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Thriving at Work: The Effect of Psychological Capital on Teachers Burnout Symptoms

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Abstract: Besides thriving primary school teachers' performance, we hypothesized that whether teachers' burnout at the workplace can be reversed through psychological capital or what type of relationship exists between them. Quantitative data were gathered from 1005 participants. All the respondents were associated with primary schools located in 4 districts of the Punjab province. The data collection was done through a questionnaire and inventory. The finding explained that participants' psychological capital is negatively associated with burnout frequency and burnout intensity. This strong negative relationship of psychological capital is greater with burnout intensity ($r = -.537$). It is estimated that teachers' psychological capital significantly has a predictive effect on burnout. It is difficult for educational trainers to gauge the high level of psychological capital. Therefore, an authentic scientific watch of burnout symptoms among teachers is recommended. This scrutiny may lead trainers and educationists to develop methods of raising psychological money after shortlisting them.

Key Words: Psychological Capital, Burnout Symptoms, Workplace Stress, Performance, Teachers

Introduction

The global perspective has been changed with the rapid development and competition. A vast explosion of the knowledge economy, mental well-being, technology implementation, scientific solutions, depleting resources, and social expectations has emerged across the world. Today, every country is prompted to utilize its entrepreneurship, natural, and human resources. A major market-oriented approach puts pressure on the educational sector for human capital. Without any exception, this phenomenon has been constitutionalized under educational policies. A specific need and requirement of national are presented through teacher community. The teacher is a change minister and the heart of our education system (Anjum & Shahzad, 2020). Teachers may render a better achievement in the realm of national development. In every kind of marketization,

human capacity, psychological stability, and well-being consistency are important for maximum performance. As the organizational environment is built on employees' mental health and emotional dependences (Luthans & Youssef-Morgan, 2017). Educational sectors are more crucial than any other organization as they deal with behavioral changes and consequences. The transformation learning reflexes paradigms are emphasized through effective teaching (Ahmad et al., 2018; López-Núñez et al., 2020). Consequently, teachers' mental state and positive psychology underlie the context of negation and acceptance. For the sake of mental well-being, most psychological capital studies generally focus on negative and positive changes in behaviours (Shume, 2020; Yan et al., 2021). Although, literature has discussed teachers'

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psychopathologic factors and elements. Yet, a direct discussion within grass-root perspectives is rare ([Di Fabio & Tsuda, 2018](#)).

Burnout is “a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity” ([López-Núñez et al., 2020](#)). Human interaction during the working environment is described as unique and broadened in terms of professional and emotional applications. These emotional attachments at working place channelized employees’ engagement, spirit, commitment, and positivity. Burnout negatively affects employees’ emotional and psychological well-being. The symptoms of burnout are classified under depletion of feelings and emotions, callus, pessimism, lack of accomplishment, negative judgment, and reduction in performance ([Karakus et al., 2019](#); [Virga et al., 2020](#)).

This emotional fatigue affects job performance and considers as a misfit in the organization. A person with burnout symptoms always believes this misfit, lack of attention, creditless, and unnoticed. This contextual situation is self-perpetuating if there is no solution to reduce it ([Anjum & Shahzad, 2020](#)). In the current scenario of our schools, especially primary teachers are facing a lot of problems, Old PTC teachers are unable to teach the new syllabus but do not want to take retirement, new educators are almost highly qualified, they are also in complex that they are teaching at the lowest formation of the school. Their salary is small, but even they must also teach the elementary or secondary classes due to a shortage of staff or the non-availability of highly qualified staff at the elementary, secondary level. They came across burnout, stress, and mental exhaustion, which gradually resulting turnout. With reference to thriving at the worksite, all aspects of psychological capital (Psy_Cap) create permanent events that are pervasive and internal. While negative events are caused by external and specific situations. As an optimistic employee stays at the organization to attain organizational goals. He stands confident and aware of the present and future ([Dhiman & Arora, 2018](#)). Self-efficacy defines as the belief and confidence of an individual to mobilize metacognitive abilities to complete predetermined tasks. A self-efficacious

man remains motivated for accomplishments in a responsible manner. Studies have explained that self-efficacy and psychological capital are significantly associated in terms of their outcomes ([Di Fabio & Tsuda, 2018](#); [Martin-Krumm et al., 2004](#)). The fourth dimension of psychological capital, “hope,” refers to a positive state of motivation within the sense of agency, goal-oriented energy, pathways of completion, and interactivity ([Luthans et al., 2007](#)). Meta-analysis of research about psychological capital explained that positive psychological behaviour relates to organizational behaviour and attitude in both positive and negative ways ([Di Fabio & Tsuda, 2018](#); [Luthans et al., 2007](#)). Suppose this organizational behaviour flows with positivity termed as organizational citizenship behaviour (OCB) by [Luthans et al. \(2007\)](#). It encompasses sportsmanship, determination, conscientiousness, altruism, courtesy, and virtues. In the above scenario, psychological capital is a major factor in the well-being of primary school teachers. Therefore, the researchers analyzed the accuracy of Psy_Cap in association and influence on primary school teachers’ burnout. A significant role of teachers has been examined in terms of how Psy_Cap enables them to bounce back with plenty of experiences at work. Long-term exhaustion decreases interest in the job and triggers turnover. This study is valuable as there are few studies that explored primary school teachers’ psychological role to cope with a burnout in Pakistan. These studies have been investigated the extent of psychological capital to influence primary school teachers’ burnout.

Psychological Capital

The prolific investigation to conceptualize to flourish employees’ performance within organization context only that identify psychological resources of those employees. The highest expression with positivity may best resource of psychological capital ([Freire et al., 2020](#)). As this term, “psychological capital” can be understood as individuals’ positive mental state to develop and characterize them with efficacy. This positivity in psychological conditions makes them put their abilities in necessary efforts to meet targets and assigned tasks. It can be defined as strong confidence, positive attribution to be successful, preserve abilities for the future to redirect ways of achievements, and being beset by

adversity to bounce back in critical situations ([Di Fabio & Tsuda, 2018](#); [Ferradás et al., 2019](#); [Freire et al., 2020](#); [Youssef-Morgan & Luthans, 2013](#)). Psychological capital (Psy_Cap) shaped the interactive practices through its four-dimensional resources self-efficacy, hope, optimism, and resilience. These resources collaborate synergistically with a high rate of predictive psychological positivity. In previous studies occupational, and higher education have significantly shown Psy_Cap as for better constructive performance ([Freire et al., 2020](#); [Grabarek, 2018](#)). A progressive and positive professional attitude is conceptualized under subsequent strengths and capacities of psychological orientations ([López-Núñez, 2020](#)). Organizational performance can be measurably developed within the positivity of human behavior. These positive consequences of human behavior relate to Psy_Cap. This capital consisted of efficacious behavior, optimization, determination of achievements, and resilience. The interrelated connection among psychological capital, intellectual capital, social and emotional capital leads to human capital in productive manners. In working place challenges and issues, human capital and its subsets can be observed with the significant impact of psychological capitals. A state of positive mind explored during growth and development of the individual.

Burnout

Burnout is recognized as haphazard in the profession, including work-related problems. It is a combination of weak energy, low motivation, exhaustion, and cynicism ([Virga et al., 2020](#)). The core parts of burnout in the profession are cynicism and exhaustion. These parts lead cognitive patterns away from work tasks and goals. It is associated with the illness of employees caused by physical, mental, and emotional disturbance. Burnout can be conceptualized under three dimensions such as depersonalization, exhausting emotions, and reduced accomplishments. World health organization includes this syndrome as a workplace problem. It is a public health problem that costs economically and socially ([Di Fabio & Tsuda, 2018](#); [Zeng et al., 2016](#)). Depersonalization is characterized by negative reflection towards colleagues, people, and administration encountered at the working site. Emotional

exhaust is reduced energy to work more in the same environment. It is hard for employees to stay at the workplace with drained emotions and feelings. And, decreased personal accomplishment is underestimated self-evaluation of an employee of being failed to complete tasks and goals. The literature review is evident that burnout significantly affects employees' physical and mental health that leads to a lack of quality performance.

Many employees leave their job intentionally or sometimes unintentionally. They want to work in their respective organizations, but they are not supposed to do impulsively. Some people went through cognitive changes and overthinking whether to leave their job or not in case of intent to leave. A conscious level of desire is involved in it. Leaving a job is categorized into two: separation and replacement ([Ferradás et al., 2019](#)). Frequent quitting jobs and replacement damages the organization and its quality. Yet, commitment towards the organization reduced the turnover rate. The mediation and moderating factors significantly affect employees' decision to stay at the workplace or not. In an educational organization, there are several direct and indirect factors that force teachers to burn out ([López-Núñez et al., 2020](#)), such as services, organizational behavior, relationship with colleagues, students, and administration, administrative support, workload, opportunities, and discipline problems that encourage teachers to leave their current place or profession. If the organization or internal satisfaction does not interrupt with higher commitment, teachers feel burnout ([Karakus et al., 2019](#)). Over time, the symptom of burnout set gradually when employees no longer defend issues, problems, and negativity ([Virga et al., 2020](#)). The mechanism of defense becomes weaker to tackle these situations.

The Current Study

In today's individual performance-oriented work environment, positive psychology has an important place to be able to consider the strengths, wellness, resiliency, and other positive characteristics of employees' behaviours. It is highly noted that emphasizing the individual's positive sides and behaviours in workplaces is an important element, especially by focusing on the strengths and positive outcomes as an aim of positive psychology to be able to develop wellness

and personal life ([Cid et al., 2020](#); [Di Fabio & Tsuda, 2018](#); [Freire et al., 2020](#)). So, there is a dire need to search out why teachers have burnout and how psychological capital effect this influential factor. This study has made objectives to see the interrelation role and effect of psychological capital on teachers' burnouts. How an increased psychological capital effect tendency of burnout to thrive work of primary school teachers. It is a fine contribution to fill a gap in the field of organizational behaviour by explaining the relative influence of psychological capital on teachers' burnouts empirically as there are few studies that investigated the moderative role of psychological capital linking with burnout symptoms that directly influence teachers job performance, especially in the case of primary school teachers (Anjum & Shahzad, 2020). Subsequently, Pakistan is an under developing country; it has limited resources. Basic education is an important task to achieve national sustainable development goals (UN, 2021). So that the role of primary school teachers with committed loyalty becomes important as well, this made this study more significant to apply this theory in the primary sector to eliminate negative factors that influence NSDGs tasks. This study fills this gap to identify the influential role of Psy_Cap in burnout among teachers. The following research objectives, hypotheses, and research questions have been made by the researchers:

Research objective 1: To assess the association between teachers' psychological capital and burnout.

H¹: Psychological capital is positively correlated with teachers' burnout symptoms.

H⁰: Psychological capital is negatively associated with teachers' burnout symptoms.

Research objective 2: To examine the effect of psychological capital on teachers' burnout symptoms.

H²: Teachers' psychological capital positively affects their burnout symptoms.

H⁰: Teachers' psychological capital negatively affects their burnout symptoms.

Research Method

This study was descriptive with a survey design. Survey research is the most popular research

design in social sciences ([Abutabenjeh & Jaradat, 2018](#)). The data is gathered through standardized questionnaires. The research analyzed the involvement and explanation of participants about psychological events and their interconnection with burnout. This research design is appropriate as studying multiple variables derived from a large sample size ([Asenahabi, 2019](#)). It is concerned with statistical analyses and attempts to determine predefined hypothetical conditions.

Participants

A probability sampling technique is applied by the researcher to select the sample for this study. The researcher adopted this systematic technique to examine strong inferences under statistical techniques. This sampling procedure is applied to gather the data from homogeneous subpopulations. Under this technique of sampling, researchers can divide the population into mutually exclusive characteristics ([Thomas, 2020](#)). The participants were selected from 4 districts of the Punjab province. 25% of the targeted population was given to each district. There were 1005 primary school teachers who participated in this study. 62.8% of participants were associated with rural areas, and 37.2% were urban, including 47.7% male and 52.3% female primary school teachers.

Research Instrument

All the quantitative data were collected through standardized scaled Psychological Capital Questionnaire (PCQ) and The Maslach Burnout Inventory (MBI) for Educators. The content validity of questionnaires was validated by a panel of experts in the field of education. They were asked to examine the format, language, understanding, and validity of PCQ and MBI. This panel has consisted of five experts who were assistant professors in public universities. The experts approved the validity of questionnaires for this study. Pilot testing means a trial use of an instrument or pre-testing of a research tool. This pilot testing enables the researcher to verify the validity and reliability of PCQ and MBI inventories. Moreover, consistency, dimensionality, and composite association are examined through techniques. The reliability of questionnaires is given below.

Table 1. Reliability of Psychological Capital Questionnaire

Factors	Items	α
Self-efficacy	6	0.900
Optimism	6	0.922
Hope	6	0.850
Resiliency	6	0.784
Overall	24	0.962

The researchers adopted PCQ from [Luthans, Youssef, and Avolio \(2007\)](#). The PCQ was constructed to examine four basic components of Psychological Capital as self-efficacy, optimism, hope, and resiliency. There were 24 items under

four dimensions of PCQ. A 6-point Likert scale is used to rate this questionnaire from strongly disagree (1) to strongly agree (6)—the reliability of PCQ for this study.

Table 2. Reliability of Maslach Burnout Inventory Scale

Factors	Items	α (Frequency)	α (Intensity)
Emotional Exhaustion	9	0.947	0.928
Depersonalization	5	0.965	0.957
Personal Accomplishment	10	0.926	0.931
Overall	24	0.972	0.971

A self-reporting inventory, "The Maslach Burnout Inventory" (for Educators) under 24 statements, is adopted to examine the burnout tendency of participants ([Maslach, Jackson, & Leiter, 1996-2016](#)). The MBI has explained three symptoms of burnout as emotional exhaustion, depersonalization, and personal accomplishment. This self-reported inventory was rated with a 7-point Likert scale from 0 (never) to 6 (every day). Two dimensions of this inventory as burnout frequency and burnout insensitivity are used to gather the data. The researcher applied scoring keys developed for educators as higher emotional exhaustion (> 26) indicates greater feelings of fatigue and being drained. A high level of depersonalization (> 13) denotes a greater tendency toward dehumanization and cynical, callous, and uncaring attitudes toward people for whom one provides his/her service, care, treatment, or instruction. Higher personal accomplishment (> 39) refers to higher feelings of competence and successful achievement, whereas lower personal accomplishment scores involve a

higher attitude of inefficacy and reduced motivation ([Maslach & Jackson, 1981](#)).

Findings

The dimensions of Psy-Cap (self-efficacy, optimism, hope, and resiliency) are unique but have tendencies to measure psychological capital. Overall mean scores of Psy_Cap are based on calculated mean scores of items, including reverse items (for the negative effect of Psy_Cap) ([Cid et al., 2020](#)). The data of the participants were analyzed through inferential statistical techniques to examine the effect of Psy-Cap potentiality on teachers' burnout symptoms (emotional exhaustion, depersonalization, & personal accomplishment). As, a negative influence of Psy-Cap on the specific state (as anxiety, stress burnout, etc.) reduces it with moderate to a high negative association ([Lorenz et al., 2016](#)). While positive effect of Psy-Cap increases the ability to perform (workability, motivation, satisfaction) in positive ways ([Cid et al., 2020; Lorenz et al., 2016](#)).

Table 3. Association between Psychological Capital and Burnout Symptoms (Frequency) of Teachers

Dimensions of Psy_Cap	Burnout Frequency (BOF)		
	Emotional Exhaustion	Depersonalization	Accomplishment
Self-Efficacy	-.363*	-.267*	-.343*
Optimism	-.373*	-.281*	-.371*

Dimensions of Psy_Cap	Burnout Frequency (BOF)		
	Emotional Exhaustion	Depersonalization	Accomplishment
Hope	-.443*	-.439*	-.469*
Resiliency	-.377*	-.392*	-.406*

* $p = 0.01$

The correlation analysis is applied to examine the association between Psy_Cap and burnout frequency is presented in table 3. It is found that there is a significant correlation to demonstrate an association between dimensions of Psy_Cap and burnout frequency symptoms emotional exhaustion, depersonalization, and accomplishment. A monotonous relationship clearly exhibits that high Psy_Cap reduces

burnout. A higher degree of reversal correlation exists between hope and accomplishment ($r = -.469, p < .01$) significantly. The teachers with high hope attribute can accomplish their tasks more. While the least negative association is found between depersonalized and optimism ($r = -.281, p < .01$). The finding explains that participants with a high level of psychological capital are negatively associated with burnout frequency.

Table 4. Association between Psychological Capital and Burnout Symptoms (Intensity) of Teachers

Dimensions of Psy_Cap	Burnout Intensity (BOI)		
	Emotional Exhaustion	Depersonalization	Accomplishment
Self-Efficacy	-.484*	-.373*	-.433*
Optimism	-.452*	-.375*	-.467*
Hope	-.538*	-.517*	-.553*
Resiliency	-.463*	-.474*	-.474*

* $p = 0.01$

Table 4 displays the relationship between psychological capital and burnout intensity. The dimensions of Psy_Cap self-efficacy, optimism, hope, and resiliency are significantly associated with the symptoms of burnout intensity, including all symptoms. A monotonous relationship is found between Psy_Cap and burnout intensity. A higher degree of reversal correlation exists between hope and accomplishment ($r = -.553, p < .01$)

significantly. While the least negative association is found between depersonalization and self-efficacy ($r = -.373, p < .01$). A high degree of self-efficacy can reduce the depersonalized factor among teachers. Every increasing value of Psy_Cap dimensions decreases the symptoms of burnout intensity. All the values of correlations are negative and significant relationships under four dimensions of psychological capital.

Table 5. Overall Association between Psychological Capital and Burnout Symptoms (Frequency & Intensity) of Teachers

Dimensions of Psy_Cap	Burnout Symptoms	
	BOF	BOI
Self-Efficacy	-.342*	-.462*
Optimism	-.360*	-.463*
Hope	-.484*	-.582*
Resiliency	-.423*	-.513*
Overall	-.427*	-.537*

* $p = 0.01$

The overall association of Psy_Cap dimensions with BOF and BOI is presented in table 5. The correlation between Psy_Cap dimensions is

negatively associated with BOI at a high rate in comparison to BOF. The negative correlation indicates a reversal relationship of Psy-Cap with

BOF and BOI. This opposite interaction explains that either presence of Psy-Cap decreases burnout or absence increases it. A higher negative correlation is found between hope and BOI ($r = -.582$). A teacher with hope does not have intentions of burnout. Whereas overall association between self-efficacy and BOF ($r = -.342$).

The overall association of psychological capital with BOF and BOI is significant and negative. A strong negative association can be observed between Psy_Cap and BOI ($r = -.537$). The participants with psychological dimensions are positively found less intensive towards burnout.

Table 6. Effect of Psychological Capital on Teachers Burnout (Frequency)

Coefficient	Unstandardized		Standardized	t	P
	b	SE	β		
(Constant)	4.59	.228		20.187	.000
Psy_Cap	-.652	.044	-.427	-14.948	.000
ANOVA	SS	MS	df		
Regression	235.21	235.45	1		
Residual	1055.78	1.053	1003		
Total	1290.98		1004		

* $p = 0.01$

The effect of psychological capital on burnout frequency is estimated through simple linear regression. The result presented in Table 6 explains the impact of psychological capital is significant, with an F ($df = 1, 1003$) value of 223.45. The values of $b = -.652$, and $\beta = -.427$ are negative with $p < .001$ in reversal effect of Psy_Cap on burnout frequency. The adjusted R^2 (.427) and R^2 (.182) explain the total variance of 18.2% with the predictive mean value of 1.42 and a standard

deviation of 1.00. Therefore, the hypotheses are supported significantly through this examination. As the negative value of unstandardized beta ($-.771$) displays a monotonous effect of psychological capital on burnout. It is estimated that Psy_Cap affects the burnout frequency significantly with the negative association at predicted value = $-.6801$, Residual = -2.79 , standard predicted value -1.129 , and standard residual -2.71 .

Table 7. Effect of Psychological Capital on Teachers Burnout (Intensity)

Coefficient	Unstandardized		Standardized	t	P
	b	SE	β		
(Constant)	6.40	.248		25.799	.000
Psy_Cap	-.959	.048	-.537	-20.175	.000
ANOVA	SS	MS	df		
Regression	508.65	508.64	1		
Residual	1253.35	1.250	1003		
Total	1761.99		1004		

* $p = 0.01$

Table 7 shows that there is a significant effect of psychological capital on burnout intensity. The F ($df = 1, 1003$) value of 289.1 with values of $b = -.959$, and $\beta = -.537$ are in reversal contraction between Psy_Cap and burnout frequency. The adjusted R^2 (.537) and R^2 (.289) explain the total variance of 28.9% ($p < .01$) to predict the effect of Psy_Cap on burnout intensity. As negative values of beta, including predicted value (.6414), residual (-3.84), standard predicted value (-1.129), and standard

residual (-3.44), demonstrate the monotonous effect of psychological capital on burnout intensity. It is estimated that teachers' Psy_Cap affects their burnout intensity significantly.

Discussion and Conclusion

The teaching profession is often associated with job stress, crucial challenges, innovative dealing with problems through constant control on nerves

(Teles et al., 2020). Teaching in different institutions like schools, colleges, and universities required specific demands as per occupational priorities. Hence, in this study, the researcher gave importance to school sectors, especially the primary level. As filling the gap in research to highlight the importance of primary school teachers' psychological level to face challenges (Anjum, & Shahzad, 2020). In the current study, the researcher analyzed the effect of psychological capital in terms of reducing burnout among primary schoolteachers. The findings stated above are aligned with previous research studies that exist in different areas and contexts (Kang & Busser, 2018). It is more likely evident that there is a negative influence of psychological capital on burnout symptoms, emotional exhaustion, depersonalization, and accomplishment (Chang-Yue, Li, & Hong-Lin, 2017; Yan et al., 2021). The analysis in this study was conducted to testify hypothetical conditions to meet the research objectives and answer research questions. An evidence-based discussion is presented in relevancy and contradictory findings with previous studies. The findings of this study are discussed under the following hypotheses:

H¹: Psychological capital is positively associated with teachers' burnout symptoms.

H⁰: Psychological capital is negatively associated with teachers' burnout symptoms.

The findings revealed that psychological capital significantly has a reversal association with burnout frequency and intensity. This monotonous relationship exhibits that teachers' Psy_Cap stayed them away from burnout intensity and frequency (table 3, 4, & 5). Conclusively, an increasing level of Psy_Cap decreases symptoms of burnout in significant ways (Yan et al., 2021; Yim et al., 2017). Even the lowest and negative correlation indicates a reversal relationship with Psy-Cap (Chacón-Cuberos et al., 2019). Based on results about both variable psychological capital and burnout, it is concluded that a significant monotonous association has existed. The finding of this study is evidence that the two major challenges of the educational organization have a positive link with each other (Carlotto & Cámara, 2017; Chacón-Cuberos et al., 2019). Furthermore, a low level of Psy-Cap among the participants increased this correlation (Dhiman & Arora, 2018; Hsing-Ming et al., 2017). Similarly, literature

flourished this relationship that Psy-Cap negatively associates with all dimensions of burnout (Freire et al., 2020; Luthans et al., 2010; Teles et al., 2020; Virgã et al., 2020). López-Núñez et al. (2020) and Virgã et al. (2020) mentioned that difficult time at working place increases deeper intensity. Meanwhile, people with high pursued knowledge, experience, and abilities find solutions and overcome this bouncing situation. Thus, the null hypothesis psychological capital is negatively associated with teachers' burnout symptoms is accepted based on correlation findings.

H²: Teachers' psychological capital positively affects their burnout symptoms.

H⁰: Teachers' psychological capital negatively affects their burnout symptoms.

The findings related to the effect of psychological capital on burnout are significant to reveal its monotonous relationship with burnout (BOF & BOI). All the dimensions of Psy-Cap (self-efficacy, hope, optimism, & resilience) greatly contribute to reducing intentions to leave and switch organizations through burnout least effect. The direct effect of Psy-Cap contains the measurable contribution of Psy-Cap over BOF and BOI (Anjum & Shahzad, 2020) as researchers have presented the idea that four-dimensional PsyCap can develop potential in employees to work effectively and stay in the field (Ferradás et al., 2019; Rivaldi & Sadeli, 2020; Yan et al., 2021; Youssef-Morgan & Luthans, 2013). The null hypothesis 2 is found as true with evidence of regression results. For the part of extracting the tendency of burnout, Psy-Cap can inspire teachers. The total variance of Psy-Cap explained the predictive effect on burnout (Table 6 & 7). It can be significantly predicted that psychological capital can play an effective role in reducing burnout frequency and intensity among primary school teachers.

In conclusion, the essential positive psychological sustainability development underlies a prevented approach to well-being. That promotes individual and organizational sustainability and thriving working conditions as well. Considering the importance of the positive psychological state of teachers and its impact in reducing negative elements such as burnout, the current study has been conducted to display how dimensions of Psy_Cap can reduce teachers' burnout tendencies. As it is one of the biggest challenges and issues in educational setup. The

primary objective was to examine the effective role of Psy_Cap on burnout of primary school teachers. The researchers have developed hypothetical conditions of negative association and effects on burnout was based research design to verify these phenomena. There were two null hypotheses and two alternative hypotheses. As the findings exhibited that psychological capital is negatively associated with burnout (frequency & intensity) and affects it reversibly. The null hypotheses are accepted opposite to alternatives. The major findings of this study have derived from statistical results clearly in favor that participants who have psychological capital also demonstrate low burnout intensity and frequency.

Further, this study has discussed theoretical and practical aspects of psychological capital

through positive adoption. It is recommended that education trainers need to focus on the emotional and psychological wellness of teachers. Indeed, it is difficult for educational trainers to gauge the high level of psychological capital. Therefore, an authentic scientific watch of burnout symptoms among teachers is required. This scrutiny may lead trainers and educationists to develop methods of raising psychological capital after shortlisting them. Specifically, at the time of recruitment, an analytical preference of high psychological positivity can play an effective role in well-being. Teachers' determination to raise quality teaching they must satisfying learning process through demonstration of self-efficacy, hope, optimism, and resilience.

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