PSYCHOLOGICAL CAPITAL AS MEDIATOR OF MENTAL HEALTH TO JOB SATISFACTION AND PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract

The study aimed to determine psychological capital as mediator of mental health to job satisfaction and performance of public elementary school teachers.The study employed the descriptive correlational design which includes 122 out of 158 teachers in Dapdapan District, Division of San Pablo City during the School Year   2022-2023. The A six-part survey questionnaire was utilized to determine and interpret the respondents' profile, psychological capital, mental health, job satisfaction and job performance. The results revealed that there is a significant relationship between the status of mental health, psychological capital, job satisfaction and job performance. And also, there is a significant relationship between psychological capital, job satisfaction and job performance on the other hand, psychological capital partially mediated the relationship between   mental health and job satisfaction. Furthermore, the hypothesis the psychological capital does not significantly mediate the relationship between mental health and job performance was not supported by the result of the study when the test of moderation was made, therefore was not sustained.

Key words: Psychological Capital, Mental Health, Job Satisfaction, Job Performance

1. Introduction

The public health emergency known as COVID-19 has had a significant impact on the Philippines. In addition to being heavily impacted by the crisis in the job sector (Bautista et al., 2020), the pandemic also caused extraordinary educational challenges (Moralista et al., 2020). Countries worldwide scrambled to prepare for the health, economic, and educational challenges of carrying the contagious virus. Cases of COVID-19 in the Philippines are widespread and continually rising despite the government's active efforts to curb the disease's spread (Moralista et al., 2020). The closure of schools and social isolation that was implemented globally can improve teachers' mental health (Talidong et al., 2020). Teachers are transitioning through an uncertain period regarding their personal and professional lives (Allen et al., 2020). In addition to the obvious concerns to one's physical health, COVID-19's psychological effects pose serious risks to one's mental health and general well-being since they intensify already high levels of stress and worry about ongoing uncertainty of the situation. Furthermore, in addition to the obvious stresses that teachers face because of the COVID-19 threat, they must adjust to the new standard in the educational environment, both to individuals and their families, and engage in effective remedial education (Guillasper et al., 2020). Teachers may need more technology, resources, and competence to engage and succeed in this new teaching modality. After two years of the pandemic, our educational sector slowly returns to normal by implementing face-to-face classes

at each educational level. It was, again, a change for both the learners and the teacher—the new learning environment from distance learning to face-to-face learning. Teachers are now facing new ways to adapt to the adjustments brought by the epidemic. The learners' gaps in different areas like reading, writing, and arithmetic were great challenges to the teacher on how they will teach learners from distance learning back to the face-to-face classroom setup. During the post-pandemic, the educational sector transitioned from modular to face-to-face learning. May changes arise, especially the learning gaps of the students. Their learning is suddenly slow, and they are just basing their learning on the module. Basic learning needed to be included. These caused teachers to stress how they will bridge these learning gaps brought about by the pandemic to learners. They are doing extra work to fix these learning gaps. Mental health was affected by these sudden changes in the learning environment. According to several research, teacher stress is a complicated phenomenon brought about by various stresses. Additionally, self-efficacy modifies the effects of stress on the body. Burnout is a condition resulting from sustained stress and is marked by emotions of depersonalization, a lack of achievement, and emotional tiredness. This stress is one factor that contributes to the teacher's personal attributes toward their job satisfaction as a teacher. Their mental health was also affected by the change now in the educational sector, changes to bridge the learner's gap. That affected the teacher's mental health, making them feel stressed and unsatisfied with their work and asking themselves if they were capable of the challenges of teaching. That sometimes led to their decision to have healthy mental health than pursue their teaching profession.Teachers' mental health is important because it adversely affects classroom outcomes. Psychological capital is rooted in positive organizational behavior. According to Singh (2018), the application of positive psychology in various sectors has brought significant changes in the life of individuals. The psychological capital affects the teacher's mental health, leading them to job satisfaction and performance. However, as part of a new challenging learning environment, teachers find coping strategies and strengthen their self-efficacy to improve their job satisfaction and performance. Thus, this study aimed to look into how psychological capital is as mediator of mental health to job satisfaction and performance of public elementary school. Teachers

Mental Health

Increased levels of stress and burnout may have significant implications for organizational performance, such as decreasing job satisfaction and lowered organizational commitment. Therefore, organizations strive to improve productivity by decreasing stress. (Nagar, 2012)

Teachers' mental health and stress levels are two critical aspects of their ability to be holistic classroom managers and leaders. Teachers are on the front lines of delivering the Department of Education's (DepEd) curriculum, services, and skill mastery to students. Even though schools still need to be ready to implement distance learning, learning must continue to be delivered. They participate in training and workshops. Receive technical guidance from mentors and specialists in order to be well-prepared for school related activities, prepare for teaching, and build holistic learners. Teachers' innate abilities in 21st-century teaching are shaped by their professional and personal contexts. When placing children at the forefront of the educational system, the state must address their physical, mental, and emotional well-being. Teachers have a difficult job because they must fulfill the different learning needs of their students. As a result, many teachers endure high-stress levels, leading to burnout, and many leave the field. Their mental health may influence teachers' resilience in the profession. A positive school climate can improve teachers' mental health and provide an ideal learning and growing environment for students. The ability to intervene to best support teachers and kids in school settings requires an understanding of school climate and elements contributing to teacher well-being. Furthermore, there is an increasing trend toward inclusive education approaches, which has an impact on teacher happiness (Gray, et al. 2017)

Psychological Capital

The advancement of science has impacted different facets of human life. The focus on positive psychology, which shifts the traditional focus from what is wrong with people to what is right with people (positive flourishing, virtues, optimism, hope, etc.), has gained more support for the positive outcomes that

can occur. Psychological capital is defined as a good evaluation of the circumstances and likelihood of success based on motivated effort and perseverance (Singh, 2018).

Previous research has shown that PsyCap has a different relationship with psychological health markers like self-esteem, emotional equilibrium, and mental conflicts. Hope and optimism positively impact personal health, flexibility and adaptability, stress management, behavior planning, employment, and other things. There is a consistent finding in many countries that resilience can be a useful tool to identify and prevent mental disorders and to develop efficient interventions among high-risk populations. Continual adversity has proven to be associated with decreased resilience, which in turn has been linked to mental health issues. Resilient people are more likely to take the initiative to ask for social support or feel secure enough to deal with challenging situations, which is advantageous for improving mental health (Siriwardhana and Stewart, 2013).

Rabenu et al. (2016) evidenced that all psychological resources (work self-efficacy, hope, resilience, and optimism) were more strongly (positively) correlated with coping with change than with coping by acceptance. In addition, studies have found that self-efficacy, hope, resilience, and optimism significantly and positively predict well-being and are related to desirable outcomes in the workplace (Luthans et al., 2017).

PsyCap contains positive personal resources that could play a protective role in teacher well-being. It helps the teachers improve behavioral, attitudinal, and performance outcomes (Avey, et al. 2010) and enhances stressful work-life (Rabenu, et al. 2016).

Job Satisfaction

Job satisfaction is a multifaceted term. External elements such as goal setting, working environment, colleagues, motivation, social interaction, and organizational environment contribute to job satisfaction. In addition, job satisfaction aids in developing a favorable attitude toward the job. To be successful in his or her career, a teacher, like many other professions, must acquire saturation from his or her work (Demirel, 2014).

School management can adopt policies that can improve job satisfaction and reduce employee dissatisfaction, creating work conditions in schools that will improve both teachers' job satisfaction and school performance (Soto et.al, 2019). However, research findings from Greece and other countries indicate a tendency of teachers to be satisfied by the parameters of the work itself (Saiti et.al, 2015) and to be dissatisfied by parameters related to work conditions (Panagopoulos et. al, 2014), while work conditions and job satisfaction may vary between different schools where the teachers are teaching (Wei et. al, 2015).

Job satisfaction plays an essential role in the overall commitment and productivity of the school organization. The teachers' job satisfaction significantly influenced their commitment to the organization. Teachers who are satisfied with the job are also committed to working in the organization. The more the employers are satisfied with the job, the better their participation and commitment to the organization (Shila et.al, 2015). The happy or satisfied feeling of the teachers towards the organization affects the overall process in carrying their job, thus, contributes to the school's success as a whole (Sadasa, 2013)

Job Performance

Psychological capital positively impacted teachers' job performance and creative work behavior. In contrast, teachers' creative work behavior had a positive impact on teachers' job performance and mediated effect, according to the impact of teachers' work performance. (Shao, and Lu, 2022).

In 2015, DepEd introduced the Individual Performance Commitment Review Form (IPCRF) to Filipino teachers. It is a general task plan that serves as a guide for teachers to write before classes begin, implement before the start of the school year, and evaluate at the end of the year. This is a device for assessing performance; DepEd Order 2, S. 2015 - Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd) aims to provide comprehensive guidelines for DepEd's adoption of the CSC's Strategic Performance Management System (SPMS). Canoma (M.Canoma, 2017), the stated objectives are the duties and responsibilities that each teacher is required to perform in service. This is a tool to see if someone is diligently carrying out their responsibilities in a timely, efficient, and high-quality manner.

2. Methodology

The study employed the descriptive and correlational research method in determining how physiological capital as mediator of mental health to job satisfaction and performance of public elementary school teachers in Dapdapan District. Descriptive and correlational research are two significant forms of research studies that aid researchers in making bold and well-informed conclusions in their professions. Descriptive research is a study method that objectively and systematically monitors behavior to describe qualities. Correlational research is a strategy for describing and predicting how variables are naturally associated in the real world, without the researcher attempting to change them or attributing cause.

3. Results and Discussion

This chapter includes tables that present the results of the study with corresponding analyses and interpretations.

Table 1. Summary of the Respondents' Perceived in Mental Health

Indicators	Mean	SD	Interpretation
1. Ability to Deal with Adverse Situations	4.28	0.28	Most of the time
2. Positive Attitude	4.39	0.26	Most of the time
3. Environmental Competence	4.44	0.25	Most of the time
4. Autonomy	4.40	0.26	Most of the time
5. Social Orientation	4.29	0.29	Most of the time
6. Feeling of Well-Being	4.40	0.55	Most of the time
Overall	4.37	0.32	Most of the time

Legend:
4.50-5.00 Always/ Very healthy, *3.50-4.49* Most of the time/ Healthy,
2.50-3.49 Sometimes/ Unhealthy, *1.50-2.49* Rarely/ Sick,
1.00-1.49 Never/Poor

Mental health in term of ability to deal with adverse situation it was is a person's ability to recover from perceived unpleasant or modifying circumstances through a dynamic process of modification, influenced by personal characteristics, social resources, and manifested by positive coping, control, and integration. As seen in the above table it has a mean score of 4.28 that means their mental health in term of ability to deal with adverse situation is most of the time. These manifested that the teacher respondents could deal with adverse situation that they might encounter. And because of these the respondent has a healthy mental health in term of the ability to deal with adverse situation. If the situation keeps getting worse, you might have to seek the help of others to generate ideas for solving it. These individuals could include the school's principal or welfare coordinator. According to Raising Children(2021), it is prudent to inform the teacher if you wish to speak.

The mental health in term positive attitude comprises an upbeat perspective on situations, interactions, and oneself. It has an overall mean of 4.39 that means that the respondent has most of the time mental have a positive attitude. Have a positive attitude help the teacher to work easily by seeing the positive side on doing the work. These means that it made your worked easier by having a positive attitude toward work. A healthy mental state is supported by a positive attitude. As reported by BetterSleep (2021), focusing on the positive can reduce your risk of depression, help you manage tension, and make you happier.

. The environment competence which is the relationship between connection to the environment and awareness of the environment contributes to encouraging environmental behavior. That has an overall mean of 4.44 which refers to most of the time the respondent response to the environment competence. This environment competence helped the respondents to cope with their environment to prevent stress. The vast majority of the teaching profession understanding of the consequences of the actual surroundings on teaching and learning was likely obtained by means of firsthand knowledge and learning by doing, rather than with formal training and education (Horne-Martin, 2012).

The mental health in term of autonomy is being capable of to make decisions pertaining to the existence of oneself, including having the ability to decide on the state of their mental health. It has a overall mean score of 4.40 which state that most of the time. the autonomy if the capacity of the respondent on how they can make a decision that will be healthy to their mental health. These show with the overall score that the respondent are healthy. They make their autonomy healthy. Individuals who are equipped with a sense of autonomy describe a higher level of mental well-being and interpersonal functioning. They have an increased feeling of contentment and self-esteem. When you self-confidence your own worth, you're more able to speak up about your autonomy said by Lancer (2016)

The mental health accordance to the social orientation people approach describes the way an individual understands, communicates with, and accommodates to others, while time approach describes the way an individual understands, methodologies, and administers period. It has a overall mean of 4.29 which show that most of the time. That state that the respondent has and understanding on how the society affect them. And having a score that means most of the time means that the respondent was their mental health in term of social orientation is healthy. Social orientation was an understanding that explains why one person has particular behaviors, relationships, and/or interactions alongside those around them and possibly society in general. Cantillo(2016)

The overall condition of an individual's mental health in terms of their sense of well-being is the way in which they perceive themselves as well as existence in general. That have an overall mean of 4.40, indicating that most of the time. That suggests in accordance to the respondent, which they have a healthy state of mind. Mental health is an overwhelming feeling of well-being. It also helps in minimizing any of the mental health concerns that could emerge. As stated by Benevene (2020), the willingness of teachers to cultivate a positive, nevertheless constantly equilibrium between the assets they have as well as their struggles/demands (environmental, social, individual, physical, mental, and psychological) possesses an even greater effect on their overall feeling of well-being.

Mental health is a state of psychological, where an individuals can use their cognitive and emotional capabilities to meet ordinary societal demands and functions. An overall mean score of 4.37 indicates that most of the time. Furthermore, respondents have healthy mental health. This mental health supports the

respondents' psychological and emotional well-being and how it affects them. As stated by Nagar (2019), a teacher with healthy mental health can easily modify their methods of instruction to meet either the learners' requirements or the educational setting's demands. They also know when to shift between different instructional delivery methods while preserving their teaching balance despite external disruptions.

Table 2. Summary of the Respondents' Perceived in Psychological Capital

Indicators Mean SD Interpretation 1. Work Self-Efficacy 4.34 0.28 Evident 2. Hope 4.24 0.30 Evident 3. Resilience 4.20 0.34 Evident 4. Optimism 4.41 0.28 Evident

Overall 4.30 0.30 Evident *Legend: 4.50-5.00* Strongly Agree/ Very Evident, *3.50-4.49* Agree/ Evident,
2.50-3.49 Disagree/ Moderately Evident, *1.50-2.49* Strongly Disagree/ Somewhat Evident,
1.00-1.49 Poor/ Not Evident

Work self-efficacy beliefs including knowledge structures that indicate the extent to which control a given task is controlled and has been happening in their work professional lives. With overall mean of 4.34, the respondents agree on the indicators with describe the work self-efficacy of public elementary school as shown in the table 3. These indicated that the work self- efficacy of the public-school teacher are very satisfactory. These means that teacher can manage their work self-efficacy. Based on the overall mean shown in the table. Teachers have the ability to evaluate themselves and control their behavior in accordance with their own standards and goals. At the forefront of effective behavior and successful adaptation are perceptions of one's ability to master tasks and circumstances. People who consider themselves as more effective put out more effort to achieve their objectives and persist longer as stated by Silvia 2013.

Psychological capital in term of resilience is the capacity to withstand or to recover quickly from difficulties and toughness. As shown in the table psychological capital in term of resilience have an overall mean of 4.20 which means agree. These emphasized the resilience of the teacher in the stress and in the tough days. It also revealed that the teacher can stand even in a very stressful day that they have. "Where individuals are vulnerable over long periods of time and frequently lack resources, they experience stress collectively, appraise collectively, and respond collectively," according to Ebersöhn (2012). The communal reaction is resilience at that point. It is "the result of accessing, mobilizing, networking, and nurturing sustained resource use" "The product of collective and collaborative efforts," is resilience.

The psychological capital in term of optimism is a set of beliefs and traits that help individuals reflect on the positive aspects of life rather than the negative ones. As the table indicates that the optimism based on the respond of the teacher in public elementary school have an overall mean of 4.41 that mean agree. Being optimism help teacher in doing their task harmoniously. And because of these being optimism help them to lessen the stress that help their mental health. It is essential in education that a teacher has an optimistic perspective on his or her profession, is intended solutions to extant problems, and capitalizes on the strengths and positive characteristics of learners. classes, institutions, and networks (Pathak et al., 2019).

Psychological capital is the inner resources that help us cope with difficult circumstances. It has an overall mean of 4.30, which indicates that the respondent agrees, and it was evident to them the psychological capital. That means that the psychological capital is evident to the respondent how their inner resource can cope with difficult circumstances. PsyCap supports those accomplishing more beneficial outcomes by encouraging the feeling of happy emotions and reducing the presence of adverse feelings in the workplace.

Avey et al. (2012) discovered strong associations between PsyCap and productive employee attitudes, behaviors, and performance.

Table 3. Summary of the Respondents' Perceived in Job Satisfaction

Indicators	Mean	SD	Interpretation
1. Goal Setting	4.54	0.24	Strongly Agree
2. Working Environment	4.40	0.25	Agree
3. Colleagues	4.45	0.27	Agree
4. Motivation	4.48	0.32	Agree
5. Social interaction	4.42	0.26	Agree
6. Organizational environment characteristics	4.38	0.28	Agree
Overall	4.45	0.27	Agree

Legend: *4.50-5.00* Strongly Agree/ Excellent, *3.50-4.49* Agree/ Very Satisfactory,
2.50-3.49 Disagree/ Unsatisfactory, *1.50-2.49* Strongly Disagree/ Very Unsatisfactory,
1.00-1.49 Poor/Poor

Job satisfaction in terms of goal setting is an effective strategy to maintain motivating factors in the working environment. And therefore, aggregate mean score of 4.54 indicates strongly agree. That shows that the respondent's job satisfaction was excellent. They have excellent goal setting, that demonstrates that their efforts have an attainable purpose to accomplish satisfaction with their work. Since that they offer understanding, enthusiasm, measurement in order responsibility, and an awareness of achievements, goals are vital. They provide an individual outline of in which someone wants to go as well as what they want to achieve. As stated by Chellappa (2022), through setting goals that are specific, people and organizations can remain concentrated and inspired regarding what matters most, enabling these individuals to dedicate themselves to what they want to achieve with an overwhelming feeling of purpose and direction.

Job satisfaction ten term of working environment is the external environment for their colleagues whereas they've been during employment. And it has an overall mean of 4.40 which indicate agree. These show that the respondent have a very satisfactory working environment that they are working. And it was a conducive working environment for them to work to achieve their job satisfaction. A teaching professional's wellness, satisfaction, and efficiency are often significantly influenced by the environment in which they work. Establishing a healthy work environment was an effective way to attract and maintain unique educational institutions their teachers. According to the Association of Teaching Personnel (2022), efficient educators boost the quality of education.

Job satisfaction in term of colleagues is a colleague employee and professionally was an associate of someone with whom commonly has a similar position and positioned that is employed by an occupation, an administrative and religious institution colleagueship. With an overall mean of 4.45 which indicate agree. That showed that the job satisfaction in term of colleagues was very satisfactory. Which means that the relationship of the respondents with their colleagues was good in many aspects. There will be a variety of personality as well as working styles among your coworkers. It's critical to recognize and respect the various instructional ideas and practices of your peers. Keep in mind that, according to Smith (2019), there is just as much variation among instructors as there is among students.

The job satisfaction in term of motivation is the act of arousing and influencing someone to behave a specific way. It has an overall mean of 4.48 which indicate agree. It indicates that the respondent has a very

satisfactory in term of motivating themselves to their job satisfaction. As defined by Han (2016), motivation for teachers pertains to the reasons that come from people's inner values to choose to teach and continue teaching, as well as the degree of teacher motivation, which is represented by the effort put forth when teaching as impacted by many contextual circumstances.

The job satisfaction in term of social interaction, the mechanism through which people exert reciprocal influence on each other during interactions with one another. That has an overall mean of 4.42 which indicate agree. These show that the respondents have very satisfactory. The show that the respondents have a very satisfactory in term of social interaction to their job satisfaction .by having these it makes their work harmoniously. Learning is significantly influenced by interactions with other people. As stated by Okita (2012), interacting with others has been shown to be very helpful in helping learners organize their ideas, consider what they have learned, and identify any holes in their logic.

The job satisfaction in term of Organizational Environment Characteristic is set of characteristics which describe the organization and distinguish it from other organizations within a given time period affecting behavior of the employees therein. That have a overall mean of 4.38 which indicate agree. These show that the organizational environment characteristic is set to be very satisfactory. Having a good organizational environment characteristic make the job satisfaction good. Management gains a better understanding of individuals via organizational behavior, including their motivations, skills, and capacities. If management wants to promote cooperation, they must be conscious of even the most minute variances in working methods. As stated by Harappa Learning Private (2022), everyone has both personal and professional aspirations.

Job satisfaction is the extent to which teachers are satisfied with their work duties. It has an overall mean of 4.45, with indicates that the respondent's job satisfaction agrees and is very satisfactory. That means that the respondents' job satisfaction was very satisfactory, and that showed that they were satisfied with their work. Job satisfaction can often be characterized by the degree to which employees like their jobs or are content. It is typically viewed as an emotional state brought on by employees' evaluations of their work lives (Won et al., 2019). Various elements interact to form a dynamic framework that determines job satisfaction Yuh et al. (2017). The expression of employees' attitudes toward their work, known as job satisfaction, combines intellectual and emotional components. (Borah, 2019)

Table 4. Summary of the Respondents' Perceived in Job Performance

Indicators	Mean	SD	Interpretation
1. Content Knowledge and Pedagogy	4.38	0.26	Very Satisfactory
2. Learning Environment	4.46	0.21	Very Satisfactory
3. Diversity of Learners, Curriculum and Planning, & Assessment and Reporting	4.36	0.24	Very Satisfactory
4. Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.42	0.22	Very Satisfactory
Overall	4.41	0.23	Very Satisfactory

Legend: 4.50-5.00 Outstanding/ Excellent, *3.50-4.49* Very Satisfactory/ Very Satisfactory, *2.50-3.49* Satisfactory/ Unsatisfactory, *1.50-2.49* Unsatisfactory/ Very Unsatisfactory, *1.00-1.49 Poor*/ Poor

The job satisfaction in term of content knowledge and pedagogy is the best tactics for assisting students in mastering the most important ideas and abilities in a certain sector, one must have a thorough

understanding of the subject matter. The overall mean of 4.38 which indicate very satisfactory. That indicate the respondent have a very satisfactory when it comes to content knowledge and pedagogy. That help them to have job performance. As suggested by Hernbloom (2019), knowing about learners and how they perform may improve pedagogical topic understanding even more, strengthening the basis for choosing a teaching method.

The job satisfaction in term of learning environment refers to a circumstance that promotes the method of instruction and learning in schools, such as staff cooperation, teacher engagement in decision-making, learning innovation, the interaction between teachers and students, and resources accessible to educational institutions for teaching and learning. And it has an overall mean of 4.46 which indicate very satisfactory. That make a learning environment a very satisfactory in job satisfaction of the respondents. And it makes a good response to job satisfaction of the teacher. Based on this research of Williams (2022), study showed which an engaged learning environment improves students' attention and focus, fosters meaningful learning experiences, supports enhanced levels of student performance, and inspires students to use higher-level critical thinking skills.

The diversity of learners, curriculum and planning, and assessment and reporting in job satisfaction is the students and young people of every ability from racial, ethnic, cultural, and linguistically varied backgrounds are considered diverse learners. Planning a curriculum entail coming up with a doable action plan and a set of learning goals. Through assessment, educators may offer chances that will help students grow as individuals. Reporting is when the school formally informs families about their child's academic progress during the year. With a over all mean of 4.36 which mean very satisfactory. Because of these respondents has very satisfactory when it comes to these. They have doing and practicing having a learning that is diverse and the curriculum are updated. Based on a 2014 study by the Drexel University School of Education, exposing kids to a variety of viewpoints, ideas, and cultural backgrounds naturally encourages them to be more open-minded in the future.

The community linkages and professional engagement and personal growth and professional development in job performance is the affirms the importance of the teacher in forging relationships between the school and the community that will both improve the learning environment for students and include the community in the educational process. Which have a over all mean of 4.42 which indicate a very satisfactory. And because of these show that the respondents have a very satisfactory when it comes to their community linkages and professional engagement and personal growth and professional development. Community linkages and professional engagement, according to Thompson (2021), emphasize the significance of teachers comprehending and carrying out their responsibilities in maintaining professional standards, being accountable, and being transparent in order to foster professional and peaceful relationships with students, parents, schools, and the larger community. According to Personal Growth and Professional Development, instructors should place a high priority on their own appreciation for the teaching profession, their own professional growth, and their own ongoing progress as educators.

The job performance describes how an individual contributes to the overall accomplishment of an organization. It has an overall mean of 4.41, which means the respondent is very satisfied with their job performance. That means the respondents' job performance was very satisfactory, which improved their job. That will reflect the organizational performance that they have a very satisfactory job performance. Furthermore, it is easier for the teacher if their job performance is high. It makes their work satisfying. Teachers ' performance could be enhanced through attitude adaptation, job motivation, and an encouraging

schoolwork environment (Sutriyantono et al., 2013). Establishing a positive atmosphere for learning is of the utmost significance to some teachers, who also confront obstacles in their teaching positions (Pellegrino, 2015). Nevertheless, other teachers expressed concern that they possessed the essential skills to teach students (Oluremi, 2015).

Table 5. Test of Significant Relationship between the status of Mental health and Psychological Capital, Job Satisfaction and Job Performance

Mental Health

Psychological Capital Job Satisfaction Job Performance PC1 PC2 PC3 PC4 JS1 JS2 JS3 JS4 JS5 JS6 JP1 JP2 JP3 J

MH1 .597** .654** .627** .537** .636** .628** .594** .486** .608** .581** .665** .601** .669** .6MH2 .612** .683** .582** .663** .749** .709** .676** .434** .673** .668** .695** .686** .697** .6MH3 .589** .694** .586** .612** .715** .768** .688** .510** .754** .617** .680** .684** .752** .7MH4 .603** .660** .640** .657** .709** .740** .701** .494** .722** .656** .740** .751** .787** .7MH5 .608** .618** .628** .551** .640** .682** .629** .472** .701** .676** .675** .636** .690** .6MH6 .610** .642** .519** .624** .651** .650** .687** .515** .696** .639** .614** .625** .610** .6**. Correlation is significant at the 0.01 level (2-tailed).

Legend: MH1 Ability to Deal with Adverse Situations, MH2 Positive Attitude, MH3 Environmental, MH4 Autonomy,
MH5 Social Orientation, MH6 Feeling of Well-Being,
PC1 Work Self-Efficacy, PC2 Hope, PC3 Resilience, PC4 Optimism
JS1 Goal Setting, JS2 Working Environment, JS3 Colleagues, JS4 Motivation,
JS5 Social interaction, JS6 Organizational Environment Characteristics
JP1 Content Knowledge and Pedagogy, JP2 Learning Environment,
JP3 Diversity of Learners, Curriculum and Planning, and Assessment and Reporting,   JP4
Community Linkages and Professional Engagement & Personal Growth and
Professional Development

The table shows a significant correlation between mental health to psychological by 0.01 level (2-tailed). These show that teachers' positive mental health significantly correlated to their psychological capital. If a teacher has positive mental health, is healthy in terms of the ability to deal with adverse situations, positive attitude, environmental competence, autonomy, social orientation, and feeling of well-being. In addition, their psychological capital improves regarding work self-efficacy, hope, resilience, and optimism. In the public school, they were conducting a mental health assessment to know their mental health status and asking them about the psychological capital in their teaching the new normal. The study conducted with teachers found that teachers with a higher level of PsyCap show healthy mental health (Rodrigues et al., 2017), and PsyCap might be protective against mental health issues (Shen et al.,2014). High psychological capital would eventually lead to healthy mental health.

Table 6. Test of Significant Relationship between Psychological Capital and the Job Satisfaction and Job Performance

Psychological Capital

Work Self

Job Satisfaction Job Performance
JS1 JS2 JS3 JS4 JS5 JS6 JP1 JP2 JP3 JP4

Efficacy .569** .573** .630** .442** .538** .553** .564** .529** .571** .614** Hope .620** .650** .661** .474** .626** .535** .622** .624** .621** .635** Resilience .562** .596** .588** .456** .547** .465** .617** .547** .616** .594** Optimism .590**

.635** .610** .374** .573** .545** .601** .608** .567** .557** **. Correlation is significant at the 0.01 level (2-tailed).
Legend:JS1 Goal Setting, JS2 Working Environment, JS3 Colleagues, JS4 Motivation,
JS5 Social interaction, JS6 Organizational Environment Characteristics
JP1 Content Knowledge and Pedagogy, JP2 Learning Environment,
JP3 Diversity of Learners, Curriculum and Planning, and Assessment and Reporting, JP4
Community Linkages and Professional Engagement & Personal Growth and
Professional Development

The table shows that psychological capital is significantly correlated to the job satisfaction of public school teachers by 0.01 level (2-tailed). These show that when psychological capital is positive in terms of work self–efficacy, hope, resilience, and optimism, job satisfaction will be very satisfactory. Which said to be in teaching, when you have a conducive psychological capital, your job satisfaction will increase it is because you are doing the things that will make you satisfied in your teaching. The psychological capital of teachers has a significant place in education organizations. The APA (2015) report "Top 20 Principles from Psychology for Pre k–12 Teaching and Learning" suggests that teachers' psychological capital is an integral part of the successful operation of the class every day, affecting academic performance and learning. Therefore, it is thought that the psychological capital perception of teachers, who have important roles in the teaching and learning process, is important. Teachers' psychological capital perception also has a predictive role in their job satisfaction. On the other hand, it was stated that teachers, the school, and the class environment designer, should have a positive psychological capital to contribute positively to the education system (Çakmak et al., 2017).

Table 7. Mediation Analysis of Psychological Capital to the Relationship
between Mental Health and Job Satisfaction

95% Confidence Interval

Effect Estimate SE Lower Upper t p Direct .6544 .0852 .4858 .8230 7.6849 .0000 Indirect .2055 .0951 .0282 .3979 2.1609 Total .8599 .0526 .7557 .9640 16.3422 .0000 95% Confidence Interval

Effect Estimate SE Lower Upper t p Mental Health --> Psycho Capital .8007 .0546 .6926 .9087 14.6771 .0000 Mental Health --> Job Satisfaction .6544 .0852 .4858 .8230 7.6849 .0000

Psycho Capital --> Job Satisfaction .2566 .0852 .0879 .4254 3.0111 .0032 MH --> PC --> JS .2055 .0951 .0282 .3979 2.1609 **Note:** Partial mediation exists

The table shows that the mediating role of psychological capital to the relationship between mental health and job satisfaction. The result revealed a significant indirect effect of mental health to psychological capital and job satisfaction(t=2.1609). This study also found a significant direct effect of mental health to job satisfaction (t=7.6849, p<0.000). Thus, psychological capital partially mediated the relationship between the mental health to job satisfaction.

The improvement of psychological capital depends on developing positive psychological resources and resolving psychological problems. According to mind-congruent theory, positive psychology is beneficial to tap potential and enhance teacher job ability fully (Yang et al., 2021), thus increasing work self- efficacy, hope, optimism and resilience, which are the important components of psychological capital. Thus, the positive component of mental health is a positive psychological state, which can effectively nurture the individual's psychological capital and enhance job satisfaction (XU et al., 2019).

Much research has focused on psychological capital. From an internal perspective, we discovered that mental health conditions influence psychological capital. We further showed that the mental health components affected job satisfaction through psychological capital and broadened the utilization of psychological capital as a mediating mechanism, as recommended by Jiang (2021).

Table 8. Mediation Analysis of Psychological Capital to the Relationship between Mental Health and Job Performance

	Effect Estimate	SE	Lower	Upper	t	p	
			95% Confidence Interval				
Direct	.7018	.0940	.5157	.8879	7.4663	.0000	
Indirect	.2094	.1079	-.0101	.4167	1.9407		
Total	.9113	.0578	.7969	1.0256	15.7719	.0000	
	Effect Estimate	SE	Lower	Upper	t	p	95% Confidence Interval
Mental Health --> Psycho Capital	.8007	.0546	.6926	.9087	14.6771	.0000	
Mental Health --> Job Performance	.7018	.0940	.5157	.8879	7.4663	.0000	
Psycho Capital --> Job Performance	.2616	.0941	.0753	.4479	2.7805	.0063	
MH --> PC --> JP	.2094	.1079	-.0101	.4167	1.9407		

Note: Performance is not a Mediator

The above table shows the mediating role of psychological capital on the relationship between menta health and job performance. The results revealed an insignificant indirect effect of mental health to psychological capital and job performance (t=1.9407). The study also found an insignificant direct effect of mental health to job performance (t=7.4663, p<.0000). Thus, psychological capital does not mediate the relationship between mental health and job performance. These indicate that the psychological capital does not mediate the performance of the public elementary school teacher. But psychological capital was direct effect to mental health., also a direct mental health affects the job performance.

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