



Examining the Influence of Organizational Compassion on Psychological Capital: The Case of Public Secondary School Teachers in Wakiso District, Uganda

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Abstract: This study investigates the predictive role of organizational compassion and conceptualized through collective noticing, collective feeling, and collective responding on the psychological capital of public secondary school teachers of Wakiso, Uganda. Drawing on Affective Events Theory (AET), a cross-sectional survey design was deployed to collect data from a sample of 169 randomly selected teachers of public secondary schools. Data were analyzed using quantitative approach via the Statistical Package for the Social Sciences (SPSS). Empirical results reveal that all three dimensions of organizational compassion namely: collective noticing, collective feeling, and collective responding were positive and significant predictors of secondary school teachers' psychological capital. The findings demonstrate that compassionate institutional work environment function as critical affective events that significantly enhance teachers' psychological capital in terms of: hope, efficacy, resilience, and optimism within the Wakiso district, Ugandan context. The study offers critical insights for the teachers and educational policymakers, demonstrating that strategic investments in organisational compassion are not merely survival mechanisms, but essential catalysts for institutional flourishing and teachers' psychological capital. This paper extends the empirical boundaries of Affective Events Theory by developing and testing a novel framework that positions the multidimensional construct of organizational compassion as a primary antecedent to psychological capital. Furthermore, it provides rare empirical evidence from Sub-Saharan Africa, offering a contextualized understanding of how collective emotional processes drive positive psychological capacities in developing secondary educational systems.

Key words Collective Noticing, Collective Feeling, Collective Responding Organizational Compassion, Psychological Capital, Schools

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1. Introduction

The contemporary educational landscape demands that public secondary school teachers possess a multitude of distinct competencies, ranging from pedagogical talents to high emotional intelligence (Yu, 2024). However, the optimization of these personal qualities is heavily contingent upon the prevailing organizational climate and institutional norms within the work environment (Smith,

2026). In resource-constrained environments like public secondary schools in Wakiso District, Uganda, teachers face immense challenges. Poor individual psychological capital and heavy instructional workloads which frequently degrade teachers' psychological capital. This can lead to severe occupational hazards such as chronic anxiety, burnout, and depression (Dickerson et al., 2020). Consequently, cultivating supportive, compassionate work environment within educational institutions is critical to sustaining teachers' positive psychological capital.

Organizational compassion manifested through the structural processes of collective noticing, collective feeling, and collective responding serving as vital institutional mechanism to reshape the teacher work environment. Grounded in empathy and mutual care, a compassionate school culture provides the management and collegial support necessary to buffer educators against systemic stress (Henson, 2017). While previous organizational literature has established the importance of compassion in healthcare and social work fields (Estrella et al., 2026), there remains a critical research gap regarding its application in the educational sector. Specifically, few studies have investigated how the collective dimensions of organisational compassion influence the internal psychological capital (hope, efficacy, resilience, and optimism) of secondary school teachers in the public sector.

To address this empirical gap, this study investigates the predictive role of organization compassion on the psychological capital of public secondary school teachers in Wakiso District, Uganda. By exploring how collective noticing, collective feeling, and collective responding function within public schools, this study provides actionable insights for educational administrators and policy makers.

2. Literature Review

2.1 Collective Noticing and Psychological Capital

Collective noticing constitutes the foundational, cognitive phase of the notice-feel-respond framework of organization compassion (Ko & Choi, 2020). It represents the process through which organizational members collectively recognize and legitimize signs of pain, distress, or vulnerability among colleagues (Tanwar & Kumar, 2019). Within educational work environments, collective noticing functions as a collaborative framework that shapes how a teaching faculty interprets and acts upon shared systemic challenges (Wang & An, 2023). When school management and peers cultivate the capacity to collectively notice educator burnout or resource constraints, it establishes a supportive social norm that directly shapes the work environment climate.

Grounded in Affective Events Theory (AET), the institutional act of collectively noticing a peer's distress serves as a positive affective event. This event triggers a norm of reciprocity, fostering an emotional safety net where teachers feel fundamentally valued and secure (Edmondson, 2019). Witnessing or experiencing this collective awareness counteracts the corrosive effects of heavy workloads and negative work environment emotions, which are heavily linked to low teacher productivity and disengagement (Kawalya et al., 2019). By legitimizing vulnerability, collective noticing propagates pro-social, discretionary behaviors across the faculty, effectively motivating individuals to align their attitudes with the team's collaborative, empathetic goals (McAllum et al., 2023).

While existing scholarship establishes that compassionate ecosystems foster positive work identities and minimize turnover intentions (Moon et al., 2016), empirical documentation within the public secondary school sector remains scarce. Specifically, there is a distinct gap regarding how the structural, cognitive act of collective noticing directly replenishes an educator's internal psychological capital. According to Simpson (2022), organization compassion functions as a foundational fuel for collective resilience. In resource-constrained public secondary schools, the collective realization that one's struggles are observed and validated by peers is expected to actively fortify a teacher's hope, efficacy, resilience, and optimism.

2.2. Collective Feeling and Psychological Capital

The concept of collective feeling, also conceptualized as collective emotion, refers to continuous affective events that emerge within a social unit as a result of shared organizational experiences (von Scheve & Ismer, 2013; Zhang et al., 2024). Collective feeling operates through three core dimensions: physical face-to-face encounters, collective mood, and distinct group based emotions. Collective feeling establishes organizational conditions that facilitate cross-boundary problem solving and highly collaborative work arrangements (Nishii, 2013).

While educators play an indispensable role in shaping future generations, a significant proportion struggle with occupational burnout driven by intensifying workloads, acute emotional strain, and escalating professional demands (Agyapong et al., 2022). This systemic vulnerability highlights an urgent need for school and peer support systems. Inclusive school work environments not only yield beneficial outcomes for the broader academic organization but also significantly enhance the perceived social support of individual employees (Edú-Valsania et al., 2022). Because the successful execution of complex pedagogical tasks carries profound institutional implications, schools must structurally optimize collaborative networks for their teaching staff. A vital mechanism for reinforcing this collaboration both within and outside formal work environment is the interplay between collective noticing and collective feeling; where collective noticing is active, consistent feedback loops are established within teaching teams, stabilizing the collective emotional climate.

Theoretically, this dynamic is illuminated by Collins' (2004) Interaction Ritual Chains, which modernizes Durkheimian sociology by positing that human interaction is fundamentally driven by a pursuit of emotional energy. This energy is generated and sustained through successful collective feelings during localized social interactions. In an educational setting, communal spaces such as school staffrooms during scheduled breaks act as critical arenas for shaping these emotional dynamics. Open, physically accessible communal environments stimulate spontaneous peer interaction and social cohesion, whereas structural

isolation risks fostering professional disconnection and loneliness.

By strategically cultivating an institutional culture that prioritizes open communication, empathy, and mutual appreciation, schools can maximize the synergy derived from shared emotional experiences. This synergy ultimately unlocks substantial capacity for collective achievement. Consequently, schools.

Management must design work environments that promote both physical accessibility and deep Emotional connectivity among teachers. As educational institutions navigate the complexities of sustaining teacher psychological capital, organizational support emerges as a cornerstone of effective management. School administrators must remain actively attuned to the emotional needs of their teaching staff, utilizing affective response as a strategic tool to enhance group cohesion and cultivate high psychological capital during periods of institutional difficulty. Thus, the following hypothesis is proposed:

H2: Collective feeling is positively associated with psychological capital among teachers.

Collective Responding and Psychological Capital

The concept of collective responding is defined as the alignment of affective responses across individuals toward a specific organizational event, object, or identity (von Scheve & Ismer, 2013). This alignment manifests as a group's shared sense of being valued, also conceptualized as generalized respect (Atasever, 2017). Expressions of collective responding have been shown to directly enhance the workforce environment, bolstering both individual and group outcomes (Elfenbein, 2023). Collective responding equips teachers with the necessary socio-emotional support to cope effectively with daily work environment challenges, enabling them to act proactively, be confident, and optimistic without becoming discouraged by immediate difficulties (Santisi et al., 2020).

Understanding these dynamics is critical in the educational sector. Teaching is an inherently demanding profession frequently characterized by high stress and burnout, both of which erode educators' psychological capital. Higher order construct comprising hope, efficacy, resilience, and optimism (Luthans et al., 2004). When school work environments positively support collective responding toward their staff members, they strengthen internal collaborative networks that drive pedagogical innovation and institutional growth. Ultimately, the collective emotional landscape of an educational institution operates as a foundational source of organizational strengths.

Organizational compassion is fundamentally organizationally induced (Wepa & Levin, 2025), whereas psychological capital is primarily founded and individual-centric (Luthans et al., 2004). By evaluating how dimensions of organizational compassion influence psychological capital, this research provides three distinct contributions to the literature: **Theoretical Integration:** It

explicitly evaluates the direct effect of organizationally induced compassion dimensions on personally founded psychological capital.

2.3 Theoretical underpinnings

The concepts of collective feeling, collective responding, and collective noticing are rooted in Affective Events Theory (AET), developed by Weiss and Cropanzano (1996). AET posits that discrete work environment events trigger immediate emotional reactions, which subsequently shape employee attitudes and behaviors, including job performance and satisfaction. By shifting the paradigm of workplace psychology from static environmental conditions to the dynamic, fluctuating emotions individuals experience throughout the work environment, AET emphasizes the temporal nature of organizational life. Specifically, the theory posits that small issues such as organizational structure or job demands do not directly dictate motivation or satisfaction. Instead, they form the backdrop for proximal work events like a colleague's support or a supervisor's reprimand that directly elicit affective responses.

Furthermore, AET accounts for individual differences, acknowledging that cognitive appraisals vary; thus, two individuals may experience the identical objective event yet exhibit contrasting emotional reactions, because these emotional episodes are transient, their cumulative effect over time serves as the foundation for long-term psychological capital, strengths and resilience or systemic burnout. in the educational context. This framework implies that a teacher's psychological capital is not static but is continually constructed through work environment interactions. For teachers to sustain high levels of psychological capital, the school environment must cultivate a culture of collective noticing, collective feeling, and collective responding among colleagues, management, and institutional stakeholders.

AET underscores that these daily work environment experiences evoke emotional responses that fundamentally alter teachers' professional attitudes and behaviors, thereby directly impacting their psychological capital. Within the school ecosystem, teachers' emotions are intricately bound to student interactions, instructional delivery, professional identity, and peer relationships. These internal affective characteristics are eventually modulated by external work pressures, including leadership support, parental expectations, and predominant educational policies (Wu & Chen, 2018). Consequently, when a school climate structurally reinforces collective awareness and responsiveness, it mitigates negative affective events and fosters the positive emotional accumulation necessary to bolster teachers' psychological capital.

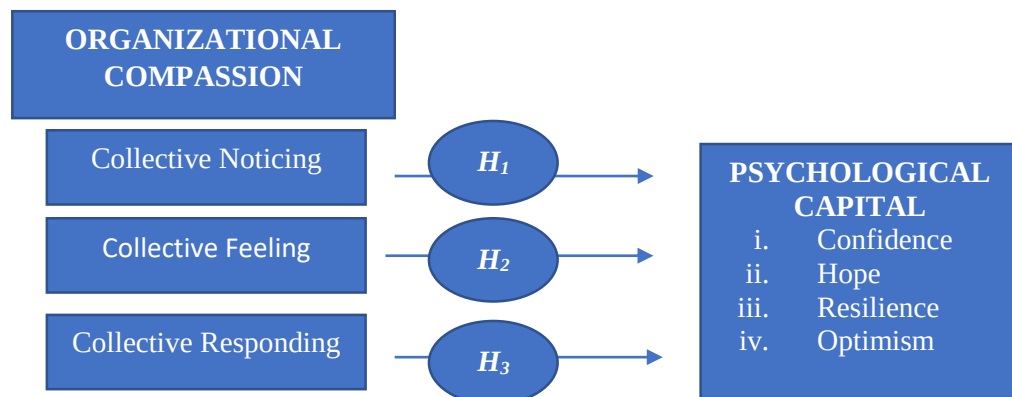
- **Practical Implications:** It expands the empirical understanding of how secondary school teachers acquire psychological capital, offering actionable strategic inferences for secondary school heads and human resource managers.

- **Contextual Originality:** By examining these relationships within the Ugandan secondary education sector, this study addresses an empirical gap by offering insights from an under researched Sub-Saharan context.

Given that a supportive, responsive climate serves as a catalyst for developing individual psychological resources, the following hypothesis is advanced:

The author hence came up with a conceptual model as follows

Fig 1: Hypothesised Model



3. Methodology

This study deployed a cross-sectional survey design utilizing a purely quantitative approach to collect data at a single point in time. The target population comprised ($N = 229$) public secondary school teachers across four selected government schools in Wakiso District, Uganda. Individual teachers served as the unit of analysis. Based on the statistical criteria of Krejcie and Morgan (1970), a minimum sample size of 144 respondents was required to achieve a 95% confidence level. To account for potential non-response and data cleaning losses, a total of 169 teachers were proportionately and randomly selected, achieving a 100% usable response rate for final analysis. Primary data were gathered using a self-administered, structured questionnaire anchored on a 7-point Likert scale (1 = Strongly Disagree to 7 = Strongly Agree).

All measurement scales were adapted from previously validated instruments contextualized to Uganda's educational setting. Organizational compassion was measured as a multidimensional construct adapted from Kanov et al. (2004). It comprised collective noticing evaluated through items reflecting collective focus and joint sensemaking, collective feeling assessed via affective homogeneity and emotional convergence, and collective responding evaluated through shared group identities and supportive actions. Psychological capital was evaluated using metrics adapted from Luthans (2002), tracking four core dimensions: efficacy/confidence (self-trust and

H3: Collective responding is positively associated with psychological capital among teachers.

H3: Collective responding is positively associated with psychological capital

professional feedback), hope (pathways and agency thinking; Snyder et al., 1991), resilience (contextual certainty and professional competence; Fu, 2025), and optimism (mindfulness and institutional social support; Karademas, 2006). In order to minimize possible Common Methods Bias (CMB), procedural remedies were applied (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). These included assuring respondents that the information provided would be used for study purposes only.

Additionally, the questionnaire was designed in such a way that it had negatively worded items that served as cognitive speed bumps in order to encourage objective rather than mechanical responses from respondents (i.e., psychological separation). To ensure the accuracy of the quantitative instrument, the researcher developed a survey questionnaire using a deductive approach grounded in both theoretical and empirical literature. Generating items from established frameworks helped align the tool with the underlying conceptual domains, thereby enhancing both construct and content validity (Dobin, 2008; Reunis, 2007). Accordingly, distinct items were formulated to measure the core study variables of organizational compassion and psychological capital. Content validity was empirically evaluated using the Content Validity Index (CVI). In line with psychometric standards, an item-level CVI (I-CVI) threshold of ≥ 0.70 was established as the minimum criterion for item retention and validity. In addition, reliability of the qualitative tool was maintained through rigor, completeness, consistency, and coherence of ideas from interviews (Sarantakos, 1997).

In qualitative research, the aim of the researcher was to be interpretively aware but not to replicate findings advanced by positivists (Webber, 2004). The researcher conducted some interviews using an open-ended questionnaire.

The study ensured credibility, rigor, completeness, consistency, and coherence of ideas from the interviews (Sarantakos, 1998). Rigor referred to the thoroughness and accuracy of the data collection process (Creswell, 2014). The study certified that the methods used to obtain data were legally acceptable and reliable. This involved use of sampling techniques, collecting data using well-designed questionnaires, and documenting the whole research process. Credibility, as described by Polit and Beck (2012), was the level of truthfulness depicted in the data interpreted and presented by the researcher to bring out participant views clearly. The study created a good atmosphere where data was captured by conducting interviews, recording experiences shared, and verifying the research findings of teachers. Additionally, the study shared the findings with the respondents, in this case teachers, to ascertain their accuracy and some corrections were made. This helped to enhance the credibility of the study findings. To warrant completeness, the study included all relevant information about the phenomenon being studied using the collected data. The study strived for information saturation, whereby

interviews were carried out until saturation point was attained (Onwuegbuzie et al., 2009), meaning no new information was being obtained and the data collected was consistent. Consistency was guaranteed by analyzing data independently and comparing results to ensure consistency and eliminate bias. To ensure coherence, the study ensured that the data collected was logical, clear, and easy to understand. The study organized the data in a meaningful way and ensured that the interpretation of the findings was logical based on the data collected.

Furthermore, the study also employed the use of reflexivity, which involved evaluating and reflecting on how the researcher’s personal views and experiences might have influenced the study findings. This helped to minimize any biases that could have affected the credibility of the research (Polit & Beck, 2012). In summary, the study employed various measures to enhance the credibility of the findings, such as member checking, rigor, completeness, consistency, coherence, and reflexivity. Moreover, the use of recorded experiences and verification of the research findings with teachers ensured that the data was captured in a credible manner. Therefore, the study findings could be considered reliable and trustworthy.

4. Results and Discussion

Table 1: Demographic characteristics of respondents

Category		Frequency	Percentage
Gender	Male	82	54.7
	Female	68	45.3
Age of respondents	20 -24	41	27.3
	25-29	27	18.0
	30-34	30	20.0
	35-39	20	13.3
	40-44	13	8.7
	45+	19	12.7
Education level	Diploma	21	14.0
	Bachelor’s degree	98	65.3
	Master’s degree	31	20.7

The demographic characteristics of respondents shows that the majority were male (54.7%) compared to females (45.3%), indicating a slightly male-dominated teaching workforce. In terms of age, the largest group fell within the 20–24 years bracket (27.3%), followed by 30–34 years (20.0%) and 25–29 years (18.0%), while smaller proportions were observed among those aged 35–39 years

(13.3%), 45 years and above (12.7%), and 40–44 years (8.7%), suggesting that most teachers were relatively young and early in their careers. Regarding education level, the majority of respondents held a Bachelor’s degree (65.3%), with 20.7% possessing Master’s degrees and 14.0% holding Diplomas, reflecting a highly qualified teaching staff with strong academic credentials.

Table 2: Exploratory Factor Analysis Results for Organizational Compssion

Code	Item	Collective Feeling	Collective Noticing	Collective Responding
CF4	Teachers in this school are concerned about each other's well-being.	.793		
CF2	Teachers in this school connect with each other and understand each other's feelings	.696		
CF5	Teachers in this school disclose their challenges to colleagues without fear or embarrassment	.623		
CF3	The school has a central eating place or other place where members converge voluntarily	.562		
CR1	Teachers in this school have developed a spirit of concern for each other	.519		
CN1	Teachers in this school collectively notice colleagues' joys and pains		.753	
CN2	In this school, there are various interest groups (SACCO) that help fulfill the other aspects of life.		.713	
CN5	When celebrating, teachers in this school get a chance to share their feelings in a relaxed way which creates personal connection.		.617	
CR3	The school effectively creates norms that prevent people from getting tired of being compassionate to each other.			.875
CR4	This school facilitates the development and functioning of various interest groups			.731
	Total	2.204	1.717	1.490
	% of Variance	22.040	17.171	14.901
	Cumulative %	22.040	39.211	54.112
	KMO	.703		
	Chi-Square	254.355		
	Df	45		
	Sig.	.000		

In table 2, the researchers conducted Exploratory Factor Analysis (EFA) to identify the underlying factors that measure organizational compassion. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .703, which indicated that the sample size was adequate for EFA. Moreover, the Bartlett's test of Sphericity showed a significant result at $p < 0.001$, indicating that the correlations among the observed variables were sufficient for EFA. The EFA resulted in three factors. The first factor, collective feeling, explained 22.040% of the variance in organizational

compssion. The second factor, collective noticing, explains 17.171% of the variance in organizational compssion. The third factor, collective responding, explains 14.901% of the variance in organizational compssion. Overall, the three factors explained 54.112% of the variation in organizational compssion. The researcher proceeded to compute the variables collective noticing, collective feeling and collective responding based on these retained items. The computed variable was used to analyse the hypotheses under study.

Table 3: Exploratory Factor Analysis Results for Psychological Capital

Code	Item/Statement	Confidence	Hope	Resilience	Optimism
CONF3	I feel confident setting goals and targets in my subject area	.765			
CONF1	I feel confident analyzing a long-term problem to find a solution	.719			
CONF4	I feel confident in contributions and discussions about strategies to improve my school	.716			
CONF2	I feel confident in representing my subject area in meetings with management	.680			
HOP5	I can think of many ways to achieve my work goals	.625			
CONF5	I feel confident contacting stakeholders of our school to discuss and solve problem	.550			
HOP3	Right now, I see myself being successful in my work		.780		
HOP1	If I find myself stuck in an assignment, I can find many ways to solve the challenge		.750		
CONF6	I feel confident to present information to a group of my colleagues		.734		
HOP2	There are many solutions to any given problem		.682		
RESL4	I usually take stressful things at work in a stride			.803	
RESL5	I can get through difficulty at work because I have experienced difficulty before			.707	
RESL3	I can be on my own at work if I have to			.589	
RESL6	I feel I can handle many things at a time in my job			.556	
OPT1	When things are uncertain for me at school, I usually expect the best				.800
OPT2	If something can go wrong for me work-wise, it will be fixed				.732
OPT5	In this job, things always work out the way I want them to				.726
Total		3.643	2.810	2.315	2.302
% of Variance		15.839	12.216	10.065	10.009
Cumulative %		15.839	28.055	38.121	48.130
KMO		.772			
Chi-Square		1103.477			
Df		253			
Sig.		.000			

Narration: CONF: Confidence; HOP: Hope; RESL: Resilience OPT: Optimism

In table 3 the researchers conducted Exploratory Factor Analysis (EFA) to identify the underlying factors that measure psychological capital. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .772, which indicated that the sample size was adequate for EFA. Moreover, the Bartlett's test of Sphericity showed a significant result at $p < 0.001$, indicating that the correlations among the observed variables were sufficient for EFA. The

EFA resulted in four factors. The first factor, confidence, explained 15.839% of the variance in psychological capital. The second factor, hope, explains 12.216% of the variance in psychological capital. The third factor, resilience, explains 10.065% of the variance in psychological capital. The fourth and final factor under psychological capital, optimism, explained 10.009%, of the variance in psychological capital.

Table 4: Descriptive Statistics, Correlation Analysis and Reliabilities

	Mean	SD	1	2	3	4
Collective Noticing [1]	4.663	.859	.749			
Collective Feeling [2]	5.359	1.600	.034	.746		
Collective Responding [3]	5.299	.936	.483**	.120	.768	
Psychological Capital [4]	5.417	.776	.374**	.290**	.485**	.872

**. Correlation is significant at the 0.01 level (2-tailed).

The diagonals represent the reliabilities

In hypothesis one the researchers sought to establish the relationship between collective noticing and psychological capital. The correlation analysis results [table 4] indicated that collective noticing was positively and significantly associated with psychological capital. ($r=.374$, $p<0.01$). This meant that positive changes that occurred in collective noticing were associated with positive changes that occurred in psychological capital. Alternatively, a change of 1 standard deviation in collective noticing was associated

with a change of .374 SDs in psychological capital. This indicated that the hypothesis one (*there is a relationship between collective noticing and psychological capital*) was accepted. The correlation analysis results are supported by the regression analysis results in table 5. Results indicate that collective noticing is a positive and significant predictor of psychological capital ($\beta=.184$, $p\leq 0.05$) [table 5, model 3]. This means that collective noticing explains 18.4% of the variance in psychological capital.

Table 5: Heirarchical Regression Analysis

	Model 1		Model 2		Model 3	
<i>Dep. Var. PsyCap</i>	β	<i>Sig</i>	β	<i>Sig</i>	<i>B</i>	<i>Sig</i>
(Constant)	3.776	.000	3.125	.000	2.366	.000
Sex	-.029	.725	-.038	.632	-.006	.934
Age	-.017	.843	-.045	.584	-.048	.541
Education	.092	.287	.102	.220	.063	.422
Collective Noticing	.359	.000	.348	.000	.184	.022
Collective Feeling			.282	.000	.245	.001
Collective Responding					.358	.000
R		.384		.475		.567
R Square		.147		.226		.321
Adjusted R square		.124		.199		.292
Std error of est.		.727		.695		.653
R Square Change		.147		.079		.095
F Change		6.216		14.570		19.839
Df		144(4)		143(1)		142(1)
Sig. of F Change		.000		.000		.000
Regression		13.126		20.155		28.613
Residual		76.019		68.990		60.533
Total		89.145		89.145		89.145

Model 1: Predictors: (Constant), Collective Noticing, Age, Sex, Education

Model 2: Predictors: (Constant), Collective Noticing, Age, Sex, Education, Collective Feeling

Model 3: Predictors: (Constant), Collective Noticing, Age, Sex, Education, Collective Feeling, **Collective Responding**

Dependent Variable: Psychological Capital

***. Correlation is significant at the 0.001 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

In hypothesis 2 the researchers sought to establish the relationship between collective feeling and psychological capital. The correlation analysis results [table 4] indicated that collective feeling was positively and significantly associated with psychological capital. ($r=.290$, $p<0.01$). This meant that positive changes that occurred in collective feeling were associated with positive changes that occurred in psychological capital. Alternatively, a change of 1 standard deviation in collective feeling was associated with

a change of .290 SDs in psychological capital. This indicated that the hypothesis 2 (*there is a relationship between collective feeling and psychological capital*) was accepted. Furthermore, the regression analysis results in table 5 support the correlation analysis results. Results indicate that collective feeling is a positive and significant predictor of psychological capital ($\beta=.245$, $p\leq 0.001$) [table 5, model 3]. This means that collective feeling explains 24.5% of the variance in psychological capital.

In the 3rd hypothesis the researchers sought to establish the relationship between collective responding and psychological capital. The correlation analysis [table 4] results indicated that collective responding was positively and significantly associated with psychological capital. ($r=.485$, $p<0.01$). This meant that positive changes that occurred in collective responding were associated with positive changes that occurred in psychological capital. Alternatively, a change of 1 standard deviation in collective responding was associated with a change of .485 SDs in psychological capital. This indicated that the hypothesis 3 (*there is a relationship between collective responding and psychological capital*) was accepted. Additionally, the regression analysis results in table 5 support the correlation analysis results. Results indicate that collective responding is a positive and significant predictor of psychological capital ($\beta=.358$, $p\leq 0.001$) [table 5, model 3]. This means that collective responding explains 35.8% of the variance in psychological capital.

The empirical findings of this study demonstrate that organizational compassion is a critical antecedent in fostering psychological capital among public secondary school teachers. A supportive work environment characterized by systematic collective noticing, collective feeling, and collective responding directly cultivates positive teacher attributes, and enhances structural teamwork, and reinforces psychological capital. These dynamics closely align with existing literature which posits that organisational compassion enhances positive work-related identities, strengthens affective organizational attachment, stimulates organizational citizenship behaviors, and mitigates turnover intentions (Moon et al., 2016). Within the context of secondary education, an institutional culture rooted in organisational compassion provides the psychological safety necessary to buffer the systemic stressors of teaching. This, in turn, yields tangible gains in the core dimensions of teachers' psychological capital, specifically elevating levels of hope, self-efficacy, and adaptive confidence.

Consequently, a compassionate school ecosystem acts as a catalyst for professional growth, unlocking intrinsic teacher strengths and strengthening psychological capital. For institutional stakeholders, including school management, district education officers, and ministry of education officials, these findings underscore the strategic necessity of embedding organisation compassion into educational policy and leadership frameworks. Rather than treating compassion as an abstract ideal, educational administrators should design targeted interventions such as institutional peer-support networks, collaborative problem-solving forums, and emotionally responsive leadership training. Prioritizing organizational compassion provides a structural pathway to augment teachers' psychological capital. Ultimately, this investment yields an educational environment characterized by heightened resilience,

sustained motivation, optimism, and superior pedagogical performance within public secondary school schools.

5. Conclusion and Recommendations

5.1 Conclusion

Creating a school culture that systematically moves from collective feeling and collective responding to active support that cultivates psychological safety. This environment transforms organizational compassion from a mere moral concept into a concrete driver of teachers' resilience, hope, confidence, optimism, retention, and better performance.

5.1 Recommendations

1. School Management should implement structured collective responding systems that establish formal peer support mechanisms and collaborative problem-solving forums where teachers facing burnout or acute work environment stress receive immediate, coordinated assistance.
2. Additionally, school management should adopt responsive leadership practices by training school administrators to actively acknowledge teachers' psychological capital setbacks through collective feeling and deploy actionable solutions rather than administrative reprimands.
3. District Education Officers (DEOs) should embed formal evaluation metrics into administrative frameworks to systematically measure organizational climate, supportive leadership, and teacher psychological capital
4. District authorities should establish inter-school collaborative networks and setup peer-led forums that enable teachers to exchange resources, analyse their challenges, and co-develop collective coping mechanisms.
5. Ministry of Education should institutionalize psychological capital safety as an educational policy to systematically integrate frameworks for psychological capital safety of teachers.

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