

Original Article

Psychological Capital, Affect, and Quality of Work Life Among Maritime Education Instructors: A Cross-Sectional Mediation Study

Rafael Jasper A. Cabanado , Ysabel Angela L. Castrillo , John Russel A. De La Cruz ,
Meghan Jill M. De Leon , Michelle M. Ramos , Arcangel Joshua M. Abustan 

Author Information:

Graduate School Department, University of
Perpetual Help System Laguna, Biñan City,
Laguna, Philippines

Corresponding Author:

Rafael Jasper A. Cabanado
c25-3466-984@uphsl.edu.ph

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Abstract. This study examined whether positive and negative affect were associated with the relationship between psychological capital and quality of work life among maritime education instructors. This study addresses a research gap: limited empirical evidence on these variables in maritime education. This study employed a quantitative, cross-sectional design involving 50 maritime education instructors from PNTC Colleges. Data were collected using three standardized psychological instruments and analyzed using mediation analysis. The results indicated that the participants exhibited very high levels of psychological capital, high quality of work life, high positive affect, and low negative affect. Regression analyses showed that psychological capital was not significantly associated with positive affect, negative affect, or quality of work life. Furthermore, the indirect effects of psychological capital on quality of work life through positive affect and negative affect were not statistically significant. The indirect effect through positive affect was ($B = 1.51$, 95% CI $[-.704$ to $4.57]$), while the indirect effect through negative affect was ($B = 0.08$, 95% CI $[-1.79$ to $1.27]$). Positive affect, however, was significantly associated with higher quality of work life. This study contributes to the literature by providing empirical evidence on psychological capital, affect, and quality of work life among maritime education instructors. The findings may inform higher education institutions offering maritime programs in developing evidence-informed initiatives that support instructors' psychological well-being and work experiences.

Keywords: Maritime education; Negative affect; Positive affect; Psychological capital; Quality of work life.

In today's demanding, rapidly evolving work environments, employee well-being has become a central concern for organizations and institutions. Employees must maintain high performance while managing stress and emotional demands. This is especially true for professionals who require both technical expertise and interpersonal engagement. One such profession is maritime instruction, where instructors are expected to deliver quality education, ensure learners' competence, and adapt to the maritime industry's dynamic demands. These responsibilities can significantly influence their overall quality of work life. Quality of work life refers to employees' perceptions of their work environment and includes dimensions such as fair compensation, job security, safe working conditions, career advancement opportunities, participatory decision-making, work-life balance, and organizational support (Parvaresh & Farhadi, 2025). A positive quality of work life is important not

only for individual well-being but also for organizational efficiency, effectiveness, and productivity.

According to the Job Demands–Resources (JD-R) Model, the well-being of employees in an organization relies heavily on striking a balance between job demands and available resources. Job demands include voluminous tasks, stressful work environments, and performance expectations. These factors may place an individual's well-being at risk, leading to psychological distress. Meanwhile, job and personal resources help employees manage these demands, sustain motivation, and maintain psychological well-being. One job and personal resource that may improve quality of work life is psychological capital, a positive psychological state comprising hope, efficacy, resilience, and optimism.

Based on Psychological Capital Theory, individuals with high levels of psychological capital perceive life stress as bearable, can recover more easily from stress due to heavy responsibilities, and display confidence in their ability to achieve life goals. Previous studies concerning educators explain this theory. Ma (2023) said that emotion regulation has a significant positive relationship with psychological capital and work engagement. In addition, Empimo and Lomarda (2025) stated that public elementary school teachers' psychological capital and organizational citizenship behavior have a significant positive relationship, as indicated by their skill in overcoming challenges in the teaching profession and their willingness to contribute more resources to their workplace that are beyond their duties and responsibilities as educators.

Individuals' emotions may explain the relationship between quality of work life and psychological capital. The Broaden-and-Build Theory of Positive Emotions proposes that positive emotions help shape cognition and behavior, enabling individuals to build strong, rational, and healthy coping mechanisms and promoting effective interpersonal skills. It helps employees see their work as a place they can enjoy despite numerous responsibilities and challenges, indicating strong psychological capital. In contrast, negative emotions reduce individuals' ability to develop healthy coping mechanisms when facing adversity in other parts of their lives. Employees who frequently display negative emotions often do not see a silver lining in their work, leading to job dissatisfaction. To support these links, Madigan (2021) noted that emotional processes significantly influence teachers' stress levels, burnout, and overall well-being. Likewise, Monteiro and Joseph (2023) found that positive emotions in the workplace are associated with higher levels of employee satisfaction and productivity. These findings suggest that emotions are not only central to individual functioning but also to the overall quality of employees' work experience.

Although limited research examines the variables of interest in maritime education, the theoretical explanations above remain relevant. Maritime instructors often face uncommon challenges such as strict regulatory standards, high expectations for learner performance, and the need to continuously update their knowledge, skills, and attitude. Similar to other educational professions, these demands require instructors to manage both cognitive and emotional challenges. While studies exploring these variables in other contexts should not be applied to maritime instructors, Brooks and Greenberg (2022) noted that maritime professionals often face isolation, long working hours, and high-stakes responsibilities, which can negatively affect mental health and well-being. Indeed, it is important to evaluate whether affect is associated with psychological capital and quality of work life.

Given these facts, it remains unclear how psychological capital influences work-related quality of life, particularly in demanding fields such as maritime instruction, and how emotions may mediate this relationship. Although these variables have been widely studied in organizational and educational settings, they have rarely been examined within maritime education, limiting understanding of how to support maritime instructors in managing work demands and improving their quality of work life. This study therefore examines the relationships of psychological capital, positive and negative affect, quality of work life, and the mediating role of positive and negative affect in the relationship between psychological capital and work-related quality of life among maritime instructors, to contribute to the literature and inform efforts to improve their work conditions and well-being.

Methodology

Research Design

This research used a cross-sectional correlational mediation design in order to measure and analyze the variables of interest in this study. This approach measures the independent, dependent, and mediator variables at a single point in time. It tests whether the mediators are associated with the relationship between the independent and

dependent variables, without proving causation (Weems, 2025).

Participants and Sampling Technique

The study used total enumeration sampling to select participants. This purposive sampling approach involves inviting all members of the selected group to participate because the population is small. The target population comprises 50 maritime education instructors employed full-time or part-time at PNTC Colleges during the second semester of Academic Year 2025–2026. These instructors have more than one year of teaching experience, at least one year of sea service, and have undergone several trainings to be eligible to teach at higher education institutions. Of these, 31 instructors taught major courses in the Bachelor of Science in Marine Transportation (BSMT) program, while 19 taught major courses in the Bachelor of Science in Marine Engineering (BSMarE) program. All instructors were invited to participate in the data-gathering procedures, and all answered the research instruments, resulting in a 100% response rate. To be eligible to participate in the study, instructors must be active employees of PNTC Colleges for the second semester, academic year 2025-2026, with teaching loads consisting of major maritime courses for the BSMT and BSMarE programs. Instructors who are not given any teaching load or resigned during the aforementioned period are not included to partake in this study. Although the sampling technique used by the researchers eliminated sampling bias, it may limit the generalizability and statistical precision of the findings.

Research Instrument

Psychological Capital was measured using the 22-item Psychological Capital Questionnaire adapted by Manalo et al. (2025). This adapted scale is based on the psychological capital framework devised by Luthans et al. (2007), which categorizes the construct into four components: Hope, Optimism, Resilience, and Efficacy. Each subscale has corresponding items that make up the 22-item questionnaire. Each item is rated based on a 4-point Likert scale that ranges from 1 (Strongly Disagree) to 4 (Strongly Agree). Scores for each of the four dimensions were computed by averaging the responses to their corresponding items, while the overall psychological capital score was obtained by averaging all 22 items. In addition, this research instrument is validated and has a reliability coefficient of 0.944, indicating an excellent degree of consistency based on the reliability analysis of Manalo et al. (2025). The researchers did not conduct validation and pilot testing with maritime education instructors. Meanwhile, regarding the usage of this instrument, Manalo et al. (2025) did not provide details about the adaptation process, factor analytic validation, or licensing and permission for use. However, the instrument was cited and described properly based on the available information in the research of Manalo et al. (2025).

Van Laar et al. (2007) developed the Work-Related Quality of Life Questionnaire. The researchers used this test in its original form. The scale's developers stated that the public can use the test as long as they do not use it for commercial purposes. This test consists of 23 items measuring six subvariables: General Well-Being, Home-Work Interface, Job and Career Satisfaction, Control at Work, Working Conditions, and Stress at Work. It can be rated using a 5-point Likert scale that ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). Scores are obtained by adding the responses from start to finish. Before adding all the responses, reverse scoring will proceed by reversing the responses of items 7, 9, and 19. Based on the scores derived from this scale, three classifications are presented. Scores ranging from 1-56 indicate a low quality of work life, 72-84 for average quality of work life, and 85-110 indicate higher quality of work life. Moreover, its reliability coefficient is 0.95, indicating very strong consistency (Ruotolo et al., 2024). The researchers did not conduct validation and pilot testing in maritime education instructors. The scores from this test are derived by summing up all the scores from each item.

Watson et al. (1988) developed the Positive Affect and Negative Affect Scale. This test is administered in its original form. The public may use it only for research and clinical purposes. Commercial use of this test is prohibited. This tool contains 20 items: 10 measuring positive affect and 10 gauging negative affect. This tool assesses the test takers' current emotional state during the test administration. It uses a 5-point Likert scale ranging from 1 (Very Slightly or Not at All) to 5 (Extremely). The reliability coefficient for items measuring positive emotions or affect ranges from 0.85 to 0.90, and for items measuring negative emotions or affect, it ranges from 0.84 to 0.87 (Crawford & Henry, 2004; Heubeck & Wilkinson, 2019). The researchers did not conduct validation and pilot testing with maritime education instructors. The score is obtained by adding the responses in each component.

Data Gathering Procedure

Before administering the questionnaires, the researchers sought approval from the Vice President for Academic Affairs of PNTC Colleges. Next, they approached the Dean of the College of Maritime Education for his approval

and support for the research data-gathering phase. Then, the researchers distributed the questionnaires to the maritime instructors to gather their responses. The first part of the research instrument includes informed consent to ensure adherence to ethical standards and voluntary participation. Lastly, the researchers collected and analyzed the responses.

Data Analysis Procedure

The study used descriptive and inferential statistics to organize and interpret data from participants' responses. The mean was used to determine maritime instructors' levels of psychological capital, emotions, and work-related quality of life. Meanwhile, standard deviation was used to describe the proximity of the data to its average. Regression analysis was used to determine the predictive relationship among the variables investigated in the study. Moreover, mediation analysis was applied to determine if positive and negative affect mediate the relationship between psychological capital and quality of work life. The researchers analyzed positive and negative affect separately because Watson et al. (1988) stated that they should not be understood as one variable. The researchers conducted statistical analyses using Jamovi version 2.7, with statistical significance set at $p < .05$.

Ethical Considerations

Before proceeding with data-gathering procedures, the researchers sought approval from the Dean of the Graduate School Office for the refinements needed to ensure the study's feasibility. The Vice President for Academic Affairs and the Dean of the College of Maritime Education were also informed about the contents of the research instruments, the study duration, and the required respondents. Participation in the study was entirely voluntary, and respondents were provided with an informed consent form explaining the objectives of the research, the procedures involved, and the expected duration of participation before data collection began. Participants were informed that they could decline participation or withdraw from the study at any time without negative consequences.

Because respondents were invited and recruited in their workplace, the researchers exercised due diligence to minimize any perception of managerial pressure. The respondents were assured that their voluntary participation in the study would not affect their employment status at PNTC Colleges. Their department heads, dean, and other administrative officials were not involved in data-gathering procedures and did not have access to participants' individual responses.

To ensure confidentiality and anonymity, the research instruments did not collect personally identifiable information such as names, contact details, or employee identification numbers. Instead, respondents were assigned numerical codes to protect their identities during data processing and analysis. The collected data was stored in Google Sheets, under the domain of the school where the researchers are currently studying, and it is accessible only to the research team. After the completion of this study, electronic data were deleted and printed materials were shredded for proper disposal.

Results and Discussion

Psychological Capital

Table 1. *Level of Psychological Capital of the Participants*

Variable	M	SD	Interpretation
Self-Efficacy	3.42	0.43	Very High
Optimism	3.40	0.44	Very High
Hope	3.54	0.39	Very High
Resilience	3.60	0.29	Very High
Total	3.48	0.35	Very High

Legend: Mean and Interpretation (1.00 - 1.74 Very Low; 1.75 - 2.50 Low; 2.51 - 3.25 High; 3.26 - 4.00 Very High)

Table 1 presents the level of psychological capital of maritime education instructors at PNTC Colleges. The subvariables of psychological capital earned a very high rating, contributing to a very high overall rating of the main variable. The results show that the maritime instructors have very high levels of psychological capital. This means maritime education instructors have the necessary skills, such as a reservoir of positive coping mechanisms, to overcome challenges in life and at work.

Quality of Work Life

Table 2. *Level of Quality of Work Life of the Participants*

Variable	Lower		Average		Higher	
	<i>f</i>	Percentage	<i>f</i>	Percentage	<i>f</i>	Percentage
General Well-Being	0	0.00%	14	28.00%	36	72.00%
Home-Work Interference	4	8.00%	9	18.00%	37	74.00%
Job and Career Satisfaction	0	0.00%	10	20.00%	40	80.00%
Control at Work	5	10.00%	11	22.00%	34	68.00%
Working Conditions	8	16.00%	8	16.00%	34	68.00%
Stress at Work	28	56.00%	17	34.00%	5	10.00%
Total	2	4.00%	7	14.00%	41	82.00%

Table 2 presents the level of quality of work life of maritime instructors. The table shows that 41 of 50 respondents (82.00%) report a higher quality of work life. Moreover, 7 out of 50 respondents (14.00%) report an average quality of work life. Lastly, only 2 out of 50 respondents, or 4.00% of participants, report a lower quality of work life. Participants with lower quality of work life find their work less desirable and experience less favorable conditions at work. Meanwhile, participants with an average quality of work life experience a generally acceptable workplace. However, certain aspects of their job need improvement to ensure a proper balance between work and personal matters. On the other hand, participants with a higher quality of work life experience job and career satisfaction, manageable levels of stress, and an effective work-life balance.

Positive Affect

Table 3. *Level of Positive Affect of the Participants*

Variable	<i>f</i>	$\bar{x}$	<i>SD</i>
Postive Affect	50	41.50	3.36

Normative Sample Mean: $\bar{x}$ = 33.3 (SD = 7.2)

Table 3 presents the level of positive affect of maritime education instructors. The data show that the average score of positive affect is higher than the mean of the normative sample used in developing the scale. The finding suggests a relatively favorable emotional condition among maritime instructors.

Negative Affect

Table 4. *Level of Negative Affect of the Participants*

Variable	<i>f</i>	$\bar{x}$	<i>SD</i>
Negative Affect	50	15.88	3.19

Normative Sample Mean: $\bar{x}$ = 17.4 (SD = 6.2)

Table 4 presents the level of negative affect of maritime education instructors. The data show that the average score on negative affect is lower than the mean of the normative sample used to develop the scale. The finding suggests a relatively favorable emotional condition among maritime instructors.

Impact of Psychological Capital on Positive Affect

Table 5. *Regression Analysis on the Impact of Psychological Capital on the Level of Positive Affect of the Participants*

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>Sig</i>	Remarks
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			
Constant	35.20	4.76		7.40	0.001	
PsyCap	1.81	1.36	0.189	1.33	0.190	Not Significant

R-square = 0.036 Adjusted R-square = 0.016 F value = 1.77

Table 5 presents the results of the simple linear regression analysis examining whether psychological capital is associated with positive affect among participants. The results indicated that psychological capital is not significantly associated with positive affect. This explained approximately 3.6% of the variance in positive affect ($R^2 = .036$; adjusted $R^2 = .016$), indicating a weak predictive relationship. Indeed, these findings suggest that maritime education instructors' psychological capital alone may not significantly predict positive affect, as emotional outcomes are greatly influenced by several factors such as the environment and internal mechanisms of individuals.

Impact of Psychological Capital on Negative Affect

Table 6. Regression Analysis on the Impact of Psychological Capital on the Level of Negative Affect of the Participants

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Remarks
	B	Std. Error	Beta			
Constant	19.04	4.58		4.16	0.001	
PsyCap	-0.91	1.31	-0.099	-0.69	0.491	Not Significant

R-square = 0.009 Adjusted R-square = -0.011 F value = 0.481

Table 6 presents the results of the simple linear regression analysis examining whether psychological capital is significantly associated with negative affect among participants. The results indicated that psychological capital is not significantly associated with negative affect. This explained only 0.9% of the variance in negative affect ($R^2 = .009$; adjusted $R^2 = -.011$), indicating a weak predictive relationship. Indeed, these findings suggest that maritime education instructors' psychological capital alone may not significantly predict negative affect, as emotional outcomes involve multiple causes and are influenced by both internal and external variables.

Impact of Psychological Capital on Quality of Work Life

Table 7. Regression Analysis on the Impact of Psychological Capital on the Level of Quality of Work Life of the Participants

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Remarks
	B	Std. Error	Beta			
Constant	89.23	13.22		6.75	0.001	
PsyCap	0.61	3.78	0.023	0.16	0.872	Not Significant

R-square = 0.000 Adjusted R-square = -0.020 F value = 0.026

Table 7 presents the results of the simple linear regression analysis examining whether psychological capital is significantly associated with quality of work life among participants. Although the regression analysis indicates a positive relationship between the variables, the results are not statistically significant. It shows that psychological capital explained 0% of the variance in quality of work life ($R^2 = .000$; adjusted $R^2 = -.020$). This suggests that psychological capital may not be the only predictor of maritime education instructors' quality of work life.

Impact of Positive Affect on Quality of Work Life

Table 8. Regression Analysis on the Impact of Positive Affect on the Level of Quality of Work Life of the Participants

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Remarks
	B	Std. Error	Beta			
Constant	57.55	15.65		3.68	0.001	
Positive Affect	0.82	0.38	0.299	2.17	0.035	Significant

R-square = 0.089 Adjusted R-square = 0.070 F value = 4.71

Table 8 presents the results of the simple linear regression analysis examining whether positive affect is associated with quality of work life among participants. Based on the results of the analysis presented above, positive affect has a positive statistical association with the quality of work life of the participants. This explained approximately 8.9% of the variance in quality of work life, indicating a modest predictive relationship. This finding can be understood through the Broaden-and-Build Theory of Positive Emotions, which states that positive emotions help individuals build strong psychological and social resources.

Impact of Negative Affect on Quality of Work Life

Table 9. Regression Analysis on the Impact of Negative Affect on the Level of Quality of Work Life of the Participants

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Remarks
	B	Std. Error	Beta			
Constant	92.96	6.72		13.84	0.001	
Negative Affect	-0.09	0.42	-0.034	-0.23	0.816	Not Significant

R-square = 0.001 Adjusted R-square = -0.020 F value = 0.055

Table 9 presents the results of the simple linear regression analysis examining whether negative affect is associated

with quality of work life among participants. The results indicate that negative affect is not significantly associated with participants' quality of work life. Negative affect explained 0.1% of the variance in quality of work life ($R^2 = .001$; adjusted $R^2 = -.020$). It has been demonstrated that negative emotions alone are not potent or direct predictors of quality of work life when evaluated in the context of other psychological and organizational variables. From the perspective of the Broaden-and-Build Theory of Positive Emotions, negative emotions have effects opposite to those of positive emotions, which help individuals build strong psychological resources. The finding stated above indicates that negative affect did not provide evidence to predict the quality of work life of maritime education instructors.

Mediation Analysis of Positive Affect on the Relationship Between Psychological Capital and Quality of Work Life

Table 10. Mediation Analysis of Positive Affect on the Relationship Between Psychological Capital and Quality of Work Life

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p
				Lower	Upper		
Indirect	a x b	1.51	1.32	-0.704	4.57	1.142	0.254
Direct	c'	-0.90	3.64	-7.371	6.95	-0.247	0.805
Total	c + a x b	0.61	3.64	-6.12	8.36	0.168	0.867

Number of bootstrap samples: 5000

Table 10 presents the mediation analysis data to determine if positive affect mediates the relationship between psychological capital and quality of work life. The analyses revealed that psychological capital has no significant direct effect on the quality of work life ($B = -.90$, $p > 0.05$). The results also show that positive affect did not provide evidence of an indirect effect on the relationship between psychological capital and quality of work life ($B = 1.51$, 95% CI [-.704 to 4.57]). Indeed, neither the indirect nor the direct pathway was significant, indicating that mediation is not present.

Mediation Analysis of Negative Affect on the Relationship Between Psychological Capital and Quality of Work Life

Table 11. Mediation Analysis of Negative Affect on the Relationship Between Psychological Capital and Quality of Work Life

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p
				Lower	Upper		
Indirect	a x b	0.08	0.68	-1.79	1.27	0.122	0.903
Direct	c'	0.53	3.63	-6.03	8.12	0.146	0.884
Total	c + a x b	0.61	3.59	-6.11	7.86	0.170	0.865

Number of bootstrap samples: 5000

Table 11 presents the mediation analysis data to determine if negative affect mediates the relationship between psychological capital and quality of work life. The analysis revealed that psychological capital has no significant direct effect on the quality of work life ($B = 0.53$, $p > 0.05$). The results also show that negative affect did not provide evidence of an indirect effect on the relationship between psychological capital and quality of work life ($B = 0.08$, 95% CI [-1.79 to 1.27]). In conclusion, neither the direct nor the indirect pathways were statistically significant; therefore, no mediation exists.

Tables 10 and 11 indicate that both positive and negative affect did not provide evidence of an indirect effect on the relationship between psychological capital and quality of work life. Recent studies provide mixed evidence regarding the role of psychological capital and affective variables in predicting work-related outcomes. Erden (2025) examined teachers and found that psychological capital significantly influenced quality of work life both directly and indirectly through emotional factors, suggesting that emotions can mediate under certain conditions. However, this positive mediation effect is not consistently observed across contexts. In another study by Park and Ha (2025), psychological capital influenced work engagement through job crafting, suggesting that mediation depends heavily on the intervening variable and its relevance to the outcome. These findings imply that not all mediators, including emotional constructs such as positive affect, are strong enough to transmit psychological capital's effect. Moreover, Cao et al. (2022) demonstrated that psychological capital can function as a mediator between mental health and job satisfaction, but its effectiveness varies depending on the strength of the relationships among variables. Similarly, Meng et al. (2024) revealed that psychological capital can fully mediate the relationship between social support and quality of life, but only when the predictor variable has a strong and

significant association with the outcome. In contrast, He (2024) emphasized that psychological capital often operates within complex psychological frameworks where mediation effects may or may not emerge depending on contextual and methodological factors. Taken together, the absence of significant direct and indirect effects in the present study suggests that positive affect may not be a strong or appropriate mediator in the relationship between psychological capital and quality of work life in this context.

Conclusion

Overall, the findings showed that positive affect was significantly associated with quality of work life among maritime instructors at PNTC Colleges' College of Maritime Education. More broadly, given the cross-sectional and associational nature of the study, this finding should not be interpreted as evidence that positive affect causes or improves quality of work life. It suggests that other factors, possibly related to workplace conditions, organizational support, or job demands, may also influence this relationship.

The findings of this study are not perfect; hence, it has several limitations. First, the cross-sectional design limits the researchers from drawing conclusions about the predictiveness of psychological capital, affect, and quality of work life. Second, this study relies on self-report measures that may be prone to several measurement errors such as social desirability and common-method bias. Third, the use of a limited sample and only one maritime higher education institution. A limited sample size may affect the generalizability of the findings to other institutions and may limit statistical power to detect relationships and indirect effects. Lastly, uncertainty about the quality of the research instruments may contribute to measurement error, since the researchers did not conduct local validation studies to test the reliability and validity of the questionnaires for maritime education instructors.

The study's findings provide several important directions for institutional improvement and future research. The Human Resource Management and Development Office (HRMDO) and PNTC Colleges Management may consider adopting a more strategic and holistic approach to supporting the psychological and professional well-being of maritime instructors. However, these recommendations are intended as institutional support strategies rather than evidence-based interventions since this study did not test the effectiveness of these programs.

Meanwhile, future researchers are encouraged to explore additional variables that may better explain the relationship between psychological capital and quality of work life, such as job satisfaction, work engagement, organizational support, and burnout. It is also recommended to examine possible mediating or moderating factors to better capture the complexity of these relationships. In addition, because the mediation analysis findings are insignificant, future researchers should expand the scope of this research to include maritime instructors from various higher education institutions to improve generalizability and statistical power. Future researchers may conduct longitudinal designs to examine how psychological capital, affect, and quality of work life change over time. Lastly, they may test the effectiveness of psychological interventions using experimental research designs.

Contributions of Authors

Author 1: Conceptualization, data gathering, data analysis, manuscript writing, supervision

Author 2: Conceptualization, manuscript writing, drafting letters of requests, grammar checking

Author 3: Conceptualization, data analysis, manuscript writing, organization of literature and studies

Author 4: Conceptualization, manuscript writing, data analysis, organization of literature and studies

Author 5: Conceptualization, manuscript writing, data gathering, organization of literature and studies

Author 6: Manuscript writing, organization of literature and studies, data analysis, supervision

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Conflict of Interests

The authors declare no conflict of interest.

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