positive (Burhanuddin, Ahmad, Said, & Asimiran, 2019). PsyCap also a concept that goes beyond social Capital (who you know), economic Capital (what you have), and human Capital (what you know; (Burhanuddin et al.,
2021). However, Psychological Capital is conceptualised as “who you are” and “who you are becoming” (Luthans & Youssef, 2004; Burhanuddin et al., 2019).

What distinguished the positive psychological Capital from other positive constructs that already existed in the organizational, industrial and personal development, popular literature was the focus on theoretical ground, empirical evidence, and valid and reliable measurement (Luthans, Avey, Avolio, & Peterson, 2010). Regarding this, psychological Capital is an accurate and measurably reliable higher-order, latent multi-dimensional construct (Luthans; Youssef & Avolio, 2007; Youssef & Luthans, 2007; Youssef-Morgan & Luthans, 2013) and to explain significant variance in employees well-being (Mangundjaya, 2012; Siu, Cheung, & Lui, 2015; Youssef-Morgan, 2015; Alfonso, Jana, Valdez, & Datu, 2016; Gibson & Hicks, 2018), subjective well-being (Afzal, Atta, & Malik, 2016), vocational well-being (Zhao & You, 2019), academic motivation (Jafri, 2017), employee productivity (Jr, Yeung, Beguina, & Villarosa, 2016), and intrinsic motivation (Choi & Chang, 2014).

Psychological Capital also is seen as a resource that goes beyond Social Capital (relationships, networks, who you know) of Adler, P., Kwon (2002) and Human Capital (experience, knowledge, skills, and abilities, what you know of, Marcel van Marrewijk; 2002). But it deals with “who you are here and now,” and “who you can become” in the proximal future if your psychological resources are developed and nurtured in the workplace (Luthans, Luthans, & Luthans, 2004; Luthans et al., 2007; Youssef-Morgan & Luthans, 2015). Since the psychological Capital is concerned about who the person is and what it can be through positive development in general (Luthans; Youssef & Avolio, 2007). Research has been produced to indicate that there is a relationship between positive psychological Capital and well-being. Experts have suggested that PPC may have a positive impact on well-being (Mangundjaya, 2012). For example, Mangundjaya (2012) employees stated that psychological Capital has positively related and has contributed to individual readiness to change.

Rabenu, Yaniv, & Elizur (2017) PsyCap was found to have a healthy, positive, and direct correlation with well-being and performance. By following the different inclusion criteria and a key role in positive psychology, Luthans and his colleagues identified the four psychological capacities such as hope; self-efficacy, resilience and optimism (HERO) are considered dimensions of psychological Capital, illustrated in the following figure 1.

**Trends from the research literature: Past and Current**

Psychological Capital is a positive psychological resource with four distinct constructs (Hope, Self-Efficacy, Resilience, and Optimism). These constructs are travel together and interact work synergistically, produce differentiated manifestations over time and across context (Cavus & Gokcen, 2015; Luthans and Youssef- Morgan 2017; Burhanuddin, Ahmad, Said, & Asimiran, 2019). The findings in the established literature have shown psychological Capital has a positive impact on sustainable competitiveness,
reduce costs, and mitigate negative influences in an organisation (Cavus & Gokcen, 2015), and associated with a positive-related outcome and negatively linked to pathology and negatively related variable (e.g., Stress, burnout; Burhanuddin et al., 2019). Psychological Capital also has as an essential positive psychological resource and is a global concern which has a multi-dimensional role. Contemporary research into psychological Capital identifies numerous potential contributions, with a focus on positive psychology development. So far, Psychological Capital plays a significant positive outcome, such as, positively affect emotional labour and vocational well-being (Zhao & You, 2019); improve work engagement (Avey et al. 2008); boasting high levels of collective self-esteem (Bissessar, 2014); relevant to organisational change (J. Avey, Wernsing, & Luthans, 2008); has desirable employee attitudes (psychological well-being, job satisfaction, organisational commitment) and has, a decisive role on desirable employee behaviours (citizenship); and multiple measures of performance (Avey et al., 2011). Although Avey et al. (2011) stated that there was also a significant negative relationship between psychological Capital and undesirable employee attitudes. Besides, Cheung, Tang, & Tang (2011) found that there were relationships of psychological Capital with depersonalisation and job satisfaction.

Traditionally, psychological capital intervention strategies primarily focused on the amelioration of stress and burnout (Cavus & Gokcen, 2015).

Nowadays, research evidence shows that the predictive value of hope, optimism, resilience, and self-efficacy as PsyCap components on teachers well-being as an intervention strategies to increase subjective well-being (Afzal et al., 2016); enhance vocational well-being (Zhao & You, 2019), and increase affective commitment (Clarence, Viju, & George, 2018).

**Socio-demographic Factors**

Socio-demographic characteristics can influence teachers’ experiences of well-being constructs (R. Collie et al., 2015). A meta-analysis study by Pinquart & Martin (2001), found that income, education, and socio-economic status were more impactful on men’s well-being levels as compared to women’s. Although female teachers tend to report higher stress, and older, more experienced teachers tend to report more increased general well-being (Gloria, Faulk, & Steinhardt, 2013; Collie et al., 2015). However, ethnic background, school, and education were not related to well-being constructs among teachers (McInerney, Ganotice, King, Morin, & Marsh, 2015). Collie, Shapka, Perry, & Martin (2015) also reported that higher teacher well-being reported by male teachers, older and more experienced teachers, and teachers working resourceful and as generalist classroom teachers. Furthermore, there are grounds for examining the teacher characteristics concerning teacher well-being in relevancy gender, age, teaching experience, education qualification, and monthly income.
Psychological Capital Measurement or PsyCap

In terms of measurement, Luthans, Fred; Avolio, Bruce J.; Avey, James B.; and Norman (2007) has been developed empirically validated and reliable psychological capital questionnaire in the workplace. The items used therein originally drawn from published validated scales commonly used in positive psychology, and these individual scales used in previous studies in the workplace (e.g., Luthans, Avolio, Walumbwa, & Li, 2005; Luthans, Avey, Avolio, Norman, 2006; Youssef & Luthans, 2007; F. Luthans; S.M. Norman; Bruce J. Avolio; & J.B. Avey, 2008; Youssef-Morgan & Luthans, 2013; Youssef-Morgan & Luthans, 2015). Six items in their study questionnaire represent each of the four components that make up PsyCap(psycho logical Capital). They adopted these items for the workplace from the following standard scales: (1) Hope (Snyder et al., 1996); (2) Efficacy (Parker, 1998); (3) Resilience(Wagnild & Young, 1993); and (4) Optimism (Scheier & Carver, 1985). Therefore, PsyCap(psycho logical Capital meets the criteria of valid measurement and openness to development, and a growing number of studies have demonstrated that it impacts the desired outcomes in the workplace (Luthans & Youssef & Avolio, 2007; Youssef-morgan & Luthans, 2018). Besides, Luthans, Fred; Avolio, Bruce J.; Avey, James B.; and Norman (2007) reported the reliability of measures of psychological capital of the reliability using the Cronbach alphas for each of the four six-item adapted measures and the overall PsyCap measure for the four samples were (Luthans et al., 2007): hope (.72, .75, .80, .76); self efficacy (.75, .84, .85, .75); resilience (.71, .71, .66, .72); optimism (.74, .69, .76, .79); and therefore the overall PsyCap (.88, .89, .89).

Relationship between Positive Psychological Capital and Teachers well-Being

The positive psychological capital construct of Luthans; Youssef & Avolio (2007) derived from that positive psychology literature has consistently demonstrated the link between PsyCap (hope, efficacy, resilience, and optimism: HERO) and employees well-being (Siu, Cheung, & Lui, 2015; Youssef-Morgan, 2015), subjective well-being(Afzal et al., 2016), overall well-being(Luthans, Youssef, Sweetman, & Harms, 2013), and vocational well-being (Zhao & You, 2019). Nowadays, researchers and experts increasingly recognized the role and function of psychological Capital and are believed to have the potential to attain optimal flourishing in workplaces (Luthans et al., 2007). Further, psychological Capital as a whole should also contribute to well-being (Y. Li, 2018). Additionally, employees’ self-efficacy also appears as an essential precursor of positive work-related well-being, such as health and job satisfaction (Inge van Seggelen - Damen Karen van Dam, 2016). Research conducted by (J. B. Avey, Luthans, Smith, & Palmer, 2010), found that there are significant relationships between PsyCap and employee well-being, where
employees have high levels of well-being achieve high performance (Şen & Basim, 2018).

**Teachers Motivation**

A great deal of empirical study has focused on examining the relationship between PsyCap and workplace outcomes; however, there has been comparatively limited research on the factors which may moderate such a relationship. For instance, scholars vastly studied the concept of motivation and its construct. One dominant influential theory developed by Ryan & Deci (2000) was self Determination Theory. However, some Self Determination Theory research has focused on the extreme ends of the continuum, focusing on extrinsic versus intrinsic motivation (Deci & Ryan, 2000; Deci; Gagne, 2005). Indeed, some recent organizational research has focused on intrinsic and extrinsic motivation in an attempt to capture these distinct forms of work motivation (Grant & Berry, 2011). Data drawn from a multi-study longitudinal research program in various corporate settings show a strong relationship between positive affect, intrinsic motivation, and employee creativity (Beth Hennessey, Seana Moran, Beth Altringer, 2014). Intrinsic motivation would moderate the relationship between motivation and well-being, whereas extrinsic motivation would predict moderate the relationship between controlled Motivation and well-being (Alison A. Benedetti, 2012). Based on Zason Chian & John Wang's (2008) study, it is evident how different motivations independently shape individuals’ perceptions of well-being. Even with further research, there is a positive relationship between intrinsic motivation and well-being and negative connections of extrinsic with well-being (Gloria & Steinhardt, 2016). The result indicates that high levels of both intrinsic and extrinsic motivation improve well-being. With this in mind, the hypotheses will be proposed to test the mediation role of Motivation on Teacher Well-Being using the valid and reliable instrument of (Sheldon, 1999).
The framework of Positive Psychological Capital on Teachers Well-Being

**Figure 1.** The Hypothesized framework of Positive Psychological Capital, (Hope, self-efficacy, Resilience, and Optimism); Motivation and Teacher Well-Being

Source: The Author(s)

Teacher welfare is found to be wedged by a myriad of things. Some of these significant factors are resilience (e.g., Ebersöhn, 2014; M. Gallagher, 2017) and self-efficacy (e.g., Loton & Waters, 2017), social-emotional competence/emotional intelligence, burnout, fatigue, exhaustion, and stress (McCallum, F., Price, D., Graham, A., & Morrison, 2017), hope; Optimism self-efficacy and meaningfulness on employees subjective well-being at work (Bailey et al., 2007, Görgens-ekermans & Steyn, 2017). In conclusion, research evidence shows there is a relationship between positive psychological Capital and well-being, and PsyCap has a positive impact on well-being (B. Li et al., 2014) and positively influences unemployment well as facilitates reemployment (Rabenu et al., 2017). Koller & Hicks (2016) reported that employee PsyCap showed a positive relationship with well-being and, Luthans,
Avey, Avolio, & Peterson (2010) found a reliability impact on the employee’s well-being over time.

Conclusion

Psychology as a science for decades devoted to the weak sides and focused on healing specific disorders of human beings but generally ignored or failed to contribute to human strengths, flourishing, and optimum functioning. Even though that findings from wide-ranging and diverse literature on teachers’ welfare in elementary and secondary school converged with striking regularity on a pathological lens and focused on healing specific disorders under various life-course threatening conditions across cultural contexts. Seligman and colleagues criticized psychology's problem-oriented approaches and perspective. They argued that psychologists gave much prominence to mental disorders and pathologies rather than helping healthy people to be happier and more productive and actualizing human potential. They called for more attention to these two forgotten missions. The positive scientific discipline movement as a cross-disciplinary approach has manifested itself in varied fields and business administration, organisation science, management, structure behaviour, health, psychology, sociology education, and launched a paradigm shift in these fields. The workplace and educational institutions are greatly influenced by this paradigm shift beyond other areas and positive psychology. With the beginning of positive psychology, there has been a growing interest in higher education to adopt a positive approach for examining student development, behavior, attitudes, and performance. Based on the literature gap and relevance of the issues, this study used a theoretical model of a Positive Psychological Capital (PsyCap; Luthans; Youssef & Avolio, 2007); hedonism well-being (E. Diener, 2009a); and work-related well-being (Collie R., Shapka, J., Perry, N., & Martin, 2015). This review addressed the recommendation of an earlier study in positive psychology that indicates that research will be should understand Psychological Capital that may contribute to teacher's well-being among University teachers. The framework posits that positive psychological phenomena can be considered a potential enhancement mechanism of different mental and work-related problems. The Positive Psychological Capital model is inclusive, specially focused on different companies’ employees and various organizations. The PsyCap model has been developed and used with other educational institutions but it was not applied to teachers in higher intuitions. Lastly, the present review contributes to the further development of a solid theory on comprehensive teachers’ well-being, which has been lacking, and has a significant contribution to the area of education.
Educational implications of positive psychology on teachers’ well-being

Based on the above review, we propose some educational impacts on teachers’ well-being, first for teachers, students, schools, and the government policymakers. There are few empirical and theoretical pieces of evidence on the role of positive psychological Capital on teachers well-being and strategies enhancing the teachers’ well-being (Ross, Romer, & Horner, 2012; Eurofound, 2013; Kern, Waters, Adler, & White, 2014; Mccallum, Price, Graham, a., & Morrison, 2017; Kaur & Singh, 2019; Malureanu & Enachi-Vasluianu, 2019; Malureanu & Enachi-Vasluianu, 2019). Literature often describes teacher well-being in negative terms, like how teachers’ poor mental health increases teacher stress, frustrations, and problems related to retention at the workplace, anxiety, mental health, and burnout (Kaur & Singh, 2019).

Based on the above studies and of the present review, we propose the following implications and intervention strategies that help to enhance teachers’ well-being using a positive psychological capital:

Impact for Teachers themselves

Positive functioning is not merely extant stress; it conjointly entails thriving physically, mentally, socially, and professionally (Kern et al., 2014).

There are a few critical studies conducted by scholars to promote teacher well-being. School factors and their well-being are deeply connected to the quality of their work and their individual lives (Collie, R.J., Shapka, J.D., Perry, N.E., & Martin, 2015; Mccallum, Price, Graham, a., & Morrison, 2017). Teacher wellbeing, therefore, of critical importance for the future of education. To promote teacher well-being, teacher educators often have high-quality efficacy skills, a good sense of hope, and systematically and strategically handle their problems.

I. Strategies suggested by (Kaur & Singh 2019) are teachers initiative and professional learning activities) presented the following

❖ Teachers’ Initiatives

Recreation session, reading a book, having time with family and friends, or talking to someone, critical thinking approaches to solve problems, management of emotions, mindfulness techniques, participation in sports activity, meditation, and spending some time alone help to reduce stress level and to support teachers in maintaining their well-being (Kaur & Singh, 2019).

❖ professional Learning Activities

Career development and professional learning activities, through professional collaboration, enable professional growth and life satisfaction. Development focus includes teachers’ specific needs, and professional learning programs provide more focus on teacher’s holistic
development, pleasure, happiness, and well-being, then we will be able to produce competent teachers (Kaur & Singh, 2019)

II. Individual teacher wellbeing strategies

The Meta-analysis study evidenced that teachers’ personal qualities and abilities have contributed to promoting teacher well-being like aptitudes, beliefs, decision-making, self-understanding, resilience, and flexibility (McCallum, Price, Graham, & Morrison, 2017). The most flourishing teacher well-being interventions are reflection strategies for approaching into expert practice, mindfulness training to handle stress, emotional management strategies, training psychology to build learning communities, increase mindset approach to resolve problems, self-care practices to restore when needed, celebrate achievements and success to feel valued (Mccallum, Price, Graham, a., & Morrison, 2017)

Implications for School/Universities

There are a limited number of theoretical and empirical evidence in which teacher’s well-being impacts the school or organizations (Ross, Romer, & Horner, 2012; Kern et al., 2014; Kaur & Singh, 2019; Malureanu & Enachi-Vasluianu, 2019). In the above studies, the role of teacher well-being, especially the positive aspect, has overlooked aspects.

On the basis studies mentioned above and of the present review, we propose the following intervention strategies for those schools that want to enhance teachers well-being:

I. School activities, school safety, School-Wide Positive Behavior Interventions Supports.

- Interactive school activities as a means of instruction to put in harmony students’ involvement with the group work promote and improve teachers’ well-being (Malureanu & Enachi-Vasluianu, 2019).
- A safe learning environment is supported by promoting tolerance and cooperation in school, and Teachers should provide care and support to ensure healthy relationships among students, to create a learning environment where everyone feels comfortable and safe lead to well-beingness (Malureanu & Enachi-Vasluianu, 2019).
- The provision of simple, efficient, and useful skills, staff in School-Wide Positive Behavior Interventions and Supports: Cooperative learning environment in the school is creating a positive, supportive culture(Ross et al., 2012). Besides, a significant impact of School-Wide Positive Behavior Interventions and Supports on teacher well-being occurs through the development of team skills, collaboration, and positive relationships, as well as the use of effective practices,
leads to teachers will feel and the more supportive they will perceive the rest of the school (Ross et al., 2012).

II. Institutional Initiatives. Teachers believed that streamlining planning and managing the pressures in teaching with the support of leaders and administrators. They emphasized that the organizational strategies should improve over time, and they feel that new entrants in the profession needed help to manage the workflow and pressures during their training and early career and to stay committed to the job (Kaur & Singh, 2019). Furthermore, teachers identified that the institution should:

- provide a supportive work culture;
- provide facilities to teachers to manage their well-being and personal growth;
- develop a problem-solving culture at the workplace;
- facilitate the development of teachers at vulnerable times; and
- provide a means of sharing best practices across schools (Kaur & Singh, 2019).

III. The link between schools and Psychological Capital on teachers’ well-being: The education organizations should play a significant role in the teachers' and students’ psychological capital and give them social support to enhance the mental health level (Wang, Zheng, & Cao, 2014).

IV. Implications for Students
   Teachers' well-being and positive psychological Capital based on some relevant educational psychology reviews have a pivotal role in students' academic educational intervention and effective coping strategies (e.g., Sharrocks, 2014; Priscilla Rose Selvaraj, 2015; Malureanu & Enachi-Vasluianu, 2019).

(I) Positive psychology intervention has important implications for students, like Designing strategies that focus on psychological Capital. Hope, Efficacy, Resilience, and Optimism are the leading strategies of subjective well-being are some suggestions for consideration by college student teachers, personnel, and administrators (Selvaraj, 2015).

(II) The outcomes of interactive strategies of promoting well-being are beneficial for the students: formation of positive identity, proper management of thoughts and emotions, the development of efficient learning abilities, all leading in the end to robust social integration and contribution (Malureanu & Enachi-Vasluianu, 2019).
The implication for Policy Makers

Educational policies are rooted in an overemphasis on institutional well-being leading to dangerous imbalances in teaching and teacher education across the globe (Margolis, Hodge, & Alexandrou, 2014; Negash, 2006).

- Mindfulness-based wellness education programs in teacher education should be restructured, focuses on bringing present awareness to a teacher’s well-being, and this program supports teachers in developing their ability to regulate emotions and stress levels (Margolis et al., 2014). Mcfallum et al., (2017) depicted that mindfulness-based wellness education will help promote resilience, energy, motivation, and teacher self-efficacy, which will then produce positive outcomes for the individual teachers and the individual teachers even at the community level.

I. There are different programs across the globe which has a great value to enhance teachers well-being, such as: more intentionally linking institutional concepts with the realities of the classrooms, supporting teaching as a clinical profession, and encouraging pre-service teachers to reflect on areas of resistance to facilitate more immediate improvements to teacher well-being and quality (Margolis et al., 2014).

II. Other fantastic Policy recommendations to enhance teacher well-being given by Eurofound (2013) are policy interventions targeting the health, well-being, and safety of employees, employment quality, the average relationship of work and welfare, conducive working conditions

Positive psychology approaches on teachers’ well-being

- Seligman’s work in positive psychology has been well documented and promoted across the schooling and education sector (Mccallum et al., 2017). Concerning this, Kern et al. (2014) identified the associations between multiple aspects of employee wellbeing and three primary outcomes, including physical health, life satisfaction, and professional thriving, using the PERMA model. Kern et al. (2014) found that “when lecturers do well across multiple successfulness domains, they're conjointly a lot of committed to the varsity, and a lot of happy with their health, life, and jobs.

- Resilience: Enhancement initiatives to advance teacher resilience have addressed the complex nature of teachers’ work and interactions and equips teachers with adaptability to successfully respond to complex experiences (Mccallum et al., 2017).


Matters, J., & Bauer, J. (2014). Does teachers' cognitive self-regulation increase their


