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Academic antecedents of Depression and Anxiety among school Staff in Amsterdam: Interplay of Psychological Capital and Emotional Support

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Abstract

Aim: This study aims to investigate the effects of academic stress factors on anxiety and depression in Amsterdam school personnel, as well as the role played by psychological capital, emotional support, and depression cognitive behavioral theory.
Methodology: The study used a quantitative research approach, and 235 staff members and teachers who work in private schools in Amsterdam, Netherlands, provided data for the survey using a convenient sample technique. Structured equation modeling has been used to test study hypotheses. The study makes use of quantitative research methodology, which future researchers may augment with additional methodologies.
Findings: : At Time1, longitudinal data was gathered, and 300 individuals' demographic information was gathered along with the independent factors. The same participants' data for the moderator, mediator, and DVS was gathered at time 2. At time 2, we had 275 completed surveys. We were left with a final response rate of 235 after excluding the incomplete and partially filled responses. A total of 235 full paired responses or 59% of the total were received and will be considered for data analysis. In addition to benefiting educators and researchers, this research study will advance the field and benefit children and parents.
Implications/Novel Contribution: Nevertheless, the important variables under investigation were constrained to a tiny sample from particular towns and organizations, making it impossible to extrapolate to a sizable population.

Keywords: Work Pressure, Perceived Academic Stress, Depression, Anxiety, Psychological Capital, Emotional Support, Depression Cognitive Behavioural Theory

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INTRODUCTION

Over the past ten years, there has been a rise in the number of qualifications outlining the abilities required of secondary and higher education instructors. Around the turn of the century, an established norm for teacher educators emerged in the Netherlands (Cao et al., 2023). Teachers' and teacher learners' professional groups do not view all of these criteria as beneficial. For instance, according to a number of academics, lists of competencies fail to account for the complexity and unpredictability of teaching and learning (Karakose et al., 2022; Wakui et al., 2021). Another criticism of professional requirements is that, as prescriptive systems, they may contribute to de-professionalization because they provide little motivation for professionals to consider their norms and values (Pokhrel et al., 2020; Tsirimokou, 2022). According to Karakose et al. (2022), professionals who are subjected to standards tend to rely on these outside norms and are not encouraged to apply standards for their professional growth. It is critical to acknowledge the role that education plays in the establishment of a circular, cyclical system in light of the shift to a prosperous future that respects the ecosystem. When cooperative effort is directed toward the understandability of knowledge, the learning of new abilities, and the respect for each individual, paradigm, and attitude adjustments take place (Wakui et al., 2021; Werner-Seidler et al., 2021). In light of this, education needs to take into account the issues raised by this endeavor and incorporate plans and tactics to address the shift toward a more sustainable future.

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The demanding nature of teaching has been established. In Amsterdam, teachers are expected to do more than just plan lessons, teach in the classroom, and grade homework (Tsirimokou, 2022). They are also expected to manage extracurricular activities, attend or lead professional development events, and interact with the community and parents. In addition, teachers are expected to perform administrative tasks associated with learning and teaching, such as keeping track of attendance in class and writing up student report cards. Depression is among the most common mental health conditions. According to Cao et al. (2023); Capone et al. (2019); Pokhrel et al. (2020), depression ranks fourth among all diseases in the globe in terms of immobility. Nearer home, depression is the fourth most immobilizing condition in the nation, with 9% of Amsterdam residents reporting having serious depression. Depression is thought to be the main global cause of job incapacity and can result in a variety of inadequacies (Kavita & Hassan, 2018; Wakui et al., 2021). Teachers' health, function, and productivity can all be severely impacted by depression, with the repercussions on their personal and professional lives being especially widespread (Pokhrel et al., 2020; Werner-Seidler et al., 2021). People who are depressed frequently have trouble adjusting to social, time-management, and work-related obligations. In addition, they could have psychological issues, worse quality work, sick leave, and a rise in work-related disabilities, all of which have a significant negative influence on employee productivity. According to Cao et al. (2023); Capone et al. (2019); Pokhrel et al. (2020), low job satisfaction, high perceived stress, somatization disorder, and anxiety disorder were the most reliable indicators of major depressive disorder in teachers.

Workload, teachers' conduct, and job circumstances all predict anxiety and perceived stress (Agyapong et al., 2022; Ma et al., 2022). The single biggest factor causing worry, according to Kamal et al., is a significant absence of administrative support (Cao et al., 2023). Burnout, elevated anxiety, and depression are more common in those who are dissatisfied with their jobs (Ozamiz-Etxebarria et al., 2021; Silva et al., 2021). Stress among teachers exacerbates anxiety in teachers and can incite rage, which makes anxiety worse (Dosil Santamaria et al., 2021). According to Martínez-Monteagudo et al. (2019); Santamaría et al. (2021), those with high anxiety levels also had high burnout levels. Furthermore, studies show that teachers have extremely high rates of stress (100%), anxiety (67.5%), and depression (23.2%), which has prompted requests for investigations and treatments to address this pressing problem (Ślusarska et al., 2022). Nevertheless, further study is required to determine the precise triggers for anxiety symptoms in educators as well as the interrelationships between stress, burnout, anxiety, and depression. In stress research, working memory has been a prominent concern because it is essential for several higher-order cognitive processes, including language comprehension, planning, and reasoning (Agyapong et al., 2022; Werner-Seidler et al., 2021). Previous research has demonstrated that chronic stress impairs working memory in humans Al Maqbali et al. (2021), animals Agyapong et al. (2022), and the elderly (Dosil Santamaria et al., 2021; Martínez-Monteagudo et al., 2019; Santamaría et al., 2021). Werner-Seidler et al. (2021) discovered a correlation between lower performance on the operation-word span working memory test and higher levels of life event stress. When undergraduate students' working memory was tested using the digit span test, Al Maqbali et al. (2021) discovered improvements in the areas of working memory manipulation under exam stress, as measured by the Perceived Stress Scale (Cohen et al., 1983). According to Agyapong et al. (2022), working memory function (measured using the n-back task) remained unaltered over extended periods of stress. In addition to the aforementioned research, Werner-Seidler et al. (2021) demonstrated that, despite no change in working memory performance, a prolonged duration of test stress had an effect on the attention processes in working memory. According to Al Maqbali et al. (2021), exposure to stress in recent life has been shown to decrease working memory (measured using the n-back task), long-term memory, and self-reported memory.

Numerous industrialized nations have expressed concern about work pressure because they are afraid of how it will affect people's conduct, both individually and collectively, as well as their performance on the job and in the organizations where they work (Peng & Chen, 2023). Workplace pressure exacerbates the strains on these nations' national economies. Thus, in order for employees to carry out their duties successfully and efficiently, sound management must give pressure at work the attention it requires (Ma et al., 2022). Nobody lives a life free from pressure. On the other hand, too much pressure needs to be avoided as it causes a person to lose their capacity and energy for adjusting to and overcoming stress. Many mental and physical illnesses and problems, including heart disease, high blood pressure, high cholesterol, anxiety, frustration, and headaches, are brought on by work

stress (Irawanto et al., 2021).

A great instance of these private resources may be found in Psychological Capital (Yang & Yang, 2022). The four aspects of an employee's character hope resilience, optimism, and self-efficacy are represented in their psychological capital (Tang et al., 2023). Employee-owned psychological capital can enhance potential values in many ways, including by allowing workers to see things from a different angle, accepting situations and changes more positively, allowing them to take risks, allowing them to adapt or adjust, and enabling them to improve their welfare (Tang et al., 2023; Wardani & Anwar, 2019). Furthermore, psychological capital can turn into a collective condition through imitation, which is referred to as social contagion (Peng & Chen, 2023). More specifically, they proposed that the experience of psychological capital as a whole is founded on the accumulation of positive mental skills at the individual and team levels, which can effectively foster a team's quick growth. It is important to remember that teachers and staff have been experiencing serious mental health concerns and elevated levels of anxiety and depression as a result of the academic stress they've been under recently (Chen et al., 2019; Goswami & Agrawal, 2023). Additionally, throughout these trying times, emotional support has been invaluable. Higher psychological capital has been linked to higher emotional support among educators and staff members in schools (Karakose et al., 2022; Wardani et al., 2020). The current study found that academic factors were associated with depression and anxiety in Amsterdam school staff, as well as the interaction between psychological capital and emotional support and depression cognitive behavioral theory.

LITERATURE REVIEW

Depression Cognitive Behavioural Theory

The cognitive theory of depression states that negative thought patterns and beliefs can lead to feelings of hopelessness and helplessness. According to Yusuphodjaeva and Gafurova (2023), the psychoanalytic model strongly emphasizes how early events influence depression. Conversely, behavioral theory focuses on how depressive behavior is influenced by punishment and reinforcement. Various theories have investigated the part that hormones, neurotransmitters, and genetics play in the development of depression. Regardless of the specific viewpoint, treating depression is essential to addressing the underlying causes and helping patients stop having symptoms (Lerma et al., 2017). According to the cognitive method, persons who experience depression eventually come to hold negative thought patterns and beliefs. For instance, Beck created the idea of "schemas," which are fundamental ideas about oneself, the outside world, and the future (Oei & Dingle, 2008; Verduyn et al., 2009). Negative schemas are common in depressed people, which makes them see the world, themselves, and circumstances negatively. They could become caught up in a negative thought cycle by concentrating on mistakes and data that confirms their unfavorable opinions. Feelings of helplessness, pessimism, and being stuck might result from this negative thinking. The overall goal of cognitive therapy is to assist patients in recognizing and altering these harmful thought patterns to elevate their emotional state and overall quality of life. One kind of talk therapy that works well for treating depression is cognitive behavioral therapy, or cognitive behavioral theory (Oei & Dingle, 2008; Yusuphodjaeva & Gafurova, 2023). With the assistance of therapists, cognitive behavioral theory assists individuals in recognizing and altering the unfavorable ideas and behavioral patterns causing their melancholy. Together, the therapist and the patient seek to question, and alter these harmful behaviors, and cultivate thought that is more constructive and behavior patterns. Additionally, cognitive behavioral theory can assist people in learning coping mechanisms and symptom management tactics including deep breathing exercises and problem-solving approaches. Cognitive behavioral theory is a time-limited treatment that usually entails multiple weeks of weekly sessions (Lerma et al., 2017; Verduyn et al., 2009). When treatment is over, patients can acquire self-management techniques for their depression, with the therapist's help and direction throughout. The phrase "cognitive behavioral therapy" (CBT) is more general and covers a variety of methods and approaches to address the relationship between ideas, feelings, and actions. To enhance general wellbeing, it focuses on recognizing and changing maladaptive thought and behavior patterns. Conversely, cognitive theory places particular emphasis on recognizing and confronting unfavorable or warped thoughts that fuel emotional suffering (Lerma et al., 2017; Oei & Dingle, 2008; Verduyn et al., 2009; Yusuphodjaeva & Gafurova, 2023). It focuses on particular brain processes and seeks to swap out negative thought patterns with more realistic, balanced ideas. While cognitive behavioral theory emphasizes the importance of actions and behaviors in influencing thoughts and emotions, cognitive theory

largely focuses on thoughts. Therefore, cognitive behavioral theory also includes behavioral therapies. With its combination of behavioral and cognitive strategies for change facilitation, cognitive behavioral theory is frequently seen as a more thorough and integrated method (Lerma et al., 2017; Yusuphodjaeva & Gafurova, 2023).

Hypothesis Development

Psychological capital differs from trait-like personality traits, which are comparatively more stable and difficult to modify, in that it is state-like (Irawanto et al., 2021; Santamaría et al., 2021). Behavioral, cognitive, motivational, and emotional aspects of an individual's life are all impacted by psychological capital (Tang et al., 2023; Wardani & Anwar, 2019). It goes above and beyond human and social capital to give firms a competitive edge, complementing these capitals in a crucial way to manage human resources efficiently (Hou et al., 2022; Tang et al., 2023). Individuals' impact on their workplace is mostly determined by their psychological capital (Werner-Seidler et al., 2021). According to Ng YiMing et al. (2019), it improves work-life balance, organizational citizenship behavior, and job performance. It affects organizational commitment Cao et al. (2023), psychological well-being Ślusarska et al. (2022), and work engagement. As a result, employees' intent to leave, job stress, cynicism, and anxiety decrease Pavarini et al. (2023). Individual development and growth result in the formation of psychological capital (Brooks-Hall et al.). Self-efficacy, hope, persistence, and optimism are the four components of this positive psychological state (Ozamiz-Etxebarria et al., 2021). Self-efficacy is regarded as the most representative of the four aforementioned factors and is a regulating factor of job burnout and work stress (Al Maqbali et al., 2021). Furthermore, according to Brown and Shenker (2021), psychological capital is a crucial component of organizational psychological behavior and a psychological resource that may be developed and instilled. People are becoming more and more conscious of the significance of psychological capital. A positive opinion of one's capacity or aptitude to overcome challenges with persistent effort and perseverance is referred to as psychological capital. Psychological capital, according to Cao et al. (2023), is a framework made up of the ideas of self-efficacy, hope, optimism, and resilience combined in a way that best satisfies the requirements for positive organizational behavior. All the elements that make up the best psychological capital satisfy the requirements for positive organizational behavior, which is defined as positive, distinct, measurable, developable, and performance-related (Green et al., 2022; Poppe et al., 2019). Building psychological capital involves evaluating oneself in relation to the four character traits of optimism, resilience, efficacy, and hope (Wardani et al., 2020; Yang & Yang, 2022). Hope is the conviction that one can accomplish a task. Efficacy is the conviction that one possesses the necessary skills to complete a task successfully. The ability to adjust in the face of adversity and the propensity to actively and constructively cope are referred to as resilience (Chen et al., 2019; Karakose et al., 2022).

Stress is an inevitable aspect of being an adult. Work is one of the primary causes of stress. The competitive nature of the workplace is one of the key causes of the perception that work life is stressful (Dosil Santamaria et al., 2021; Santamaría et al., 2021). As a result, a lot of people ignore other facets of their lives at work to do their work efficiently. In the long run, it has detrimental repercussions on their social lives and health. It frequently affects how they interact and communicate with family members and classmates. When they encounter issues with peers and clients, they could become frustrated or experience "burnout." This could have a detrimental effect on the company as a whole. Consequently, both employers and employees must understand the stress and the stressor that is responsible for all of the bad impacts. To enhance teachers' performance, research on teacher stress is necessary. Al Maqbali et al. (2021); Bareeqa et al. (2021); Cao et al. (2023); Ozamiz-Etxebarria et al. (2021) revealed that instructors' top stressors included low achievement, handling students who exhibit "difficult" conduct, lack of motivation, and challenges in their interactions with students. Significantly teachers, particularly about workload and interactions with coworkers and students, reported greater levels of occupational stress. According to Karakose et al. (2022), elementary school teachers endure both low levels of stress and fairly high levels of personality stress. This suggests that the respondents' personalities had no bearing on the degree of stress. In the meantime, a different survey conducted in primary schools revealed that just 12.1% of teachers had poor mental health, while the majority of teachers (71.7%) had moderate levels of stress (Abojedi et al., 2023; Clabaugh et al., 2021; Mosanya, 2021). The study found that the misbehavior of the pupils and the impact of workload and gender on the mental health of these primary school instructors were the biggest causes of their stress. There is a noteworthy correlation between a higher workload and poorer mental health among female teachers. In the meantime, a study conducted in primary

schools by Karakose et al. (2022), revealed that there were notable variations in the respondents' levels of stress concerning their race, relationship with their parents, and support for and appreciation of teachers' stress. Secondary school teachers are thought to be under stress in the classroom as well. According to Karakose et al. (2022), 57.2% of teachers reported feeling medium levels of job stress, 37.2% reported low levels, and 4.7% reported severe levels of job stress. Additionally, out of the five elements that contribute to work stress, this study demonstrated that student misbehavior is the most important one. The researcher recommended that the school establish training programs for teachers to learn stress management techniques, set up basic facilities to support teaching and learning, appropriately segregate duties be sensitive to the relationships among teachers, and take disciplinary action against sound policy implementation. According to Karakose et al. (2022), factors that contribute to stress in secondary education include the workload, interpersonal relationships, discipline issues that students face, and school policies.

Nowadays, the majority of people deal with a variety of work-related stresses (Ma et al., 2022). Teachers who work in remote places, where their job compels them to live in their office and thus conflicts with their roles as spouses and parents, plainly feel the pressure of this role conflict. The sense of high workplace obligations, which never seem to go away and contain strict deadlines that many find difficult to meet, is known as work pressure. Many workplaces nowadays experience work pressure (Priem & Solomon, 2015; Wright, 2012; Yang & Yang, 2022). Workplace stress and health have been linked to work pressure, particularly when it comes to computer work. Due to their inadequate understanding of their rights and responsibilities, rookie teachers are particularly vulnerable to the pressure resulting from the ambiguity of the teacher job (Green et al., 2022; Holtzman et al., 2017). In carrying out his duties, a teacher is also responsible for a variety of tasks, including lecturing, lesson planning, scheduling classes and shifts, organizing extracurricular activities, keeping track of grades, creating schedules, monitoring student attendance, and attending classes. All of this heavily burdens the instructor, which has an impact on performance (Karakose et al., 2022). Numerous research have identified the origins or factors that lead to stress in educators. Fuller clarified that some significant factors that put pressure on teachers include the absence of classroom discipline, the teacher's incapacity to respond to their inquiries, and the challenges associated with assessing students' performance. According to Karakose et al. (2022), there are five main sources of pressure that teachers face: curriculum and teaching methods, aggressive students, lack of collaboration from students, and relationships between teachers.

Psychological capital may have an impact on a person's level of motivation and attitude at work. According to Yang and Yang (2022), psychological capital can be defined as psychological characteristics that can influence an individual's positive psychological behavior. Prior research conducted both domestically and overseas embraced Wardani et al. (2020) unambiguous definition of psychological capital, which is "the core psychological element of an individual's general positivity, which is embodied in the psychological state in line with the standard of positive organizational behavior." Researchers both domestically and internationally have been deeply interested in psychological capital theory since its inception (Tang et al., 2023; Wardani & Anwar, 2019). People discover by reading the literature that psychological capital research, both domestically and internationally, primarily focuses on psychological capital intervention and the relationship between psychological capital and related variables. There is some malleability to psychological capital as a state. Peng and Chen (2023), who also promoted the building of psychological capital from four distinct dimensions, initially proposed the intervention theory of psychological capital: resilience, optimism, hope, and self-efficacy. Based on this, he developed the four-dimensional theory, which holds that resilience, optimism, hope, and self-efficacy are the four positive psychological states that make up psychological capital.

The study found that work pressure had a significant impact on safety compliance (47). Workplace health concerns are often discussed about workplace stress (48, 49). Additionally, the effects of job pressure have produced conflicting results when assessing the available work resources. Furthermore, job pressure is a topic that has been thoroughly studied in the fields of occupational safety and work-life balance, and its significance in averting accidents cannot be emphasized (Chen et al., 2019; Wardani et al., 2020; Yang & Yang, 2022). The World Health Organization (WHO) as a sickness that can result in major health issues and unfavorable business practices regards workplace stress. Goswami and Agrawal (2023) use of stress is evident in a person's feelings, mental processes, or physical states, which are defined as a state that develops when a person reacts to a possible threat. Peng and Chen

(2023) notion of psychological capital within the framework of the positive psychology movement, characterizes it as "the positive psychological development state of individuals". The four psychological qualities of self-efficacy, optimism, hope, and resilience make up psychological capital (Tang et al., 2023). There is still a dearth of research on the origins of stress, coping strategies, and practical methods of stress management, despite an increase in studies on stress and its coping mechanisms. Stress management is said to heavily depend on psychological capital. It is thought that training can increase psychological capital and that having more psychological capital is beneficial for lowering stress levels, learning to be adaptable, and cultivating a positive work ethic (Agyapong et al., 2022; Werner-Seidler et al., 2021). Peng and Chen (2023) examined the impact of work pressure on employees' voice behavior based on pertinent literature analysis and developed a research model of the psychological capital part mediating work pressure and employees' voice behavior (Irawanto et al., 2021). Peng and Chen (2023) suggested theories of resource conservation and social exchange were the foundation for this discussion. Using a questionnaire survey and multi-layer regression analysis, Fu Yao et al. investigated the link between work stress, job participation, and the psychological capital of knowledge employees (Chen et al., 2019; Wardani et al., 2020; Yang & Yang, 2022). The findings of the study demonstrated that psychological capital had a negative effect on work stress. Some researchers, who contend that psychological capital, can comprise psychological components that uphold and reinforce a person's positive psychological state and positive organizational behavior, subsequently put out the multi-dimensional idea. Peng and Chen (2023) empirical research showed that psychological capital has a major impact on both occupational stress and well-being in addition to easing the burden on teachers and staff. People with higher psychological capital are better able to handle stress at work and are less likely to burn out at work. People with higher psychological capital are better able to handle stress at work and are less likely to burn out at work. The association between stressful work sources and the work stress response may be partially mediated by psychological capital, according to Chen et al. (2019). Additionally, it has the ability to mediate relationships between independent and dependent variables. People are therefore better equipped to manage and grow their psychological capital, giving them a competitive advantage and a better means of easing uncomfortable feelings like concern.

H1: Psychological capital has a significant mediating impact between work pressure and depression.

H2: Psychological capital has a significant mediating impact between work pressure and anxiety.

H3: Psychological capital has a significant mediating impact between perceived academic stress and depression.

H4: Psychological capital has a significant mediating impact between perceived academic stress and anxiety.

According to the broaden-and-build idea Wakui et al. (2021), having pleasant emotions causes one's mentality to expand and important psychological resources to be built. More frequently, people with greater psychological capital levels feel happy emotions. Previous research connecting each of the psychological capital parts with happy feelings has validated this hypothesis (Cao et al., 2023; Hou et al., 2022). According to Ma et al. (2022), happy emotions are fleeting, multisystem reactions to a shift in how people perceive or analyze their present situation. They appear when favorable prospects or good fortune are registered by this multisystem. That is, when people experience good emotions, their bodies behave in a more spacious and relaxed manner, their perceptual access is increased, their semantic reach is expanded, and their social perceptions are more inclusive and related (Ślusarska et al., 2022). Furthermore, the expanding shape of happy emotions serves to encourage the increase of one's own resources, setting oneself on a path toward positive development (Holtzman et al., 2017; Priem & Solomon, 2015). Put another way, people who feel happy will have more personal resources, which may result in a happier state of well-being that lasts longer and more favorable outcomes in the future (Goswami & Agrawal, 2023; Green et al., 2022; Yusuphodjaeva & Gafurova, 2023). Additionally, studies by Snyder and his colleagues have shown a connection between improved student functioning and academic performance and higher levels of hope (Ozamiz-Etxebarria et al., 2021; Silva et al., 2021). For instance, a six-year longitudinal study revealed that higher academic accomplishment was predicted by freshmen's levels of hope upon entering college. Even after adjusting for variance in entrance exam scores, these effects persisted (Brown & Shenker, 2021; Karakose et al., 2022; Yusuphodjaeva & Gafurova, 2023). Wardani et al. (2020); Yang and Yang (2022) found that hope was a stronger predictor of students' objective academic progress than intellect, personality, and prior academic

achievement throughout a three-year longitudinal research.

However, it is known that the lack or reduction of nonverbal cues associated with the provision of social support, such as limited touch, limited facial expressions, and paralinguistic cues, makes providing emotional support even more difficult in the context of computer-mediated environments (Green et al., 2022; Krycak et al., 2012; van der Velden et al., 2020). For instance, it has been discovered that the kind and caliber of support provided depends on how the situation is perceived as well as how the support receiver is thought to be able to handle it (Brown & Shenker, 2021; Green et al., 2022; Poppe et al., 2019). Within the realm of computer-mediated support groups, participant perceptions of the quality of supportive communication are likely to be influenced by positive aspects like enhanced self-presentation, deception, and difficulty tracking group members, as well as negative aspects like anonymity, convenience, and access to a larger network of people dealing with similar issues (Brown & Shenker, 2021; Pavarini et al., 2023; Tang et al., 2023). Several scholars have found a relationship between emotional support and perceived stress in the context of online support groups (Dosil Santamaria et al., 2021; Hou et al., 2022; Tang et al., 2023). One aspect of emotional support that has received relatively little attention in the research is participants' assessments of the emotional support they receive in these groups and their evaluations of online support providers. Perceptions of emotionally supportive messages and emotional support providers, however, have been proven to be critically essential variables in the process of providing emotional support in face-to-face and computer-mediated environments.

Werner-Seidler et al. (2021) introduced the idea of psychological capital by separating it from other types of capital, including social, human, and economic capital. In terms of an individual's growth and development, psychological capital is defined as a positive mental state that expresses itself in particular as efficacy, optimism, hope, and resilience. Efficacy is the quality of having faith in one's abilities and the capacity to succeed when faced with difficult tasks (Cao et al., 2023; Peng & Chen, 2023; Tang et al., 2023). Optimism is the trait of having a positive attribution style for both current and future achievements as well as reasonable awareness of what one can and cannot do. A meta-analysis revealed that psychological capital could successfully raise employees' organizational citizenship behavior, subjective and objective career achievement, and job satisfaction as well as their subjective wellbeing and organizational commitment. Additionally, it can lessen the tendency of individuals to leave their jobs and abnormal behaviors such as work-related stress and burnout (Chen et al., 2019; Goswami & Agrawal, 2023; Karakose et al., 2022). A work team is a collection of people who share accountability for finishing a task or reaching an objective. It takes interpersonal contact between leaders and their followers as well as among followers to accomplish the work or reach the objective. People's psychological capital can readily influence one another in a professional team, particularly when leaders are influencing followers (Cao et al., 2023). According to Peng and Chen (2023), psychological capital is a construct that resembles a state but is more stable than moods and emotions. The psychological capital scale exhibited comparatively weaker stability when compared to trait-like constructs such as personality and core self-evaluations, according to research on test-retest reliabilities (Tang et al., 2023). According to Peng and Chen (2023), psychological capital is a trait that resembles a state and can evolve.

In daily interactions and at work, people automatically imitate the emotional cues of others by observing their postures, gestures, voices, and facial expressions. They also guess about the emotional states of others by observing verbal and nonverbal cues (Martínez-Monteagudo et al., 2019; Santamaría et al., 2021). In the end, they usually feel things that are comparable to or congruent with those of those around them. Emotion is a state of arousal that is accompanied by changes in the face and body, physical arousal, subjective feelings, and behavioral tendencies. Emotion, as an internal experience, can assist people in forming relationships with others and in deciding if their emotional reaction to an emotional situation is appropriate. Emotion fulfills two fundamental human social needs in this way: social consensus and connection (Agyapong et al., 2022; Dosil Santamaria et al., 2021; Werner-Seidler et al., 2021). Realizing that emotion serves a social purpose requires external manifestation. Expression of emotions is a dynamic process by which people use overt actions to communicate their underlying feelings. Emotional engagement frequently happens in interpersonal and social communication. The sympathetic nervous system, which is in charge of controlling the stress response, releases chemicals that help people overcome psychological or social, threats (Hou et al., 2022; Tang et al., 2023; Wardani & Anwar, 2019). The hypothalamic-pituitary-adrenal axis, in particular, is triggered when a danger is perceived and releases cortisol and other chemicals into the bloodstream. In

order to move nutrients and oxygen to the areas of the body required to treat the source of stress, cortisol mobilizes energy by controlling the metabolism of glucose and elevating heart rate, blood pressure, and breathing (Agyapong et al., 2022). While self-report stress measurements might not be linked to biological stress markers Peng and Chen (2023), measuring salivary cortisol levels offers an objective, non-intrusive, and reliable way to monitor changes in stress levels. Cortisol, thus, has become a useful marker of how communication affects stress as a consequence of the stress response (Hou et al., 2022; Risher & Hair Jr, 2017; Wardani & Anwar, 2019). Bowen contends that the process of self-differentiation is passed down via families across multiple generations. Through this process, people pick up the fundamentals of social interaction from their family. Among these lessons is how to ask for and make use of other people's help, especially during stressful times. Theoretically, more highly differentiated people should find it easier to build and maintain a network of emotionally supportive relationships than less highly differentiated people (Carayon & Zijlstra, 1999; Ng YiMing et al., 2019; Ng et al., 2019). This is because more highly differentiated people are believed to be better at managing the balance between autonomy and connectedness. According to this logic, persons who are well-differentiated are able to keep up a social network of folks who share their emotional connections and who may be able to help them out in times of need. Stress can develop when there is insufficient emotional support, which can exacerbate psychological distress symptoms. Peng and Chen (2023) proposed that an individual's degree of self-differentiation is positively correlated with their level of social support; in fact, social support could partially account for the relationship between psychological outcomes, stress, and differentiation (Al Maqbali et al., 2021; Bareeqa et al., 2021; Ślusarska et al., 2022).

H5: Emotional support has a significant moderating impact on psychological capital and depression.

H6: Emotional support has a significant moderating impact on psychological capital and anxiety.

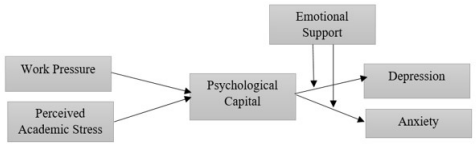

Figure 1. Conceptual Framework

METHODOLOGY

This research aims to investigate the depression and anxiety in staff and teachers employed in privately owned secondary schools. Work pressure and perceived academic stress were the predictor factors resulting towards depression and anxiety. The Psychological capital was the mediating variable and emotional support was the moderating variable. This research was quantitative and for that instance primary data was collected. This research was descriptive in nature, where explanatory approach of investigation was used to test the hypotheses. The data was collected in different phases which is why longitudinal time horizon was used. This Longitudinal data collection was consist of two time points: Time 1 and Time 2. Where at Time 1, demographic details along with independent variables were collected from 300 participants out of the targeted 400. At Time 2, data pertaining to moderator, mediator, and dependent variables was collected from the same 300 participants. At Time 2, a collected data of 275 filled questionnaires were received and partially filled and incomplete responses were discarded. In the end, 235 final responses were considered for analysis, resulting in a response rate of 59%. While talking about the sampling frame consisted of 400 staff and teachers employed in privately owned secondary schools in the vicinity of Amsterdam, Netherlands. Convenient sampling method was employed due to accessibility and ease of data collection. A total of 235 participants were selected for the study to perform the analysis and draw the conclusion. Partial Least Squares (PLS) path modeling technique was employed for data analysis due to its suitability for predictive modeling and complex relationships. Smart PLS software was used for analysis, allowing for robust and comprehensive examination of the collected data. Descriptive statistics were used to summarize the demographic characteristics of the participants. PLS path modeling was performed to analyze the structural relationships among variables and test the proposed hypotheses. Bootstrapping techniques were applied to assess the significance of the path coefficients and to estimate the standard errors. By following this methodology, the study aims to contribute to

the existing literature on the factors influencing staff and teachers' experiences and outcomes in privately owned secondary schools in Amsterdam, Netherlands.

Instrumentation

To gather the data, survey approach was designed and unit of analysis was the adapted questionnaire as an instrument. The questionnaire was structured and designed to collect relevant information from the participants. The questionnaire included sections for demographic details, independent variables (at Time 1), and moderator, mediator, and dependent variables (at Time 2). The items were adapted from different sources according to the nature of the variable and context of the study. Work pressure was measured as an independent variable and for that 5 items were adapted from the developed scale of Carayon and Zijlstra (1999). The other independent variable was perceived academic stress and it was measured by adapting the 5 items from the scale of Lin et al. (2020). The psychological capital was the mediating variable and it was measured by using the 5 item scale of Wardani and Anwar (2019). The moderating variable of the study was emotional support and it was measured by using the scale of Wright (2012) and total 5 items were adapted for this variable according to the context. The outcome variable of the study depression and anxiety both were measured by adapted the 5 items each for the both variables. For depression as outcome variable was measured by using the scale of Lerma et al. (2017) and to measure the anxiety, the scale of Lerma et al. (2017) was used. All the items were based on 5 point Lickert scale. The instrument also contain the information regarding the study for the understanding of the respondents and demographical questions were also given to get the personal information as well. The questionnaire was validated through pilot testing and expert review to ensure clarity, relevance, and reliability of the items. Participants were informed about the purpose and nature of the study, and their consent was obtained prior to data collection. Confidentiality and anonymity of participants were maintained throughout the study. Data collected were used solely for research purposes and handled in accordance with ethical guidelines and regulations.

Based on an early evaluation of respondent data, Table 1 presents the demographic features and statistical tests of the sample (N=235) for this study. To evaluate the structural and measurement models, SmartPLS3 was employed.

Table 1: Demographic profile

Demography	Description	No. of Responses	%
Gender	Male	140	60
	Female	95	4
Age	25-35	103	44
	35-45	85	36
	Above 45	47	20
Qualification	Under-graduate	111	47
	Post-graduate	85	36
	Diploma	39	17

ANALYSIS

Measurement Model

The testing phase of the measurement model involves convergent and discriminant validity tests. In the meantime, composite reliability and Cronbach's alpha were employed to assess the construct dependability. If every indicator in the PLS model satisfies the standards for reliability testing, convergent validity, and discriminant validity, the findings of the PLS analysis can be utilized to assess the research hypothesis.

Validity and Reliability

The SmartPLS was utilized in the study to analyze and test the hypotheses. It evaluates the path coefficients and the scales' psychometric properties using a nonparametric approach. Additionally, according to Hair et al. (2019), there are fewer limitations on sample size, normality, and linearity. Four approaches were used to examine the validity and reliability: factor loading, average variance extracted (AVE), composite reliability, and Cronbach's alpha. Hair et al. (2017) recommend avoiding variables with factor loading values less than 0.7 unless they are necessary for the validity contents. Thus, 0.6 was chosen as the threshold value. Except for two items, Table 2 data shows that the majority of the items are greater than 0.7. Cronbach's alpha counts the reliability and assesses

the internal consistency of the constructs, according to a study by Risher and Hair Jr (2017). When the composite reliability and Cronbach's alpha are greater than 0.70, the constructs are considered reliable. A variable's internal consistency is weak if values are found to be less than 0.6. The study variables have a value above 0.6, according to Cronbach's alpha results in Table 3, indicating that they are reliable and suitable for analysis. Another measure of dependability is composite reliability, in which the threshold is regarded to be.

Table 2: Reliability and Validity

Construct	Item	Loadings	CA	CR	AVE
Anxiety	A1	0.870	0.915	0.937	0.748
	A2	0.779			
	A3	0.895			
	A4	0.891			
	A5	0.884			
Depression	D1	0.839	0.932	0.949	0.788
	D2	0.912			
	D3	0.928			
	D4	0.908			
	D5	0.848			
Emotional Support	ES1	0.909	0.945	0.958	0.820
	ES2	0.901			
	ES3	0.910			
	ES4	0.911			
	ES5	0.897			
Perceived Academic Stress	PAS1	0.860	0.899	0.926	0.714
	PAS2	0.845			
	PAS3	0.867			
	PAS4	0.882			
	PAS5	0.766			
Psychological Capital	PC1	0.602	0.862	0.903	0.654
	PC2	0.846			
	PC3	0.825			
	PC4	0.865			
	PC5	0.874			
Work Pressure	WP1	0.814	0.826	0.878	0.591
	WP2	0.731			
	WP3	0.748			
	WP4	0.823			
	WP5	0.724			

Discriminant Validity

The construct validity was assessed using discriminant validity. We used the Heterotrait-Monotrait correlation (HTMT) and the Fornell-Larcker criterion for this issue. Discriminant validity is determined by evaluating the square root of the average variance extracted construct's coefficient, based on the Fornell-Larcker criterion technique (Hair et al., 2017; Hair et al., 2019; Hair Jr et al., 2020). The on-diagonal coefficients must be larger than the off-diagonal in order to meet this supposition. Table 3 displays the findings of the analysis, which showed a satisfactory degree of discriminant validity.

Table 3: Discriminant validity

	A	D	ES	PAS	PC	WP
Anxiety	0.865					
Depression	0.750	0.888				
Emotional Support	0.803	0.777	0.906			
Perceived Academic Stress	0.528	0.724	0.685	0.845		
Psychological Capital	0.707	0.700	0.789	0.724	0.809	
Work Pressure	0.471	0.464	0.441	0.648	0.595	0.769

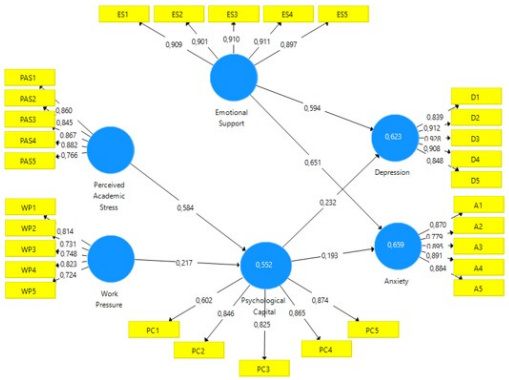

Figure 2. Assessment of Measurement Model

Structural Model

This test measures the amount to which exogenous variables influence endogenous variables and contains a significance test for both direct and indirect effects. A direct and indirect effect test is required to ascertain the impact of psychological capital on the creative behavior of specific female employees using individual creativity as a mediating variable. Using the SmartPLS 3.0 software, the effect test was performed using the t-statistic test in the partial least squared (PLS) analysis model (Hair et al., 2017; Hair et al., 2019). The R Square value and the significance test value were acquired using the bootstrapping technique.

Assessment of R-Square

Table 4 R Square value for anxiety is 0.657, meaning that 65.7% of the anxiety variable can be described by the psychological capital variable, with the remaining 34.3% being explained by variables that are not covered in this article. In this study. For depression, on the other hand, the R Square value is 0.622, meaning that 62.2% of the variation in depression can be explained by the variable psychological capital, with the remaining 37.8% being explained by other variables not covered in this study.

Table 4: Assessment of *R* square

	R-Square	Adjusted *R*-Square
Anxiety	0.659	0.657
Depression	0.623	0.622
Psychological Capital	0.552	0.550

Hypothesis Testing

In social science research, structural equation modeling (SEM) is highly recognized for its ability to simultaneously and thoroughly examine all of the relationships inside a model. Researchers because of their capacity to evaluate hypotheses including several equations and the dependent relationships between them frequently use SEM. This makes it possible to thoroughly examine prediction validity. It was concluded that SEM would be

the best choice for handling the research concerns due to the intricacy of the study's variables (Hair et al., 2017; Hair et al., 2019). Table 5 displays the analytical findings as well as the observed estimations. There were no misfits in the suggested model, and no further routes, error variables, or coefficients were needed. When analyzing the path coefficients of latent variables, bigger impacts, and linkages were indicated by higher values. Using t-values, the significance of was evaluated. Significant direct relationships between the variables were found using direct impact analysis. To support our hypothesis, we looked at the link between constructs and the quality and strength of the model using structural equation analysis. The direct relationships between our model constructs were assessed using the structural equation model (SEM) from SMARTPLS 4.0 to determine whether or not they are statistically significant based on the path coefficients () values, t-statistics (T), and p-values (p), as well as their coefficient of determination R-square (R2) (Hair et al., 2017; Hair et al., 2019). All of the regression paths—direct and indirect—as well as the standard deviation values for each variable, are displayed in Table 5 with clarity. All of our hypotheses, including the moderating relationships, have been accepted at $p < 0.001$ and $p < 0.005$. This demonstrates both the robustness and model fitness of our structural model. In order to confirm the real impacts and variations in outcomes resulting from the moderation of emotional support and work pressure, and perceived academic stress independently, the table additionally shows the individual effects and relationships of all variables stepwise. Additionally, the beta values were discovered to be significant for every variable at $p < 0.05$. Additionally, their positive values indicate that the associations are in a positive direction.

Table 5: Hypothesis Testing

	Relationships	values	*T* value	P Values	Decision
H1	Perceived Academic Stress -> Psychological Capital -> Depression	0.114	2.714	0.007	Supported
H2	Perceived Academic Stress -> Psychological Capital -> Anxiety	0.153	4.415	0.000	Supported
H3	Work Pressure -> Psychological Capital -> Depression	0.042	2.453	0.015	Supported
H4	Work Pressure -> Psychological Capital -> Anxiety	0.057	3.000	0.003	Supported
H5	Moderating Effect 1 -> Depression	0.085	2.898	0.004	Supported
H6	Moderating Effect 2 -> Anxiety	-0.156	4.143	0.000	Supported

Moderating Graph

Emotional support, as predicted, modifies the association between psychological capital, depression, and anxiety in employees and instructors working for private schools in Amsterdam, Netherlands. The concept of depression cognitive behavioral theory proposed by Lerma et al. (2017) is supported by this finding. According to this theory, there is a higher chance that employees and instructors in private schools in Amsterdam, Netherlands, will provide less emotional support. This increased participation may lead to a reduction in anxiety and depression. Therefore, psychological capital, depression, and anxiety are more common among those who receive less emotional support than in people who receive more emotional support. This discovery could be explained by the hypothesis that teachers and staff at Amsterdam, Netherlands' Pak private schools are better at inspiring and managing their classes, which influences how they offer emotional support to other staff members and teachers.

Figure 3. Moderating Effect1

Figure 4. Moderating Effect2

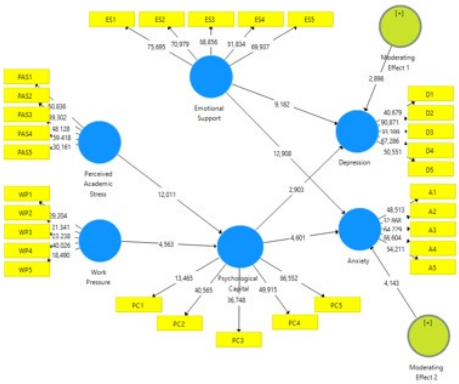

Figure 5. Assessment of Structural Model

DISCUSSION AND CONCLUSION

The present study established that academic antecedents of depression and anxiety among school staff in Amsterdam and the interplay of psychological capital and emotional support as well as depression cognitive behavioral theory involved. All hypotheses were accepted.

The results show that psychological capital has a significant mediating impact between work pressure, depression, and anxiety. Our nation has high expectations for its teachers in order to achieve this goal. They are thought of as our children's future architects, designers, and saviors, and they have to teach them. However, we must acknowledge that teaching is not as simple a profession as people may believe. Teaching is a profession that

is always changing and difficult (Irawanto et al., 2021; Kavita & Hassan, 2018). To enhance teachers' performance, research on teacher stress is necessary. Various studies on teacher stress. Dosil Santamaria et al. (2021); Santamaría et al. (2021) revealed that instructors' top stressors included low achievement, handling students who exhibit "difficult" conduct, lack of motivation, and challenges in their interactions with students. Significantly, teachers, particularly to workload and interactions with coworkers and students, reported greater levels of occupational stress. Previous studies have shown that stress impairs teachers' mental and physical health and can lead to negative emotional illnesses including depression and anxiety, which can hinder their ability to manage daily duties and be productive at work (Wardani & Anwar, 2019; Werner-Seidler et al., 2021). According to Dosil Santamaria et al. (2021); Santamaría et al. (2021), stress experienced by teachers can lead to worry, feelings of inadequacy, and the need for self-defense. In addition, stress has been linked to the onset of depression. Dosil Santamaria et al. (2021); Santamaría et al. (2021) conducted a meta-analysis to examine the causes and effects of stress in teachers. They found that stress was associated with emotional responses in this population, meaning that stress-related events triggered feelings of discomfort, anxiety, and depression. Past studies show that psychological capital plays a mediating impact in depression and work stress (Hou et al., 2022; Tang et al., 2023).

The results show that psychological capital has a significant mediating impact between perceived academic stress, depression, and anxiety. Compared to the other research, the Amsterdam study found a significantly greater prevalence of stress and anxiety. It was also the only study in which professors had resumed in-person instruction following a period of remote instruction at the time of data collection. The increased need for commuting and the potential for increased interaction with students and other professionals from schools or universities, along with the uncertainty surrounding the effect of in-person instruction on the risk of contagion, all contribute to the higher prevalence of anxiety and stress. Furthermore, a higher prevalence of anxiety and tension may be linked to the return to in-person instruction with stringent biosafety regulations and teachers' "enhanced responsibility to monitor the students." In line with the majority of other research findings, our study demonstrated that the greater the perceived academic stress, the poorer the psychological capital and influence on anxiety and depression (Lin et al., 2020; Ozamiz-Etxebarria et al., 2021; Silva et al., 2021).

The results show that emotional support has a significant moderating impact on psychological capital, depression, and anxiety. Given that this symptom is emotional support to being aware of a threat, it is possible that teachers were more anxious than other students (Yusuphodjaeva & Gafurova, 2023). Since many teachers worked with groups of children without masks or had direct contact with them, the threat of the pandemic was therefore a one-time occurrence for them. Stress, however, is a more comprehensive process of environmental adaptation, and it is widely known that stress was building up among school teachers well before the epidemic (Tsirimokou, 2022). According to Dosil Santamaria et al. (2021); Santamaría et al. (2021), emotional support plays a significant role in helpful communication as a reassuring measure that people particularly value when they are going through a tough time. In an effort to add to the body of literature, we looked at the circumstances in which receiving emotionally supportive communication would help people recover from stress to a greater or lesser extent using physiological capital. In particular, we drew on studies on invisible support, support adequacy, and support matching to pinpoint factors that might influence how well emotionally supportive communication works. All three of the multi-level model analyses demonstrated that the trajectory of stress recovery was influenced by preferences or perceptions of received support, and that the cortisol recovery rate was faster when observable emotional support was high rather than low. When teachers interact with someone they find appealing on the interpersonal front, they seem to experience a higher level of emotional support. Attraction perceptions probably increase trust when someone confides in another person about their issues. This could offer insightful details on the kinds of people teaching staff might find comfort in this situation when they require emotional support.

In light of the current study's findings, it is imperative that teachers and other school employees have less psychological capital impact and that stress, anxiety, and depression are prevented. Psychologically sound educators will help pupils receive better instruction and prevent job losses brought on by emotional strain. It would be crucial that they get assistance in the form of more teachers and materials as a result. Incorporating seminars to bolster educators' emotional reserves in schools would also be crucial in providing them with emotional support. Teachers' mental health should be safeguarded and the emotional support in classrooms could be enhanced in this way. Both

the students' academic performance and mental health would benefit from this enhancement. Stress arises from trying to outperform classmates, meet parental and instructor expectations, and achieve better grades that will help one land their ideal job. These factors place a great deal of strain on students, which can result in burnout from academic stress. Emotional development, on the other hand, begins early and has a profound impact on children's ego concept formation as well as their emotional and social growth. While studying their surroundings, instructors, friends, parents, and siblings, and forming attachments with them, children also acquire emotional intelligence (Goswami & Agrawal, 2023). What is lacking, though, and perhaps something we have recognized while going through this is that going forward, we must teach our kids to grow their emotional intelligence in addition to social separation and physical separating from one another, but not psychologically. This is practicable given the progress made in the field of information technology. According to Dosil Santamaria et al. (2021); Santamaría et al. (2021), respondents were able to "reduce negative and unexpected emotional outbursts" and, inadvertently or consciously, redirect their emotions into other activities. This is an example of a coping strategy used by students. Teachers, as agents of education reform, must therefore be psychologically and physically prepared to handle issues that may arise. Teachers must also be better at handling stress and constantly prepared to deliver top-notch instruction in order to produce good pupils who will one day lead our nation. This essay recommends that further research be done on the elements that maintain teachers' intrinsic and extrinsic motivation to perform well. Investigating the most important motivating elements that result in teachers doing better is therefore vital. Other extrinsic and intrinsic elements for teachers' motivation in other cultures and ethnic groups should be the subject of future research.

Implications of Study

The results have numerous noteworthy theoretical and practical implications. Teachers, educators, institutional administration, students, and parents can all benefit from this study by better understanding how the contemporary learning environment affects student's education today. Specialists will be able to extract more thorough data, which may subsequently be applied to increase the study's scope. Therefore, messages expressing emotional support had significance even among those who expressed the least desire for it. Lastly, we acknowledge that people's general inclinations for assistance may not coincide with what is in their best interests in a given circumstance. Even though they claimed to place less value on it, participants in the context of our study benefited from emotional support, and those who did not receive it recovered from stress less quickly. Others recommended enhancing the learning environment in the classroom by using student counseling services to help students deal with stress Dosil Santamaria et al. (2021); Santamaría et al. (2021), and changing curriculum and policies to help students deal with stressors that have been identified. This finding contributes to our comprehension of the psychological capital's influencing mechanism on its adherents as well as the beneficial effects of depression cognitive behavioral theory on stress and depression. According to Ozamiz-Etxebarria et al. (2021), anxiety is a complicated emotional state that might include worry, panic, and anxiety when a person is aware of impending danger. These two explanations highlight how intricate anxiety states are. Silva et al. (2021) observed that worry might sometimes be prescient and anxious about things that have not transpired yet. The ambiguity around class structures and the evolution of instructional strategies, in addition to the duties and demands of initial coursework and jobs, is essential to provide practical strategies for easing stress, lowering stress-related anxiety, and successfully enhancing school teachers' mental health. The study's findings indicate that there is a substantial inverse relationship between psychological capital and anxiety and that psychological capital moderates the relationship between academic stress, work pressure, anxiety, and depression to some extent. The study's findings unequivocally show that having positive psychological capital can significantly lessen the distress brought on by pressure to perform well academically. Psychological capital is a positive psychological resource that can effectively withstand external setbacks and fully deploy positive energy. It can be quite helpful in lowering anxiety and easing the burden of coursework for school students. This finding implies that increasing school students' positive psychological capital status is necessary to successfully relieve stress and lower anxiety.

Limitations and Future Research

There are a few other restrictions on this study. First, since participation was voluntary and only those who were seriously affected could have taken part; we selected a non-probabilistic sample in which there may have been some selection bias. Future research should thus seek individuals from more independent communities and use a more gender-balanced probability sample. Second, the perspectives of teachers in other areas are not reflected in this poll because it was only given to Amsterdam school teachers. There are differences in the density of human contact between large cities and rural locations, which also affects the potential for infection in these two environments. Third, the educational environment, such as the number of students and facilities, varies depending on the country. Different countries have different infection control methods, and there may be different reasons for teachers' anxiety. Therefore, it is necessary to conduct similar surveys and obtain the results thereof in other countries. In order to increase confidence in the causality of these interactions, longitudinal studies can be helpful in analyzing the time dependency between independent and dependent variables. A further constraint pertains to the study's scope. Although we used ideas of conversationally generated reappraisals to explain the impacts of emotional support Green et al. (2022); Poppe et al. (2019), we did not assess whether the interactions we looked at had an impact on stress recovery via a reappraisal process. Furthermore, our results do not account for other processes via which support may prompt cortisol recovery, such as distraction because the study's focus was not on the mechanisms through which emotional support helped stress recovery (Wardani et al., 2020). Important evidence about the real effects of changes in psychological capital on stress and depression can also be found in longitudinal intervention studies. Subsequent investigations ought to explore the processes by which assistance promotes stress recuperation and assess if the findings we recorded translate to additional consequences, including psychological enhancement. The study contains limitations in that incomplete replies were not evaluated since there was not enough time to follow up with respondents to finish the survey, even though online questionnaires were used and distributed through personal networks that could reach all respondents from all across Amsterdam. To create questions that are seen similarly by people in Amsterdam, more thorough instrument adoption and translation must be done utilizing the back-translation method.

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