The Research on Relationship Between Psychological Capital, Work Adaptation, and Professional Growth of Primary School Teachers in Yunnan Province

Qingyuan Tan and Hsin Chun Te
Krirk University, Thailand
Corresponding Author, E-mail:3014633866@qq.com

****

Abstract

This study aims to explore the relationships among psychological capital, work adaptation, and professional growth of primary school teachers in Yunnan Province. A sample of 500 primary school teachers from various districts in Yunnan Province was selected using stratified random sampling. Data were collected using three standardized questionnaires: the Psychological Capital Questionnaire (PCQ), Work Adaptation Scale (WAS), and Teacher Professional Growth Inventory (TPGI). Statistical analyses, including descriptive statistics, t-tests, one-way ANOVA, Pearson correlation analysis, and structural equation modeling, were conducted using SPSS 25.0 and AMOS 24.0.

The results revealed that: (1) The current status of psychological capital, work adaptation, and professional growth of primary school teachers in Yunnan Province is generally good; (2) Significant differences in these three variables were found among teachers with different demographic backgrounds; (3) Teachers' psychological capital demonstrated a significant positive correlation with both work adaptation and professional growth; (4) Work adaptation was found to play a partial mediating role in the relationship between psychological capital and professional growth.

These findings provide a theoretical basis and practical implications for enhancing teachers' professional development in primary schools in Yunnan Province.

Keywords: Primary school teachers; Psychological capital; Work adaptation; Professional growth

Introduction

Teachers are the cornerstone of educational development, with their professional growth directly impacting the quality of education. In recent years, the rapid societal changes and educational reforms have placed unprecedented pressures on teachers, particularly in developing regions like Yunnan Province in western China. These challenges have highlighted the urgent need to investigate factors that can enhance teachers' professional growth and work adaptability (Wang & Zhang, 2019).

The primary school education system in Yunnan Province faces unique challenges due to its diverse ethnic composition and varying levels of economic development across regions. Recent studies have indicated that primary school teachers in this area often struggle with work-related stress, inadequate professional development opportunities, and difficulties in adapting to new educational policies and technologies (Li et al., 2022). These issues not only affect teachers' well-being but also potentially compromise the quality of education provided to students. Therefore, there is a pressing need to identify effective strategies to support

teachers' professional growth and enhance their ability to adapt to the evolving educational landscape.

Psychological capital, encompassing hope, efficacy, resilience, and optimism, has emerged as a significant factor in promoting individual work performance and career development across various professions (Luthans et al., 2007). While research has established strong links between psychological capital and positive work outcomes in corporate settings, its application in the educational context, particularly among primary school teachers in less developed regions, remains understudied (Chen & Wu, 2020). Moreover, the interplay between psychological capital, work adaptation, and professional growth among teachers in Yunnan's unique socio-cultural environment has yet to be systematically explored.

This study aims to address these research gaps by focusing on primary school teachers in Yunnan Province. By investigating the current status and relationships among psychological capital, work adaptation, and professional growth, this research seeks to provide a theoretical foundation and practical insights for promoting teachers' professional development in this region. Understanding these relationships could inform targeted interventions and policy measures to enhance teacher effectiveness and, ultimately, improve educational outcomes for students in Yunnan Province.

Research Objective
The main objectives of this study include:

1. To understand the current status of psychological capital, job adaptation and professional growth of primary school teachers in Yunnan Province.

2. To explore the differences in psychological capital, job adaptation and professional growth among primary school teachers from different backgrounds.

3. To analyze the relationship between psychological capital, job adaptation and professional growth of primary school teachers.

To explore the mediating role of job adaptation between teachers' psychological capital and professional growth.

Research Methodology
1. Research Design
This study adopts a cross-sectional survey design and collects data through a questionnaire survey method, aiming to explore the relationship between psychological capital, job adaptation and professional growth of primary school teachers in Yunnan Province.

2. Research subjects
The research subjects are formal primary school teachers in Kunming, Yunnan Province, including directors, teachers who are also administrators, class teachers and subject teachers, but not principals, substitute teachers, part-time teachers and trainee teachers. A stratified random sampling method was used to select participants from primary schools in different districts and counties in Kunming. A total of 600 questionnaires were distributed, and 542 valid questionnaires were collected, with an effective recovery rate of 90.3%.

3. Research tools

3.1 Teacher psychological capital scale

The psychological capital questionnaire (PCQ-24) developed by Luthans et al. (2007) was used after translation and revision. The scale contains 24 questions and is divided into four dimensions: self-efficacy (6 questions), hope (6 questions), optimism (6 questions) and resilience (6 questions). A Likert 6-point scale is used, ranging from "1=completely disagree" to "6=completely agree". The Cronbach's α coefficient of the scale is 0.92.

3.2 Teacher Work Adaptation Scale

The Teacher Work Adaptation Scale of Wang Yamin (2023) was used as a reference and revised according to the needs of this study. The scale contains 20 questions, divided into four dimensions: problem solving (5 questions), seeking support (5 questions), emotional adjustment (5 questions) and delaying escape (5 questions). A Likert 5-point scale is used, ranging from "1=completely inconsistent" to "5=completely consistent". The Cronbach's α coefficient of the scale is 0.88.

3.3 Teacher Professional Growth Scale

Based on the Teacher Professional Growth Scale of Xie Wanzhen (2023), it was revised in combination with the background of this study. The scale contains 25 questions, divided into five dimensions: teaching knowledge (5 questions), teaching evaluation (5 questions), class management (5 questions), interpersonal relationships (5 questions) and professionalism (5 questions). A 5-point Likert scale was used, ranging from "1 = completely inconsistent" to "5 = completely consistent". The Cronbach's α coefficient of the scale was 0.90.

4. Data collection procedure

After obtaining the consent of the school management, the research team conducted a questionnaire survey from March to April 2024. The questionnaires were distributed in a combination of online and offline methods. The online questionnaires were distributed through the Questionnaire Star platform, and the offline questionnaires were distributed and collected on-site by research assistants at teacher meetings or training activities. All participants were informed of the purpose of the study and their answers were kept anonymous and confidential.

5. Data analysis method

SPSS 26.0 and Amos 24.0 software were used for data analysis. The specific steps are as follows:

1. Descriptive statistics: Calculate the mean and standard deviation of each variable to understand the overall level of teachers' psychological capital, work adaptation and professional growth.

2. Correlation analysis: Pearson correlation analysis was used to explore the relationship between psychological capital, work adaptation and professional growth.

3. Difference analysis: Independent sample t-test and one-way analysis of variance (ANOVA) were used to examine the differences in the main research variables between different background variables (such as gender, age, education, etc.).

4. Mediation effect analysis: The structural equation model (SEM) was used to test the mediating role of job adaptation between psychological capital and professional growth. The confidence interval of the indirect effect was estimated using the Bootstrap method (repeated sampling 5000 times).

5. Common method bias test: The Harman single-factor test method was used to assess whether there was a serious common method bias problem.

All statistical tests were two-tailed tests, and the significance level was set at α=0.05.

Research Scope

The scope of this study mainly includes the following aspects:

1. Research area: This study takes Kunming City, Yunnan Province, China as the geographical scope of the study. Kunming City was chosen based on its representativeness as the capital city of Yunnan Province and its typicality in terms of educational resources and teacher team building.

2. Research subjects: The research subjects are limited to formal teachers in primary schools in Kunming City, including principals, teachers who are also administrators, class teachers and subject teachers. Principals, substitute teachers, part-time teachers and trainee teachers are not included. This selection is intended to focus on the most representative group of teachers to ensure the pertinence and practicality of the research results.

3. Research content: This study mainly explores three core variables: teacher psychological capital, work adaptation and professional growth. Specifically:

1)Psychological capital includes four dimensions: self-efficacy, hope, optimism and resilience.

2)Work adaptation includes four dimensions: problem solving, support seeking, emotional adjustment and delaying escape.

3)Professional growth includes five dimensions: teaching knowledge, teaching evaluation, class management, interpersonal relationships and professionalism.

4)Research period: Data collection will be conducted from March to April 2024, for a period of about two months. This period was chosen taking into account the school teaching schedule and teachers' work rhythm to ensure a high questionnaire response rate and data quality.
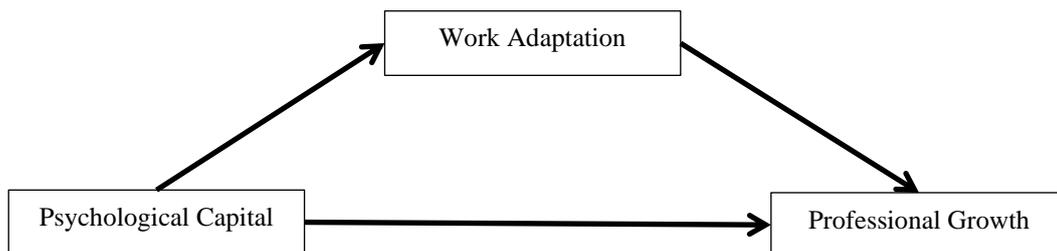
Research Findings

1. Descriptive Statistics and Correlation Analysis

Table 1 Descriptive statistics and correlation analysis of main variables (N=542)

variable	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. Psychological capital	4.15	0.62	(.92)										
2. Self-efficacy	4.22	0.70	.85**	(.87)									
3. Hope	4.18	0.68	.87**	.68**	(.85)								
4. Optimism	4.11	0.71	.86**	.64**	.69**	(.83)							
5. Resilience	4.09	0.73	.88**	.67**	.71**	.70**	(.86)						
6. Work adaptation	3.95	0.58	.62**	.54**	.57**	.53**	.55**	(.88)					
7. Problem solving	4.02	0.63	.58**	.52**	.53**	.49**	.51**	.86**	(.85)				
8. Seeking support	3.98	0.67	.53**	.46**	.49**	.45**	.47**	.84**	.64**	(.83)			
9. Emotional adjustment	3.89	0.70	.56**	.48**	.51**	.48**	.50**	.85**	.66**	.63**	(.84)		
10. Professional growth	4.08	0.56	.58**	.51**	.53**	.49**	.52**	.55**	.51**	.47**	.50**	(.90)	
11. Teaching knowledge	4.13	0.62	.54**	.48**	.49**	.45**	.48**	.51**	.47**	.43**	.46**	.88**	(.86)

Note: The data in the diagonal brackets are the Cronbach's α coefficients of the scale; ** p < .01

  The results showed that the overall level of teachers' psychological capital was high (M = 4.15, SD = 0.62), among which the self-efficacy dimension scored the highest (M = 4.22, SD = 0.70) and the resilience dimension scored the lowest (M = 4.09, SD = 0.73). Job adaptation (M = 3.95, SD = 0.58) and professional growth (M = 4.08, SD = 0.56) were also at an upper-middle level. Among the dimensions of job adaptation, problem-solving ability scored the highest (M = 4.02, SD = 0.63) and emotional adjustment scored the lowest (M = 3.89, SD = 0.70).

  Correlation analysis showed that psychological capital was significantly positively correlated with both job adaptation (r = .62, p < .01) and professional growth (r = .58, p < .01). The four dimensions of psychological capital were also significantly positively correlated with job adaptation and professional growth (r = .45 to .57, p < .01). There was also a significant positive correlation between job adaptation and professional growth (r = .55, p < .01). These results preliminarily support the research hypothesis that there is a close relationship between psychological capital, job adaptation, and professional growth.

2. Analysis of differences in demographic variables

Table 2 Analysis of gender differences in main variables

variable	Male(n=189)		Female(n=353)		t	p	Cohen's d
	M	SD	M	SD			
Psychological capital	4.09	0.65	4.18	0.60	-1.45	.148	0.14
Job adaptation	3.86	0.61	4.00	0.56	-2.86	.004	0.25
Professional growth	4.01	0.59	4.12	0.54	-2.53	.012	0.22

The results showed that female teachers scored significantly higher than male teachers in job adaptation (t = -2.86, p < .01, Cohen's d = 0.25) and professional growth (t = -2.53, p < .05, Cohen's d = 0.22), with small to medium effect sizes. However, there was no significant gender difference in the total score of psychological capital (t = -1.45, p > .05).

Table 3 Analysis of differences in age on main variables

variable	Under 30 years old(n=112)	31-40Years old(n=198)	41-50Years old(n=156)	Over 51 years old(n=76)	F	p	η^2
	M(SD)	M(SD)	M(SD)	M(SD)			
Psychological capital	3.98(0.64)[a]	4.12(0.61)[ab]	4.28(0.58)[b]	4.22(0.62)[b]	7.24	<.001	.039
Job adaptation	3.82(0.59)[a]	3.92(0.57)[ab]	4.06(0.56)[b]	4.01(0.58)[b]	5.86	<.001	.032
Professional growth	3.91(0.57)[a]	4.05(0.55)[ab]	4.21(0.53)[b]	4.15(0.56)[b]	8.12	<.001	.043

Note: Different superscript letters in the same row indicate significant differences between groups (p < .05, Bonferroni correction)

The results showed that there were significant differences among teachers of different age groups in psychological capital (F(3, 538) = 7.24, p < .001, η^2 = .039), job adaptation (F(3, 538) = 5.86, p < .001, η^2 = .032), and professional growth (F(3, 538) = 8.12, p < .001, η^2 = .043). Post hoc tests (Bonferroni) found that the scores of teachers in the 41-50 age group were significantly higher than those in the under 30 age group in these three aspects, and the effect sizes were all medium. Differences in teaching age: ANOVA results showed that there were significant differences in psychological capital (F(4, 537) = 6.78, p < .001, η^2 = .048) and professional growth (F(4, 537) = 7.35, p < .001, η^2 = .052) among teachers of different teaching ages. Post hoc tests found that teachers with 11-20 years of teaching experience scored significantly higher in these two aspects than those with less than 5 years and those with 6-10 years of teaching experience.

Table 4 Analysis of differences in main variables by position

variable	Ordinary Teacher(n=342)	head teacher(n=124)	Teacher and Administrator(n=52)	director(n=24)	F	p	η^2
	M(SD)	M(SD)	M(SD)	M(SD)			
Psychological capital	4.07(0.63)[a]	4.21(0.59)[ab]	4.35(0.57)[b]	4.42(0.55)[b]	5.92	<.001	.032
Job adaptation	3.88(0.58)[a]	4.01(0.56)[ab]	4.13(0.55)[b]	4.20(0.53)[b]	6.24	<.001	.034
Professional growth	4.01(0.57)[a]	4.14(0.54)[ab]	4.26(0.52)[b]	4.33(0.50)[b]	7.18	<.001	.038

Note: Different superscript letters in the same row indicate significant differences between groups (p < .05, Bonferroni correction)

The results showed that there were significant differences in psychological capital, job adaptation and professional growth among teachers of different positions. Teachers who served as directors or teachers and administrators scored significantly higher than ordinary teachers in these three aspects, with a medium effect size.

3.The impact of psychological capital on professional growth: the mediating role of work adaptation

The structural equation model (SEM) was used to test the mediating role of work adaptation between psychological capital and professional growth. First, a confirmatory factor analysis (CFA) was conducted to test the fitness of the measurement model. The results showed that the measurement model fit well: χ^2/df = 2.73, CFI = .968, TLI = .961, RMSEA = .056 [90% CI: .051, .061], SRMR = .039.

The structural model was then constructed, and the model fit indicators were as follows: χ^2/df = 2.86, CFI = .962, TLI = .954, RMSEA = .058 [90% CI: .053, .063], SRMR = .042, indicating that the model fit was good. The results of the structural equation model analysis are shown in Table 5.

Table 5 Results of mediation effect analysis

path	Direct Effect	Indirect effects	Total Effect
Psychological capital → job adaptation	.62**(.57, .67)	-	.62**(.57, .67)
Job adaptation → professional growth	.32**(.25, .39)	-	.32**(.25, .39)
Psychological capital → professional growth	.38**(.31, .45)	.20**(.15, .25)	.58**(.53, .63)

Note: 95% confidence intervals are in brackets; ** p < .01

The results show that:

1. Psychological capital has a significant direct effect on professional growth (β = .38, p < .001).

2. Psychological capital has a significant indirect effect on professional growth through job adaptation (β = .20, p < .001).

3. The mediating effect of job adaptation accounts for 34.48% of the total effect.

The 95% confidence interval of the indirect effect estimated using the Bootstrap method (repeated sampling 5000 times) is [0.15, 0.25], which does not include 0, further confirming the significance of the mediating effect.

4. The impact of each dimension of psychological capital on professional growth

In order to explore the impact of each dimension of psychological capital on professional growth, a multiple regression analysis was conducted. First, multicollinearity was checked, and the VIF values of all predictor variables were less than 3, indicating that there was no serious multicollinearity problem. The results of the regression analysis are shown in Table 6.

Table 6 Multiple regression analysis of the impact of psychological capital dimensions on professional growth

Predictor variables	B	SE	β	t	p	95% CI	VIF
Constants	1.52	0.13	-	11.69	<.001	[1.27, 1.77]	-
Self-efficacy	0.18	0.04	.22	4.50	<.001	[0.10, 0.26]	2.15
Hope	0.16	0.04	.19	3.76	<.001	[0.08, 0.24]	2.38
Optimism	0.09	0.04	.11	2.25	.025	[0.01, 0.17]	2.21
Resilience	0.15	0.04	.19	3.75	<.001	[0.07, 0.23]	2.43

Note: R^2 = .384, Adjusted R^2 = .379, $F(4, 537)$ = 83.65, $p < .001$

The results show that the four dimensions of psychological capital together explain 37.9% of the variance in professional growth (Adjusted R^2 = .379). The model is significant overall ($F(4, 537)$ = 83.65, $p < .001$). Specifically:

1. Self-efficacy (β = .22, $p < .001$) has the strongest predictive effect, and professional growth increases by 0.22 standard units for each standard unit increase.

2. Hope (β = .19, $p < .001$) and resilience (β = .19, $p < .001$) have the second strongest predictive effect, with comparable effects.

3. Optimism (β = .11, $p < .05$) has a relatively weak predictive effect, but still reaches a statistically significant level.

This shows that all four dimensions of psychological capital have unique contributions to teachers' professional growth, among which self-efficacy has the most prominent impact.

5. The impact of various dimensions of work adaptation on professional growth

To further explore the specific mechanism of work adaptation, we conducted a multiple regression analysis on the three dimensions of work adaptation (problem solving, support seeking, and emotional adjustment) and professional growth. The results are shown in Table 7.

Table 7 Multiple regression analysis of the impact of various dimensions of job adaptation on professional growth

Predictor variables	B	SE	β	t	p	95% CI	VIF
Constants	2.03	0.12	-	16.92	<.001	[1.79, 2.27]	-
Problem solving	0.20	0.04	.22	5.00	<.001	[0.12, 0.28]	1.98
Seeking support	0.13	0.03	.16	4.33	<.001	[0.07, 0.19]	1.72

Emotional adjustment	0.18	0.03	.23	6.00	<.001	[0.12, 0.24]	1.89

Note: R² = .332, Adjusted R² = .328, F(3, 538) = 89.12, p < .001

The results show that the three dimensions of job adaptation jointly explain 32.8% of the variance in professional growth (Adjusted R² = .328). The model is significant overall (F(3, 538) = 89.12, p < .001). Specifically:

1. Emotional adjustment (β = .23, p < .001) has the strongest predictive effect.

2. Problem solving (β = .22, p < .001) has the second strongest predictive effect.

3. Seeking support (β = .16, p < .001) has a relatively weak predictive effect, but it is still significant.

This shows that all three dimensions of job adaptation have a significant positive impact on teachers' professional growth, among which emotional adjustment and problem solving are particularly prominent.

6. The impact of psychological capital and work adaptation on various dimensions of professional growth

In order to more comprehensively understand the impact of psychological capital and work adaptation on professional growth, we conducted multiple regression analysis on the five dimensions of professional growth (teaching knowledge, teaching evaluation, class management, interpersonal relationships, and professionalism). The results are summarized in Table 8.

Table 8 Multiple regression analysis of psychological capital and job adaptation on various dimensions of professional growth

Dependent Variable	Predictor variables	β	t	p	Adjusted R²
Teaching knowledge	psychological capital	.38	8.45	<.001	.362
	work adaptation	.31	6.89	<.001	
Teaching evaluation	psychological capital	.35	7.65	<.001	.337
	work adaptation	.29	6.33	<.001	
Class management	psychological capital	.41	9.28	<.001	.389
	work adaptation	.33	7.47	<.001	
Interpersonal relationships	psychological capital	.36	7.92	<.001	.351
	work adaptation	.34	7.49	<.001	
Professionalism	psychological capital	.43	9.76	<.001	.401
	work adaptation	.30	6.80	<.001	

Note: All models have significant F-tests (p < .001)

The results show that:

1. Psychological capital and work adaptation have significant positive predictive effects on all five dimensions of professional growth.

2. Psychological capital has the strongest predictive effect on professionalism (β = .43) and class management (β = .41).

3. Work adaptation has a strong predictive effect on interpersonal relationships (β = .34) and class management (β = .33).

4. Psychological capital and work adaptation have the highest explanatory power for professionalism (Adjusted R² = .401), followed by class management (Adjusted R² = .389).

These results further confirm the importance of psychological capital and work adaptation to teachers' professional growth, and also reveal their differentiated effects on different aspects of professional growth.

Overall, these detailed research results provide rich empirical evidence for our understanding of the complex relationship between psychological capital, work adaptation and professional growth of primary school teachers in Yunnan Province, and lay a solid foundation for subsequent discussions and practical suggestions.

Discussion

This study explored the relationship between psychological capital, job adaptation and professional growth of primary school teachers in Yunnan Province. The results reveal the complex relationship between these three variables and the impact of different background factors on these variables. The main findings will be discussed in detail below.

1.Current status of psychological capital, job adaptation and professional growth

The results show that primary school teachers in Yunnan Province have good overall performance in psychological capital (M = 4.15), job adaptation (M = 3.95) and professional growth (M = 4.08), with the mean values all above 3.5. This finding is basically consistent with the results of previous studies (such as Liu Yangjiaozi, 2022; Guo Beifang, 2019), reflecting that Yunnan Province has made certain achievements in its efforts to build a teaching team in recent years.

It is worth noting that among the four dimensions of psychological capital, self-efficacy scored the highest (M = 4.22) and resilience scored the lowest (M = 4.09). This is similar to the results of Huang Yuqi (2012), which pointed out that there is still room for improvement in teachers' ability to recover when facing setbacks and stress. This may be related to the complexity of the current educational environment and the increase in teaching pressure, which needs to be taken seriously by relevant departments.

In terms of work adaptation, problem-solving ability scored the highest (M = 4.02), while emotional adjustment scored the lowest (M = 3.89). This shows that teachers have strong problem-solving skills in actual work, but may face some challenges in emotional management. This finding is consistent with the research results of Wang Yamin (2023), emphasizing the importance of strengthening teacher emotional management training.

2.The impact of background factors on psychological capital, work adaptation and professional growth

This study found that teachers' gender, age, teaching experience and position have a significant impact on psychological capital, work adaptation and professional growth. In particular, teachers aged 40-50, with 11-20 years of teaching experience, and serving as directors or teachers and administrative positions performed more prominently in these three aspects. This finding supports the importance of experience accumulation and career development for teacher growth, which is consistent with the research results of Yao Yuping (2016).

In terms of gender differences, female teachers performed slightly better than male teachers in work adaptation and professional growth. This result is not completely consistent with some previous studies (such as Huang Yuqi, 2012), and may reflect new changes under the trend of feminization in the education industry. This gender difference may be due to women's advantages in interpersonal communication and emotional management, or it may be related to society's role expectations for female teachers.

The influence of age and teaching experience shows that teachers' professional development presents certain stage characteristics. Middle-aged teachers (41-50 years old) and teachers with medium teaching experience (11-20 years) performed best, which may be because they have accumulated rich teaching experience while maintaining high professional enthusiasm and learning motivation. This finding provides a basis for formulating differentiated teacher training strategies.

3.The relationship between psychological capital, work adaptation and professional growth

The research results confirmed that there is a significant positive correlation between psychological capital, work adaptation and professional growth, which is consistent with existing research results (such as Luthans et al., 2007; Liu Yangjiaozi, 2022). In particular, this study found that work adaptation plays a partial mediating role between psychological capital and professional growth, and the mediating effect accounts for 34.48% of the total effect. This finding enriches the theoretical model of teacher professional development.

This result shows that psychological capital can not only directly promote teachers' professional growth, but also indirectly promote professional growth by improving teachers' work adaptability. This is consistent with the view of social cognitive theory (Bandura, 1986) and resource conservation theory (Hobfoll, 2002), that is, an individual's psychological resources (such as self-efficacy, optimism, etc.) can promote their ability to adapt to the environment and thus promote their professional development.

Among the four dimensions of psychological capital, self-efficacy ($\beta = .22$) has the strongest predictive effect on professional growth, followed by hope ($\beta = .19$) and resilience ($\beta = .19$). This emphasizes the importance of improving teachers' self-confidence and ability to cope with challenges. At the same time, although the effect of optimism ($\beta = .11$) is relatively weak, it is still significant, indicating that cultivating teachers' positive and optimistic attitudes cannot be ignored.

In terms of work adaptation, emotional adjustment ($\beta = .23$) and problem solving ($\beta = .22$) have the most significant impact on professional growth. This suggests that helping teachers effectively manage their emotions and improve their problem-solving skills may be a key way to promote their professional growth.

Suggestions

Based on the findings of this study, the following suggestions are proposed to enhance the psychological capital, work adaptation, and professional growth of primary school teachers in Yunnan Province:

1. Enhance Psychological Capital through Targeted Interventions

Given the significant positive impact of psychological capital on teachers' professional growth, it is crucial to implement targeted interventions to enhance teachers' psychological resources. Educational authorities should:

a) Develop comprehensive training programs focusing on all four dimensions of psychological capital, with particular emphasis on resilience and optimism, which showed lower scores in this study. b) Implement regular workshops and seminars on stress management, positive thinking, and goal-setting strategies to boost teachers' overall psychological well-being. c) Provide individualized coaching and mentoring sessions to address specific psychological capital needs of different teacher groups, especially targeting those in early career stages.

2. Strengthen Work Adaptation Skills with Emphasis on Emotional Management

The study revealed that work adaptation, particularly emotional adjustment and problem-solving, significantly impacts professional growth. To improve teachers' work adaptation skills:

a) Integrate emotional intelligence training into teacher professional development programs, focusing on self-awareness, self-regulation, and empathy. b) Conduct regular problem-solving workshops that address common challenges in the educational context of Yunnan Province, encouraging collaborative solution-finding among teachers. c) Establish peer support systems within schools to promote knowledge sharing and collective coping strategies for work-related challenges.

3. Implement Differentiated Professional Development Strategies

Recognizing the differences in psychological capital, work adaptation, and professional growth among teachers of various ages and experience levels, it is suggested that:

a) Education departments design career development paths that account for teachers' career stages, providing targeted support for early-career, mid-career, and senior teachers. b) Develop specific programs to support teachers in the 40-50 age group and those with 11-20 years of experience, leveraging their potential as mentors and leaders within the school system. c) Create specialized professional development opportunities for male teachers, addressing areas where they showed lower performance, such as work adaptation and certain aspects of professional growth.

By implementing these evidence-based suggestions, educational stakeholders in Yunnan Province can create a more supportive environment for teacher development. This, in turn, has the potential to enhance the quality of primary education in the region. Future research should focus on evaluating the effectiveness of these interventions and their long-term impact on both teacher performance and student outcomes.

Reference

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6 (4), 307-324.

Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60 (3), 541-572.

Liu Yangjiaozi. (2022). *Research on the relationship between psychological capital and professional growth of primary school teachers* [Master's thesis]. Xi'an International Studies University.

Guo Beifang. (2019). *Research on psychological capital, job adaptation and professional commitment of primary school teachers* [Master's thesis]. National Kaohsiung Normal University.

Huang Yuqi. (2012). *Research on the relationship between psychological capital and work attitude of junior high school teachers* [Master's thesis]. National Changhua Normal University.

Yao Yuping. (2016). *Research on psychological capital and professional growth of primary school teachers* [Master's thesis]. National Taipei University of Education.